

**PRINCIPALS' MANAGERIAL CHALLENGES IN
IMPLEMENTING ENTREPRENEURIAL STUDIES IN
SECONDARY SCHOOLS IN ENUGU STATE**

BY

**ANI, ANTHONIA NWABUGO AMAUCHECHUKWU
2010687002F**

**FOR THE AWARD OF Ph. D IN EDUCATIONAL
MANAGEMENT**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
POLICY, FACULTY OF EDUCATION,
NNAMDI AZIKIWE UNIVERSITY, AWKA**

DECEMBER, 2016

APPROVAL PAGE

This dissertation has been approved for the Department of Educational Management and Policy, Faculty of Education, NnamdiAzikiwe University, Awka.

By

Prof. N. Ikediugwu
Supervisor

Date

Dr. P. N. Okorji
Head of Department

Date

Prof. C. I. Ani
External Examiner

Date

Prof. NkechiEsomonu
Dean of Faculty

Date

Prof. H. I. Odumegwu
Dean, P.G. School

Date

CERTIFICATION

This is to certify that I, Ani, AnthoniaNwabugoAmauchechukwu with Reg. Number 2010687002F, am responsible for the work submitted in this dissertation, that the original work is mine except as specified in the acknowledgments and references, and that neither the dissertation nor the original work submitted there-in has been submitted to this University or any other institution for the award of a degree.

Ani, AnthoniaNwabugoAmauchechukwu

DEDICATION

This work is dedicated to Rev. Fr. Dr. Francis O. Nwaiwu, whom God used as a noble instrument to perfect His plan for me to this level of academic pursuit.

ACKNOWLEDGEMENTS

First and foremost, the researcher cannot begin this acknowledgement without thanking the Almighty God for his unparalleled graces, superior protection, guidance and patience that enabled her to put a dot on this phase of her life.

She owes her deepest gratitude to her supervisor, Prof. Nkechi Ikediugwu for the excellent supervision, incredible support, unlimited guidance and ceaseless encouragement in the materialization of this project. The researcher wants to recognize with sincere appreciation her Head of Department, Dr. Perpetua Okorji, and all the lecturers in the Department of Educational Management and Policy. Their trenchant comments with very good suggestions at the initial stage shaped the work better. It was a great pleasure and honour to have passed through them. Dr. Isaac Nwankwo has been a strong pillar where the researcher could cling especially in the difficult period of this research. Thanks to all of them.

The researcher's profound gratitude goes to her Congregation, Daughters of Mary Mother of Mercy (DMMM), Rev. Fr. Francis Nwaiwu, her family especially her Mother, Mrs Josephine Ani, Mr. Michael Ani, her brother and his children, Rev. Fr. Austin Charles Ochu, Late Sr. Chinenye Clare Ochiagha, Late Fr. Livinus Isidienu, Fr. Johnson Orjiako, Msgr. T.O. Onoyima, Bishop Lucius Ugorji, Late Mother Paul Offiah, Emeka Omeje (Ministry of Education Enugu), Herbert Onyemachi (NERDC), Betty Scheetz (USA), Melinda Ribnek USA, Anthony Ogbu, Her community members present and past especially Rev. Srs Benedette Osuji and Uzoma Ukanwoko, Rev. Fr. Anthony Igwe, Vera Obiakor, Mathias Aguji, Ikechukwu Eketete, Aloysius Ike, Juliana Onah, Prof. Agu Gab. Agu, Sunday Eze, Gloria Ogbuagu, ESPLE staff and Msgr. F. Okparaibekwe for their love, prayers, words of encouragement, moral and financial support. God bless and reward them abundantly.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL PAGE	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	10
Purpose of the Study	11
Significance of the Study	12
Scope of the Study	15
Research Questions	15
Hypotheses	17
CHAPTER TWO: REVIEW OF RELATED LITERATURE	18
Conceptual Framework	19
Managerial Challenges	19
Entrepreneur	23
Entrepreneurship Education	25

Theoretical Framework	26
Kirzenerian Theory of Entrepreneurship	26
McGregor's Theory X and Theory Y	28
Theoretical Studies	30
Entrepreneurship Education in Schools	30
Schools and Potential Entrepreneurs	39
Characteristics of Entrepreneur	42
Entrepreneurial Skills	45
Managerial Roles of Secondary School Principals	47
Managerial Challenges in Secondary Schools	57
Empirical Studies	60
Studies on Entrepreneurship Education	60
Studies on Managerial Challenges	71
Summary of Literature Review	76
CHAPTER THREE: METHOD	
Research Design	78
Area of Study	79
Population of the Study	80
Sample and Sampling Technique	80
Instrument for Data Collection	80
Validation of the Instrument	81
Reliability of the Instrument	82
Method of Data Collection	83
Method of Data Analysis	84

CHAPTER FOUR: PRESENTATION AND ANALYSIS

OF DATA 86

Research Questions 86

Testing of Hypotheses 102

Summary of Findings 105

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND

RECOMMENDATIONS 108

Discussion of Findings 108

Conclusion 118

Implications of the Study 118

Recommendations 119

Limitations of the Study 121

Suggestions for Further Research 121

References 123

Appendix 132

LIST OF TABLES

TABLES

PAGES

1: Principals' Mean Scores on Human Resources Managerial Challenges	86
2: Principals' Mean Scores on Infrastructural Resources Managerial Challenges	90
3: Principals' Mean Scores on Financial Resources Managerial Challenges	93
4: Principals' Mean Scores on Learning Resources Managerial Challenges	96
5: z-test of Mean Difference between Public and Private School Principals on Human Resources Managerial Challenges	102
6: z-test of Mean Difference between Public and Private School Principals on Infrastructural Resources Managerial Challenges	103
7: z-test of Mean Difference between Public and Private School Principals on Financial Resources Managerial Challenges	104
8: z-test of Mean Difference between Public and Private School Principals on Learning Resources Managerial Challenges	105

LIST OF APPENDICES

APPENDICES

PAGES

A:	Letter to the Respondents	132
B:	Principals' Entrepreneurship Managerial Challenges Questionnaire (PEMCQ)	133
C:	Reliability of Instrument	137
D:	Population Distribution	139
E:	Experts Comments	140
F.1:	Vocational Skills Diagram (1)	141
F.2:	Vocational Skills Diagram (2)	142

ABSTRACT

Entrepreneurship education was introduced by the Federal Government of Nigeria in 2006 to reduce unemployment in the country. The programme however, faced many challenges. The purpose of this study was to analyze the principals' managerial challenges in implementing entrepreneurial studies in secondary schools in Enugu State. It was a descriptive survey guided by four research questions and four null hypotheses. The population of the study comprised 569 respondents made up of 305 and 264 principals in public and private secondary schools respectively in Enugu State. The entire population was studied. The researcher developed instrument titled 'Principals' Entrepreneurship Managerial Challenges Questionnaire (PEMCQ)' used for data collection. The instrument was validated by experts and the reliability was determined using Cronbach alpha. The co-efficient reliability indices of 0.80, 0.82, 0.81 and 0.80 were obtained for sections 1, 2, 3 and 4 respectively while the overall index was 0.81. These indices were considered adequate for the study. The researcher together with six research assistants collected data for the study. Mean scores and z-test were used in data analysis. Findings of the study indicated the managerial challenges of the principals in implementing entrepreneurial studies in secondary schools in Enugu State as low human resources entrepreneurship managerial challenges, low entrepreneurship infrastructural resources managerial challenges, low financial entrepreneurship resources managerial challenges and low entrepreneurship learning resources managerial challenges. It was recommended among others that secondary school principals in Enugu State should attend entrepreneurship seminars, workshops and conferences organized by professional bodies to acquire the skills and knowledge needed for handling entrepreneurship human, infrastructural, financial and learning resources managerial challenges facing the implementation of entrepreneurship studies in their schools.

CHAPTER ONE

iii

INTRODUCTION

Background to the Study

Education is an important tool for national awareness, positive change and development. The soundness of a nation's economy, politics and social values mostly depend on the amount of qualitative and quantitative education she could offer to her citizens. Olagboye (2006) noted that economic studies have shown that the rate of economic return to a nation from investment in education is greater than that from any form of investment. The above suggests that education is very important in national development. Nigeria cannot therefore develop very well without functional education. In order to realize the goals of education in Nigeria, the country divided her education into levels. One of such levels is secondary education.

The broad goals of secondary education in Nigeria as specified by the Federal Republic of Nigeria (FRN, 2004, p.18) are aimed at "preparing students for useful living within the society and for higher education". In order to effectively prepare the students for useful living in society, the Federal Government incorporated entrepreneurship education in the secondary school curriculum. The aim, according to Babalola (2006) is to equip students with entrepreneurial skills for meaningful living and effective contributions to societal development. Olagboye (2006) also

noted that the high rate of unemployment in the country has necessitated the incorporation of entrepreneurship education in secondary school curriculum.

Entrepreneurship studies were infused in school subjects before. Books and journals on entrepreneurship existed but there was no officially approved secondary school curriculum containing entrepreneurship subjects. A new hope came when the secondary school curriculum in Nigeria was revised. The revised edition of the curriculum introduced entrepreneurship studies as a core subject in secondary schools. This was reflected in 2004 and 2013 editions of the national policy on education. Entrepreneurship education was introduced in secondary school curriculum to help students acquire relevant and functional entrepreneurial skills needed for poverty reduction, job creation and wealth generation. By implication, government recognizes entrepreneurship studies as part of the solutions to poverty and unemployment in the country. The entrepreneurship subjects for secondary schools, according to FRN(2013) include auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning and refrigerator repairs, welding and fabrication engineering craft practice, electrical installation and maintenance work, radio TV, and electrical work, block laying, brick laying and concrete work, painting and decorating, plumbing and pipe fitting, machine woodworking, carpentry and joinery, furniture making,

upholstery, catering and craft practice, garment making, textile trade, dyeing and bleaching, printing craft practice, cosmetology, leather goods manufacturing and repair, keyboarding, short hand, data processing, store keeping, book keeping, GSM maintenance, etc., photography, tourism, mining, animal husbandry, fisheries, marketing, and salesmanship. These subjects were therefore introduced to achieve entrepreneurship education.

Entrepreneurship education is therefore an integral part of general education designed to equip students with entrepreneurial skills that will make them self-reliant, self-employed, creative and innovative. Ezenwafor (2010) defined entrepreneurship education as the type of education that enables the recipient to acquire willingness and ability to seek out investment opportunities. In the light of the above, entrepreneurship education can be seen as that part of education that enables a person to develop the willingness and ability to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Steinhoff and Burges (2003) pointed out that it takes special skills to succeed as an entrepreneur. These skills are entrepreneurship knowledge, attitude and entrepreneurial skills. Nelson and Leach (2010) called them occupational survival skills and they relate to problem-solving, human relations, decision-making, effective communication and business competence. Hodget (2009) identified the qualities

needed by entrepreneurs as technical competence, mental ability, human relations skills, high achievement drive and creativity. Fanshow and Compton (2008) also contributed by adding the following skills which include ability to take reasonable risks, self-confidence, hard work, as well as the ability to set goals, accept the success or failure of one's work and so many things in new ways. In the Nigerian scene, Nwosu (2008) maintained that entrepreneurs must have vision for the business, be willing to take risks and be able to plan, organize, maintain good relations with customers and be able to forecast what customers will want as well as possible changing economic conditions.

Possession of entrepreneurial skills and vision by students is very relevant in considering the state of education in Nigeria. By generating entrepreneurship spirit among the students, the problem of unemployment in the country may reduce. The objectives as identified above are laudable but entrepreneurship education must be properly managed and implemented for the desired results to be achieved.

The frames of reference that constitute the condition or procedure for the effective implementation of the entrepreneurship education have been identified by authors such as Chikobi and Ezenduka (2010); Ikeagwu (2007); Chikere (2006) and Okpan (2006). Thus, if the

entrepreneurship education must be effectively implemented, there must be proper human resources management. School funding must be adequate and the funds must be prudently managed. Again, infrastructural and learning resources must be adequate and effectively managed too. The programme must be closely monitored and supervised. Again, there must be provisions for staff improvement. This will help them to be more competent and innovative in task performance.

According to Okpan (2006) the effective management and implementation of entrepreneurship education in Nigerian schools depend on a number of issues namely: teacher quality and quantity, infrastructural and learning resources management, among others. Similarly, Chikobi and Ezenduka (2010); Ikeagwu, (2007) identified effective financial resources management, quality control measures (quality assurance) and staff training and development as necessary conditions for the successful implementation of entrepreneurship education.

Using the above frame of reference in this study, teacher quality refers to teacher training processes, specialization and certification. Teacher quantity on the other hand is concerned with the number of teachers in the system.

Financial resource in entrepreneurship is concerned with accountability and prudence in disbursement of funds for programmes and stationaries. It also involves the principals' management of the resources and funds that are allocated to school, raising funds for the school and providing measures for proper internal accounting in the school (Abatam 2005).

The infrastructural and learning resources management according to Babalola (2006) is concerned with the efficient development of plans for orderly growth and improvement of school plant and facilities, allocation of instructional materials and equipment needed for teaching and learning, and supervising the utilization of these resources by staff and students. There is therefore need for careful management of the resources for effective implementation of entrepreneurship studies in Enugu State.

Barely two years after its formal introduction in 2006 as core subject, Babalola (2006), and Olisa (2006) noted that the implementation of entrepreneurship studies in secondary schools is at the verge of collapse. Olisa (2006) for instance noted that most of the available facilities for the implementation of entrepreneurship studies in some schools in Enugu State seem not to be properly managed. Again, Udeozor (2004) also noted that most schools do not have

technical workshops to house facilities meant for teaching technical subjects resulting in abandoning the facilities at the mercies of rodents and termites. He further noted that some entrepreneurship teachers hate teaching entrepreneurial skills in class probably because they are not adequately motivated by the principal. This poor motivation probably resulted from the negative attitudes of some principals who do not allow their teachers to go for entrepreneurship in-service training programmes.

Uzoechina (2004) also noted that a greater number of secondary schools in Enugu state lack basic and functional facilities for the proper implementation of entrepreneurship studies. Entrepreneurship skill acquisition centers seem to be lacking in secondary schools in Enugu State as some of the principals mismanage fund meant for establishing entrepreneurship skill acquisition units in their schools.

Personal observation by the researcher corroborates the above reports that there seem to be many managerial challenges that face the implementation of entrepreneurship studies in Enugu State. Most principals seem not to encourage teachers in the schools to acquire prerequisite knowledge for teaching entrepreneurship studies. Entrepreneurship studies in the schools seem to be poorly funded resulting in non-acquisition of needed

entrepreneurship teaching facilities. In some schools too, facilities for teaching and learning entrepreneurship studies are jointly used by both junior and senior secondary school students which sometimes results in clashes among the students and teachers. The managerial challenges facing principals in the implementation of entrepreneurship studies may differ in terms of school ownership. Public schools are those schools owned and managed by the government. On the other hand, private schools are those owned and managed by individuals or missions other than the government.

Unlike private secondary schools, there are many cases of loitering, wrong uniforms, and students' cheating in examinations in public secondary schools. Embezzlement of funds and infrastructure decay were also recorded in most public secondary schools in Enugu State. Again, some teachers in public schools do not cover their syllabus, mark their assignments, and appear less committed to their work. These problems appear less in private schools where centralized administration and effective teacher control and supervision are practiced. In view of the foregoing, the effective management of the entrepreneurship studies leaves one with much doubt.

In view of the above, there is need to analyze the managerial challenges to implementation of entrepreneurship studies in

public and private secondary schools in Enugu State. According to Anakwe (2004) Uyanwa (2004) and Muoegha (2004), the challenges that confront the implementation of entrepreneurship studies include human resource challenges, infrastructural resource challenges, financial resource challenges and learning resource challenges. These entrepreneurial managerial challenges formed the thrust of this study. This study is therefore motivated by the need to comparatively analyze the managerial challenges in public and private secondary schools in the implementation of entrepreneurship studies in Enugu State.

Statement of the Problem

The implementation of entrepreneurship programme in secondary schools in Enugu State seems to be faced with many managerial challenges. Okechukwu (2007) noted that the amount of entrepreneurial learning and knowledge imparted in secondary schools is scanty and poor, and that learning and knowledge imparted to the learners lacks proper entrepreneurial or technical contents. This could be as a result of some managerial challenges. There are speculations among people of Enugu State that quality and

quantity of entrepreneurial teachers in the state are too low. Personal observations of the researcher indicated that most secondary schools in the state lack basic entrepreneurship learning resources and funds for providing such resources. It is not also certain whether the state has provisions for staff training and development. These managerial challenges may not be the same in public and private secondary schools in Enugu State.

The study therefore analyzed comparatively the managerial challenges in the implementation of entrepreneurship studies in public and private secondary schools in Enugu state. The problem of the study therefore was to comparatively analyze the managerial challenges of principals in the implementation of entrepreneurship studies in public and private secondary schools in Enugu state.

Purpose of the Study

The main purpose of this study was to comparatively analyze the managerial challenges of principals in public and private secondary schools in the implementation of entrepreneurship studies in Enugu state.

Specifically, this study compared the extent principals’:

1. Human resource entrepreneurship managerial challenges in the public differ from the private

secondary schools in the implementation of entrepreneurship studies in Enugu state;

2. Infrastructural resource entrepreneurship managerial challenges in the public differ from the private secondary schools in the implementation of entrepreneurship studies in Enugu state;
3. Financial resource entrepreneurship managerial challenges in the public differ from the private secondary schools in the implementation of entrepreneurship studies in Enugu state;
4. Learning resource entrepreneurship managerial challenges in the public differ from the private secondary schools in the implementation of entrepreneurship studies in Enugu state.

Significance of the Study

The relevance of this study to teaching and learning processes can never be over emphasized. The findings will hopefully be beneficial to educational policy makers and administrators, principals of secondary schools, teachers, students, parents, general public, school system and future researchers in areas of theoretical and empirical knowledge.

Hopefully, this study will be particularly helpful to educational policy makers and administrators, as the findings on entrepreneurship managerial challenges to the

implementation of entrepreneurship education will help them to solve the entrepreneurship managerial challenges to the programme. With such knowledge, they can make good policies on how to effectively implement the programme. With the same knowledge too, they can take positive steps to overcome the entrepreneurship managerial challenges to entrepreneurship education in the schools.

Principals could also benefit from the findings of the study. If the entrepreneurship managerial challenges are identified, secondary school principals in Enugu State could use the findings as a guide in building a better, more efficient and result-orientated school environment that can guarantee effective teaching of entrepreneurial studies. The findings could also help them to solve entrepreneurship managerial challenges in their schools, and with such an understanding, they could take positive steps to address them. Thus, the findings of the study could help them to put in place necessary machinery for effective implementation of entrepreneurial education in their schools.

Teachers could also benefit from the findings of this study. As managers at the classroom level, they would solve the entrepreneurship managerial challenges that confront their schools. Such knowledge or understanding could be applied

at classroom level to solve entrepreneurial problems at the classroom level by selecting learning contents that will benefit the learners entrepreneurially. Thus, with good knowledge of the entrepreneurship managerial challenges facing the programme, they can improvise teaching materials in order to effectively teach entrepreneurial subjects in their classes. With such knowledge also, they can properly guide and counsel students so as to sustain their interest in learning entrepreneurship education.

Students may also gain from the findings of this study. They will gain skills that will help them to solve the entrepreneurship managerial challenges to entrepreneurship education. Such skills may help them to adjust in the classroom and co-operate with their teachers and school authorities in providing solutions to the challenges. Such co-operation could be in form of protecting the school facilities and learning resources from being destroyed by hash weather, rodent or villagers.

Parents and indeed, the general public can benefit from the findings of the study. They will gain skills which may assist them to solve the entrepreneurship challenges to the implementation of entrepreneurship education in the state. This knowledge will help them to co-operate with the schools through the parents-teachers association with

respect to assisting the schools in the provision of fund and learning resources for the implementation of the entrepreneurship education.

The school system will benefit from the findings of the study. They will gain skills provided through entrepreneurship education. The skills will help the system to develop and apply alternatives for the solution of the problems.

The theoretical significance of this study is enormous. The findings of the study will hopefully contribute to the existing knowledge on entrepreneurial studies. The knowledge that may be derived from the study can contribute significantly in the advancement of theoretical knowledge on entrepreneurship education. Thus, the place of the study in literature is assured.

Scope of the Study

This study was carried out in public and private secondary schools in Enugu state. All principals of public and private secondary schools in the area were included in the study. The entrepreneurship managerial challenges that this study concentrated on included human resources, infrastructural resources, financial resources and learning resources. The entrepreneurship managerial challenges and school ownership were the independent variables while

entrepreneurship education was the dependent variable in the study.

Research Questions

The following research questions were posed to guide the study:

1. To what extent do human resources entrepreneurship managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?
2. To what extent do infrastructural resources entrepreneurship managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?
3. To what extent do financial resources entrepreneurship managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?
4. To what extent do learning resources managerial challenges in public secondary schools differ from those in private secondary schools in the

implementation of entrepreneurship studies in Enugu State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the extent to which human resources entrepreneurship managerial challenges differ in the implementation of entrepreneurship studies in public and private secondary schools in Enugu State.
2. There is no significant difference in the extent to which infrastructural resources entrepreneurship managerial challenges differ in the implementation of entrepreneurship studies in public and private secondary schools in Enugu State.
3. There is no significant difference in the extent to which financial resources entrepreneurship managerial challenges differ in the implementation of entrepreneurship studies in public and private secondary schools in Enugu State.
4. There is no significant difference in the extent to which learning resources entrepreneurship managerial challenges differ in the implementation of entrepreneurship studies in public and private secondary schools in Enugu State.

REVIEW OF RELATED LITERATURE

In this chapter, previous studies that are related to the subject matter of this study were reviewed. They are organized under conceptual framework, theoretical framework, theoretical studies and empirical studies.

Conceptual Framework

Managerial Challenge

Entrepreneur

Entrepreneurship Education

Theoretical Framework

Kirzenerian Theory of Entrepreneurship

McGregor's Theory X and Theory Y

Theoretical Studies

Entrepreneurship education in schools

School and potential entrepreneurs

Characteristics of an Entrepreneur

Entrepreneurial Skills

Managerial Roles of Secondary School Principals

Managerial Challenges in Secondary Schools

Empirical Studies

Studies on Entrepreneurship Education

Studies on Managerial Challenges

Summary of Literature Review

Conceptual Framework

Managerial Challenge

In the school system, there is no unitary concept of managerial challenges. Managerial challenges subsume such things as functional instructional leadership and educational management problems. Obasi (1998) described managerial challenges in secondary school as the inability of a principal to satisfactorily apply set of skills, knowledge, attitudes, activities, and experiences in the performance of his managerial tasks in a way that maximum performance is achieved. For Allison (2001), managerial challenges involve all factors leading to incompetent utilization of knowledge derived from any discipline, applying it skillfully and successfully in the achievement of organizational objectives. They center on inefficient and ineffective use of resources. Such resources include human, infrastructural, financial and information resources. The inefficient and ineffective use of these resources is detrimental to the survival of educational institutions including schools. Akubue (2002) further implied managerial challenges as hindrances to the administrator's efficiency in planning, guiding, supervising, influencing and controlling actions and activities in the school. They also involve problems encountered in the process of sound decision-making and a social process of effectively coordinating the inter-relationship of human and material resources.

According to Olof (2004), the concept of principals' managerial challenges imply problems associated with high standard and complex skills such as planning, organizing (both teacher & students) hindering the principals' efforts to develop such values as respect for the individuality of each staff and students and consider them in the conduct of the affairs of the school.

Virtually all studies on successful schools identify principals' managerial challenges as critical for instructional improvement in the classroom and vital to the overall success of school (Babalola, 2006; Obiechina, 2006). As Hughes and Ubben (2000) noted, managerial challenges have two dimensions. One of these dimensions has to do with management. This includes all the inhibiting factors relating to effective managing of the enterprise, and also procuring, coordinating, and deploying the material and personnel needed to accomplish the goals of the school. The other dimension is summed up in two words: leadership problems. This is the dimension of quality. This includes all inhibiting factors affecting the way principals use themselves to create a school climate characterized by staff productivity, creative thought, and efficient and effective movement towards the goals of the school organization. The principal as a person has to ensure that the responsibilities and jobs due to him are creditably performed. While he or she is responsible for the daily running of the school he or

she does not have to personally perform all the leadership and management functions of the school. However, he or she must possess the appropriate skill for organization, development of personnel, division of labour and the delegation of authority.

The concept of managerial challenges in educational settings is based on the assumption that school administration is axiomatic to educational development and calls for appropriate application of managerial knowledge, competencies and skills. In this regard, one can borrow from Olof (2004) and maintain that managerial challenges involve factors that hinder principal's competent application of knowledge, skills, and values necessary for functional school management. Accordingly, managerial challenges of principals involve among other things the inhibiting factors to the ability of a principal to foster educational policy and curriculum implementation in his school. Blasé and Blasé (1999:131) took this stand by describing managerial challenge as inhibiting factors connected with the:

abilities of the principal to maximize the human and material resources available to him to foster the implementation of educational policies and the student-teacher role in curriculum implementation in ways that lead to greater benefits for the teacher and for all of his or her pupils.

The hindrances to continuing development of technical skills in supervision, counseling, and school-community relations are also addressed as the hallmark of managerial challenges which in turn influences educational growth.

From the concepts of managerial challenges as explored in this section, the researcher operationally defined managerial challenges inhibitors to manager's the ability to integrate productive efforts for proper maximization and utilization of resources to get optimum output with needed input in goal achievement. Managerial challenges in secondary schools therefore entail the problems that principals encounter which affect adversely their ability to apply knowledge, skills and competencies in performing the managerial roles expected of them so that school goals are achieved within the stipulated time

Entrepreneur

Entrepreneur has been defined by many authors from the point of view of the vital roles entrepreneurs play in the economic and social life as well as national development. Earl and Kathleen (1994) defined an entrepreneur as a person who undertakes the organization and ownership of a business with the intention of making a profit. He or she

assumes the risks and responsibilities associated with the venture. Nelson and Leach (2010) asserted that an entrepreneur is a person who is able to look at the environment, identify opportunities to improve the environment, marshal resources and implement actions to maximize these opportunities.

Mancuso (1992) defined an entrepreneur as one who organizes, manages and assume the risk of a business enterprise. Deakins (1996) stated that entrepreneur is the pivot of the economy and a catalyst for economic change and development providing the commercial strategy in the production process. In their own contribution, Osuala (2004) defined an entrepreneur as someone who engages in business enterprises often with some personal financial risk. In the view of Okoye (2007), an entrepreneur is an individual who organizes commercial enterprise which involves the risk of devising means of making enterprise survive and grow adding that he/she is a kingpin of any business whose efforts is to boost economic and industrial development of any nation.

Agu (2001) opined that in a free market economy such as exists in Nigeria; entrepreneurs enter any business of their choice, within the provisions of the law. They risk their money and time by carrying out investment decisions. Entrepreneurs start new businesses and carry out all

decisions regarding investments needed to sustain them. Okpan (2006) supporting Nwokolo (1997) defined an entrepreneur as a person who uses the available capital in any form of business endeavour in an open and free market economy for the sole purpose of making profit.

Based on the above conceptualizations, the researcher defines entrepreneurs as people who invest by producing or selling goods or services by which to satisfy consumers wants. They notice opportunities and take actions to mobilize the necessary resources in order to produce new and/or improve existing goods or services which satisfy consumers' demands. The main essence of entrepreneurship studies is to produce entrepreneurs.

Entrepreneurship Education

According to Osuala (2004), entrepreneurship is the process of using available capital in any form of business endeavor in an open free market economy for the sole purpose of making profit. Okoye (2007) stated that entrepreneurship connotes a situation where people are genuinely involve in reference to their knowledge and skill to positively exhibit their ingenuity in the management of affairs that could create possible means of livelihood.

Obiekezie and Onyechi (2010) defined entrepreneurship as aims to provide meaningful training for the individual to make them self-reliant and subsequently encourage them to derive profit and be self-independent. Obiekezie and Onyechi (2010) stated that entrepreneurship education is the training that emphasizes the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize the resources around him within the limits of his capability. In the same vein Osuala (2004) and Duru (2006) described entrepreneurship education as a specialized training given to persons to acquire skills, ideas and management abilities necessary for self-reliance. The researcher defines entrepreneurship education as the aspect of general education that provides the recipients with entrepreneurship skills and knowledge. Such skills or knowledge enables them to be entrepreneurs capable of creating jobs and generating incomes.

Theoretical Framework

Kirzenerian Theory of Entrepreneurship

The Kirzenerian theory of entrepreneurship was developed by Joseph Kirzener in 1942. The provisions of the theory are as follows:

1. Anybody has the potential to be an entrepreneur and they operate within set production constraints;

2. Entrepreneurship is a function of social, cultural or religious factors;
3. Entrepreneurs are alert to profitable opportunities for trade and exchange
4. Entrepreneurs operate on opportunities that arise out of new technology.
5. The ability of entrepreneurs to recognize the possibilities for exchange enables them to benefit by acting as middlemen that facilitate the exchange.

The theory stated further that entrepreneurs are able to identify suppliers and customers and act as the intermediary and the possibilities for profitable exchange exist because of imperfect knowledge. Because entrepreneurs have additional knowledge which is not posed by others, they take advantage of profitable opportunities.

The Kirzenerian theory is relevant to this study. It is relevant to the management as well as the implementation of entrepreneurial studies. In the management of entrepreneurship studies, school principals need to note that every student in the school has the potential of becoming an entrepreneur. This recognition will guide them

in laying solid foundations for the teachers to work towards developing all students in the class entrepreneurially. Again, this theory is capable of showing the principals the need to identify and encourage social, cultural or religious factors that promote entrepreneurship studies in their schools.

Furthermore, school principals applying this theory need to direct teachers in their schools to encourage students to profitable opportunities especially in courses that are capable of exposing the students to trade or entrepreneurship. Teachers also need to be encouraged to guide their students who are business-oriented to see business opportunities and utilize them effectively both within and outside the school.

McGregor's Theory X and Theory Y

This theory was developed by Douglas McGregor (1906-1964) in the 1960. McGregor's theory X maintains that workers are indolent and work as little as possible and as such must be coerced, controlled or threatened with punishment to achieve goals; workers lack ambition, dislike responsibility and prefer to be led . This theory believes that workers are indifferent to the needs of the organization and think of themselves only and are resistant to change. It

argues that workers are not very intelligent, are gullible and are easily led by the demagoguery.

Theory Y on the other hand emphasizes that human beings generate certain amount of physical and mental energy for which the work is the only appropriate output. Work is thus as natural as play or rest. This theory maintains that people exercise self-direction and self-control and are committed to the objectives. This theory believes that people want to learn, to accept and even seek responsibility and that creativity is widely dispersed in them.

This theory is relevant to this study. The principal who is influenced by theory X management style can use coercion and punishment on the teachers to ensure that the programme is well implemented. At emergency period or where the principal believes that all hands must be on deck for the overall implementation of the entrepreneurship education, the theory X assumptions can be applied. This will go a long way to help students who ordinarily would have declined interest in entrepreneurship to develop interest in the area. They can be encouraged to be ambitious and take responsibilities. On the other hand, where the principal feels that teachers can use their own initiatives in the implementation of the programme, the theory Y assumptions can be applied. This will help the

teachers exercise self-direction. Students in this regard can be made to see entrepreneurship studies as a hobby. This will make them develop interest in the area. Since this theory sees people to be committed to objectives and willing to learn, students therefore need to be encouraged to be committed to their studies and willing to learn entrepreneurship subjects.

Theoretical Studies

Entrepreneurship Education in Schools

In Nigeria, the level of awareness of entrepreneurship seems to be very low. This attributes to lack of entrepreneurship education which is one of the major factor leading to unemployment in country Olodi (2000) and Agwagah (2000) remarked that the absence of a functional entrepreneurship education curriculum is an impediment to sustainable development which if not checked or tackled will continue to incite and increase the incidence of unemployment among Nigerian populace. It is therefore necessary to establish entrepreneurship in secondary education which will help teachers to start on time to identify entrepreneurial characteristics in the school children from primary to secondary school in other to catch them young and encourage them. The teacher is the manager of learning process.

Obanya (2007) emphasized that he/she should be well groomed in his/her specialized areas, highly organized, energetic, self-motivated, interpersonal skills, have capacity to cope with pressure, posed excellent strategic thinking ability, ready to take challenges and work to deadlines.

He opined that the solution to unemployment is not increased vocalization of education as wrongly being canvassed, but a return to the basics. This means returning to real goals of education, which is the cultivation of human talent and creative/imaginative potentials through all round development. This calls for effective integration of entrepreneurship education in the school programme.

Halfdan (2002) outlined the current trend used in integrating entrepreneurship education in schools. He mentioned that learners are presented to self-employment carrier option through the compulsory “guidance and counseling awareness development”. And attitude formation is the main objective of this very general and basic provision compulsory for all learners in (JSS) Junior Secondary School and (SSS) senior secondary school and even primary schools. This is an important strategy that can also be used to motivate potential entrepreneurs in secondary schools.

He opined that involving the students in entrepreneurship education will motivate them into planning and how to start

and run a business of their own. He further defined entrepreneurship education as the teaching of knowledge and skills that will enable the students to plan, start and run a business.

Usman (2007) observed that counselors provide training innovative skills and knowledge to students which will enable them to cope in life. Anyamene, Anyachebelu and Izuchi (2010) stated some strategies used by the counselors in promoting entrepreneurship.

1. Organizing seminar/workshop for students.
2. Assisting students to understand and channel their talents.
3. Helping them to develop positive attitude and self-confidence in understanding self-employment ventures.
4. Motivating students to undertake entrepreneurship education.
5. Promoting self-evaluation in students.
6. Counseling the students to understand area of interest. (p.179)

Awojobi (2006) explained that the entrepreneurship programme is to encourage and train graduates of secondary schools and higher institutions to track up self-employment since entrepreneurship enhances self-

employment or self, reliance and promotes national survival. The current massive unemployment of both youths and adults arising from the global economic recession has combined with other related factors to cause the Nigerian federal government to emphasize the need for all Nigerian citizens to strive for self-reliance through self-employment. This led to the introduction of entrepreneurship education from primary and secondary school levels (so as to catch them young) and further in tertiary institutions. It is therefore, essential to identify potential ones early at the primary and secondary levels and motivate them into becoming successful entrepreneurs in future. Junaid (2009) affirmed that an entrepreneurship teacher will inculcate the spirit of skill acquisition into a child at early childhood. Besides basic education, Obiechina (2006) noted that an emphasis has been made earlier to effect that massive entrepreneurial education and orientation must be injected into our teeming youths as life line and backbone to the present consumption oriented economy. The essence of these drives is that at the end of the training, the individual would be able to make an enterprise out of any discipline of study.

Unachukwu (1991) listed out some strategies that can be used in motivating children in a learning environment. He further stated that teachers apply different motivational

strategies as they appeal to them. The strategies can be in form of giving gift e.g exercise books, sweet, promising reward, assigning grades, some give words of encouragement like, 'that is good' 'well done' etc. Some even apply punishment. This often motivated students in such a way that they may be able to meet the expectations of the teachers by doing additional work. Jung (1979) saw motivating students through gifts as a strategy for motivation of potential entrepreneurs, which help teachers and students and also change their behaviour towards directed end and in accordance with learning process which must be relevant and meaningful. He enumerated techniques serving as motivation to include real purposeful experience, continued experience, demonstration and exhibits, field trip, visit, motion pictures photographic, slides, dramatic participating and role playing provocation of business ideas (Unachukwu, 1991:39).

The student whose motivation to learn is positive will tend towards the direction of becoming a successful entrepreneur in future. Okwuanaso and Nwazor (2000) supported that the motivational strategies that teachers consider effective are reinforcement or incentive. They gave examples of reinforcement such as money, giving students knowledge of their progress, initiating competitive activities and

embodying curriculum content in games and extracurricular activities.

They further recommended that there should be re-introduction of mobilization of schools for agriculture and industry (MOSAI) programme that was introduced in the early 80's in the school curriculum. It will be of good help to motivate potential entrepreneurial students into fabricating products and even expose them to market these products themselves in the market. A desire to ensure marketability of the product competitiveness in the market would increase the students' determination to work harder for good quality products.

Ikeagwuani and Achilike (2006) also supported that the school system should motivate the potential entrepreneurs in the school by organizing school programmes or activities that would trigger students' brain storming abilities for life time careers. Some ideas may be viable for crystallization into a product while in school. In other words, the school system should be guided by need of ideas, real teaching equipment must be provided for the attainment of these objectives.

Earl and Kathleen (1994) also identified some personal characteristics of entrepreneurs which are distinction characteristics and strategies needed to set up an owner

operated business. These characteristics include persistence, tenaciousness, creativity, responsibility, inquisitiveness, goal oriented, independent etc. They asserted that entrepreneurs are willing to work until the job is done, no matter how long it takes and are tenacious in overcoming obstacles in pursuing their goals. Those entrepreneurs continually look for new ways to solve old problems and do take responsibility for their decisions and actions instead of passing the buck.

Earl and Kathleen (1994) affirmed that entrepreneurs are inquisitive, they want to know as much as possible about anything that might affect their ventures such that when they discover problem they study it thoroughly and seek ways to uncover it. Entrepreneurs decide where they want to be (that is setting goals) and marshal out plans to get there. In their independence, entrepreneurs plan their own agenda and schedule, to make their own decisions and have very high expectations of them as well believing in themselves and acting accordingly in other words, self-confident.

Earl and Kathleen, (1994) stated the advantages of entrepreneurship to include:

Being your own Boss: This is one of the advantages that most entrepreneurs put at the top of their lists. The reason is obvious; it gives them the freedom to make their own

business decisions. They had the final word on all aspects of their operations, from the hours of the business to products offered to new directions for expansion.

Doing something you enjoy: An entrepreneurial endeavour typically starts with a business or personal activity that the entrepreneur enjoys. Someone who takes pleasure in cooking starts a catering business. Someone who likes tinkering with old cars goes into auto restoration. In cases like these, the enjoyment is compounded by the satisfaction the new business owner derives from creating and developing the enterprise.

Having the Opportunity to be Creative: Most people who work for others merely follow procedures, entrepreneurs make them. In other words, entrepreneurs can shape a business in a way that employees cannot. This is especially where creative ideas are concerned. Ideas suggested by an employee might be lost beyond recognition as they move up the chain of command. When such ideas originated from an owner, however, they are far more likely to be acted upon.

Having Job Security: As long as an owner operating business is a going concern, the owner has job security, put in another way, if you are the owner no one can fire you.

Making More Money: People who work for others are normally paid wages or salary. If they work especially or if the company does especially well, they get raise. This is not

certain, however, nor is it certain that the amount of any raise will be commensurate with the effort expended. An owner's earnings, however, are limited only by the potential of his or her business.

Being recognized within the Community: Business ownership carries with it certain amount of prestige.

Entrepreneurs, after all have done something that many others would like to do. Many people are today recognized in society because they made economic contributions to their communities.

Schools and Potential Entrepreneurs

Schools play a major role in the identification of potential entrepreneurs. Awojobi (2006) opined that vocational education was introduced into all levels of the Nigerian education system to provide knowledge and skills acquisition which play a very vital role in training potential entrepreneurs in schools. She went further to say that the aim of entrepreneurship programme is to encourage and prepare graduates of secondary schools and higher institutions to take up self-employment.

According to Paul, (2005, p.18), entrepreneurship education is structured to achieve the following objectives:

1. Offer functional education for the youths so as to enable them to be self-employed and self-reliant.

2. Offer graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. Provide university/college graduates with adequate training in risk management.
4. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
5. Offer graduates adequate training in the acquisition of skills that will enable them meet the manpower needs of the society.
6. To stimulate both individual and economic growth of rural and less developed areas.
7. Provide both small and medium business enterprises with the opportunity of recruiting graduates who will be trained and tutored in the skills relevant to the management and operation of small business centres.
8. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

In line with the above objectives, Awojobi (2006) recommended that rich entrepreneurial skills should be taught, possibly from the first year of secondary school. These include the spirit of hard work, dedication to duty,

competence and content to enhance true national survival. In support, Gusau (2008) opined that the most important segment of the nation's education is secondary school education where qualitative education is insurance for the progress of the country. By the time a student finishes secondary school education, he can decide to work or be self-employed or continue with his studies.

Awojobi (2006) posited that entrepreneurial characteristics can be more correctly viewed as behavioural characteristics than personality traits which can be taught and learnt. Abdul (2006) listed out five attributes that can help in identifying potential entrepreneurs namely: dream and desire, status and prestige challenge, freedom and financial independence. The first attribute, dream and desire, is an imagination of what entrepreneurs want to do or become. This can depend on training environment and experience of the entrepreneur. He opined that orientation of Nigerians needs to be refocused by enriching the school curricular with courses in entrepreneurship. Akume (2006) agreed with Abdul (2006) by stating that the potential entrepreneurial success is enhanced when the entrepreneur possesses the necessary educational background to function effectively. Akume further suggested that entrepreneurship competencies acquired through education

equip recipients with ideas and methods needed for survival and success in business enterprise.

Ikeagwuani and Achilike (2006) also opined that for potential entrepreneurs to be identified, school teachers and managers of industrial centers who have the aptitude to identify entrepreneurial characteristics in students or possess the ability to nurture students to be entrepreneurs should be involved in working with the students. Junaid (2009) supported this by saying that teachers are the hub around which any vision can be realized in the school system.

Characteristics of an Entrepreneur

An entrepreneur possesses the following characteristics:

The entrepreneur has a deep sense of innovation and this is based on his knowledge of what is important and what needs to be accomplished. Here the entrepreneur emphasizes key issues in time, resources and skill assignment.

The entrepreneur has a high attraction for ambiguous instruction situation. Hence, he is a lover of ideas and is able to transfer and translate them into profitable value adding endeavour. The entrepreneur takes a long term view for the realization of his dream or novel ideas.

The entrepreneur is an innovator and has an analytical ability. He challenges his creative talents and ability.

Hence, he is able to discover conventions not recognized or developed before now and takes the rigor and pain to persevere and follow such up until they are realized.

Self-confidence: An entrepreneur must be a person who has self-confidence and believe in what he does. He must be focused and determined to achieve success of his purpose.

Calculated risk taker based on skill and knowledge: Entrepreneurship moves around risks taking and not a chance game. Entrepreneurial outcome is a function of the interaction of various factors. However, the risk elements associated with these factors are generally minimized based on the skills, knowledge and analytical ability of the entrepreneur.

Task and result oriented: The basic measure of success in any business is known and quantifiable. Such measures include profitability, rate of growth of the firm, size, market share and contribution to employment and good corporate citizenship. Thus, the entrepreneur is a person who always expects and better appreciates outcome in terms of results based on concrete feedback mechanism and performance.

Leadership and organizational Skills: The entrepreneur must have outstanding leadership and organizational skills to manage, plan, coordinate, control and organize the other factors of production to achieve success and growth.

Originality: The entrepreneur must be innovative, creative, and flexible and should have openness of mind, be resourceful, and versatile in knowledge.

Future oriented: The entrepreneur must be a future long term planner and must have ability to choose the best outcome from amongst several opportunities presenting themselves for selection.

Takes decision and accepts responsibilities for the outcomes: The entrepreneur must be ready to take responsibility for decisions made by him and accepts the consequences of his decisions.

Energetic and have ability to work long hours: In most cases, self-employed people tend to work harder and longer than otherwise they would if employed by others. This apparent desire for hyperactivity is driven by the need to achieve greater success of problems arising from the operation of the enterprise and the need to find solutions to these problems.

Accordingly, to achieve uncommon result in any business, vocation or career, one needs to be an adventurer, not a risk averse person. You need not wait for the perfect conditions before you put your idea to work. You work with whatever available conditions and get your dream in motion. It requires that you make certain unpleasant adjustment to your plan as long as it gives synergy and motion to your dream.

The spirit of enterprise requires that you may have to change from originality to adjusted originality, original take off location to an unoriginal take off location, you may start with insufficiency of funds, inadequate manpower, you may start with hunger, you may live with and contend with several contrary opinions saying you could not have done it this way. Never bother yourself with the contrary. Just make the move to get your dream removed from the latent idealization stage and energize same into motion in spite of all surrounding conditions. This is the symbol of the few who believe uncommon results. The activation of the spirit of enterprise deposited in people can lead to the positioning of oneself into the realm where uncommon results will begin to manifest. This is the pathway to successful entrepreneurship.

Entrepreneurial Skills

Skeinhoff and Burges (2003) pointed out that it takes special skills to succeed as an entrepreneur. These skills are entrepreneurship knowledge, attitudes and skills.

Nelson and Leach (2010) called them “occupational survival skills” and they relate to problem solving, human relations, decision making, effective communication etc. Hodgett (2009) identified the attitudes needed by entrepreneurs as technical competence, mental ability human relation skills, high achievement drive and creativity.

Fanshow and Compton (2008) also contributed adding ability to take reasonable risks, self-confidence, hard work, as well as the ability to set goals, accept the success or failure of ones work and do things in new ways (be innovative). Skeinhoff and Burges (2003) maintained that entrepreneurs must have vision for the business, be willing to take risks and be able to plan, organize, and follow through. Also maintain good relations with customers, employees, and other business, with whom he/she deals, such as banks, insurance companies and service firms. Further, the entrepreneur should be able to anticipate and forecast what customers will want as well as possible changing economic conditions. More so, the entrepreneurs should be able to deal with government regulations and so on.

Nevertheless, Jones, George and Hill (2000:17) summarized these skills into:

Technical Skills: Having job specific knowledge and techniques that are required to perform an organizational role. For instance, the manager of restaurant may need cooking skills to fill in to an absent cook, accounting and book-keeping skills to keep track of receipts and cost and to administer the payroll, and aesthetic skills to keep the restaurant looking attractive for customers.

Human skills: The ability to understand, alter, lead and control the behaviour of other individuals and groups. The ability to communicate and motivate people and to mould individuals into a cohesive team distinguishing effective from ineffective workers.

Conceptual skills: The ability to analyze and diagnose a situation and to distinguish between cause and effect. Planning and organizing require a high level of conceptual skill. Formal education and training are very important in helping worker develop conceptual skills.

All these skills have implication for vocation technology if it will produce potential entrepreneurs through its various programmes of study. These skills were taken into consideration in constructing the research instrument.

Managerial Roles of Secondary School Principals

There are four major areas of managerial roles that apply to secondary school principals in public and private schools and each of them has its own associated challenges. These managerial roles are subsequently discussed pointing out the challenges associated with them.

Human Resource Management

According to Udeozor (2004), human resource management implies the efforts of organizations to effectively utilize human resources for the achievement of organizational objective as well as the satisfaction of the workers. This is another important role the principal performs. According to Peretomode (1995); the principal carries out this function by identifying and indicating the staff needs of the school. The principal therefore provides the statistics needed for the recruitment of new staff to the appropriate authorities (ministry of education) in charge of employment matters. The principal further places the recruited staff of appropriate needy areas where their specialization and job experience. It is worthy to note that the responsibilities assigned to staff must be challenging, interesting and motivating (Udeozor 2004). Overloading must be avoided as much as under-utilization.

Furthermore, the principal has the responsibility of induction of new staff members. This is very important because it helps the new staff posted to the school to

become acquainted with their new physical and social environment. In line with this understanding, Obi (2004), came up with the type of assistance needed by the new staff include; making the new staff members feel welcome, introducing a new staff member to all aspects of the school life, conducting a new staff member round the school and introducing them to members of staff and students especially during assembly, arranging to take them round the locality and point out interesting and useful places and dignitaries. Also preparing the service loads as he settles down, taking into account his qualifications, interests and desires.

The importance of orientation course for the new staff cannot be over emphasized. This is because it helps them to settle down easily and makes for speedy adjustment to their new jobs and environment. Udeozor (2004), opined that a well-planned and effectively executed orientation course gives the new teachers necessary information on background of the organization, the structure, policies, philosophy, objective, new development, plans for the future, worker compensation, fringe benefits, promotion plans, safety information and physical facilities available. This will help to allay his or her fears and generate some measure of security and satisfaction. Similarly, Ogunsaju (2003) affirmed, that it is through the principal's advice and guidance that the beginning teacher can learn to gain

confidence in himself and develop interest in his new profession.

In addition, the principal also helps in developing and appraising the staff. This helps to equip staff with modern skills knowledge and attitudes required on the job, for improving instruction. Babalola (2006:4) pointed out that the activities required for staff development include:

the revision of educational objectives, helping teachers to individualize teaching, sensitizing teachers on modern method of using aids, evaluating learners, maintaining class control, co-operatively assessing methods and materials of teaching, observation of classroom instruction, conducting teachers' meeting or individual conferences, cooperative study of learners, identification of students' problems and cooperative application of possible solutions to lowering standards.

The principal imperatively has a challenging task of providing programmes that will help to improve both the collective performance of his staff and the personal performance of individual members. Apart from providing professional growth for the staff, the principal appraises the staff to ascertain and measure the achievement of goals and set standards. This helps the principal to detect areas of weakness that requires assistance and equally encourage those who have excelled in their job.

Further, staff discipline as another important aspect of administration is the bedrock of success without which the

group goals cannot be achieved (Obi, 2004). The members of the staff are expected to abide by rules and regulations of the schools, respect the constituted authority, discharge their duties and responsibilities willingly and responsibly, help the students to develop their potentials, as well as relate cordially with the principal and other colleagues but in most cases, this is not the case. Uzoechina (2004) pointed out that sometimes, the members of staff may exhibit in disciplinary behaviours ranging from lateness to school and lessons, absenteeism, truancy, laziness, fighting and quarreling with colleagues, making defamatory statements about the school and the authority like embezzlement of funds etc.

It is the responsibility of the principal to maintain discipline in the school in order to make way for the achievement of the set goals and objectives. In order to achieve this, he himself must be discipline, attending school regularly, exhibiting the qualities of a good leader, thus leading by example. The issue of staff recruitment, retention, turn over the retirement are other responsibilities of the private school principal under staff management (Babalola, 2006). He or she needs to adopt strategies that will attract his or her staff to remain turn over or attrition that does not encourage consistency in schoolwork (Udeozor, 2004). A common experience is that a run-away teacher leaves teaching profession because of poor working conditions, poor

remuneration, lack of motivation, lack of recognition, leadership styles of the principal etc (Olisa, 2006). Some others however see teaching as a stepping-stone for better jobs. Therefore, the principal should be well armed to tackle situations like these as they arise, be it attrition or retirement. He or she should adopt motivational approach to ensure compliance to his commands and orders by making teachers participate in decision-making, assisting them to improve their teaching skills, being attentive to their material and social problems and by procuring for them sufficient working tools and facilities. This is because effective teaching requires well-trained and motivated teachers.

Another area of human resource management has to do with the management of students. The sole purpose of sending a child to school is for training, growth and development (Abatam, 2005). Every child in the school represents a family and has some goals, aspirations, interests and needs to achieve. The principal's role should be to satisfy these needs. Hence, his or her role with regard to student management relate to admission policies, classification and grouping of students for instruction, boarding service, social/recreational services, food, health and transportation services, guidance and counseling services, discipline among students, students' records and

progress report and orientation programme for the new students (Udeozor 2004).

The principals should try to perform these roles by carrying out student' management roles effectively and efficiently. According to Edem (2007), some of the challenges with regard to students relate to admission, classification, and grouping of students for instruction, boarding, recording, and reporting of the students' progress to parents, and maintenance of order. Therefore, the principal must realize that he will be held responsible for any wrong doings in his schools; likewise, he will have the credit for excellent performance and satisfactory results. Consequently, he must ensure that the relationship between him and his students remain cordial.

Financial Resource Management

The issues of financial management is a very crucial one and demands serious attention. According to Ndu, Ocho and Okeke (1997), the role of the school principal as a financial manager includes organizing the business staff, preparing the school budget, administering capital outlay and debt services, administering school purchases, accounting for school monies and property, providing for a system of internal accounting. Further, the principal's role as a financial manager as described by Peretomode (1995), includes; prepare the school budget; provide for a system of

internal accounting; administer school purchases; account for school monies; account for school properties, and keep the school office running smoothly.

It is understandable that the school principal has a limited control over the sources of fund for the school but many of them try to influence the provision of funds and facilities through proper accounting, reporting and effective negotiations during budgeting. Effective school principal respects responsibility and accountability and manages the available resources and whatever funds that comes to the school.

Admittedly, the bursar is appointed to head the financial section of the school, the principal supervises and controls his operations because the principal is the accounting officer of the school and his activities revolve around the school budget. The budget accounting to Obi (2009), is the expected to show revenue and expenditure for each year, based on estimates of the outcome accruing to the organization. Thus, in preparing the budget, the school principal with the assistance of the bursar, identifies the area of need for each department through the heads of department and then prepares a budget that would serve as a guide for the financial management of the school.

Therefore, the principal tries to identify educational programmes and project that require financial attention and then translates such programmes and projects into financial

terms. He or she then tries to identify the resources of income to the school. This is where according to (Udeozor 2004), the effective and rational administrator distinguishes himself from the ineffective and irrational one who would only wait for government funding. Affirming this claim, Adesina (2000) stated, where the government does not show willingness to make available for such needs, the school should therefore follow strictly the established rules and regulations governing the financial management in the school otherwise, he will run into financial problems. Hence, all revenue accruing to the school must be properly collected, recorded and receipted. The principal should not forget that his image and that of the school is at stake if he tries to be funny with school finances. He should realize that public confidence on the school management, to a large extent, depends on financial accountability. Imperatively, he or she is expected to be accurate and transparently honest with school monies, recording keeping of school account showing receipts and expenses. He or she must know the financial position of his school at any given time.

Infrastructure and Learning Resources Management

These are further crucial roles, which the school administrator performs. It deals with the school physical environment with the aim of making conducive for learning. The principal's role here is to procure and organize these facilities effectively with the help of his staff in order to

achieve the organizational goals. According to Daft (2007:10), “effective managerial leadership is the key to establishing a climate conducive to academic learning and achievement”. Hence, school principals should create a school environment where academic achievement should be the primary goal to be realized by the school. Ejiogu (2002) further observed that the major responsibilities in this regard call for adequate care of plants and facilities, involving the entire school personnel in their maintenance. This means that the principal should devise supervisory schedules to avoid neglecting the plants and facilities, procure adequate quantity and quality of the school personnel to enable the plants and facilities function at the optimum capacities and create awareness among the staff regarding the importance of well-kept school plants and facilities.

Learning Resources Management

Learning resources refer to those movable assets of the school, which can be moved from one place to another without causing some damages (Hoyle, 2009). They include school facilities that facilitate teaching and learning such as textbooks, chalkboard, teaching aids, computers, laboratory equipment etc. The school principal should endeavour to procure the necessary plants and facilities that will promote quality education in his school and at same time protect,

maintain or even replace the obsolete ones. School buildings, equipment, and supplies cost a great deal of money. Therefore, they should be adequately maintained and cared for. The storage and distribution of school supplies and equipment must also receive adequate attention and the custodial staff must be supervised.

Managerial Challenges in Secondary Schools

The Nigerian secondary school management is beset with many challenges. In recent times, it has been noted with deep concern that the Nigerian educational system is beset with numerous challenges such that the entire system is almost grinding to a halt. Udoezika (2005) had this to say:

The amount of learning and knowledge imparted in our public secondary schools is scanty and poor, that learning and knowledge imparted, such as it is, lacks proper moral contents, that the physical facilities are not conducive for effective learning, being either non-existent or in deplorable state; that there is general indiscipline among students and teachers alike, also a certain disinclination, even disenchantment, among our teachers towards education, resulting in lower school performance.

He asserted that there has been generally poor performance in most of the school subjects in the West African School Certificate Examinations. According to him, students even recorded low performance in internal examinations on the average at all levels of education especially in public

schools. Other critics such as Olisa (2006) and Ezekwesili (2006) have over the years expressed opinions and disappointment at the state of public education in Nigeria. This is in spite of the fact that huge sums of money are plunged into public education, yet, the output has been poor to the extent that “students from public schools could not compete favourably in academics, character, and industry with those in private schools (Okechukwu, 2007). The status of facilities and finances in these schools are characterized by decay, under-utilization and embezzlement. The critics strongly believe that the poor performance is traceable to rampant incidence of various acts of indiscipline in schools such as indolence, cheating, wrong uniforms, students’ loitering the streets during school hours, examination malpractice, non-coverage of syllabus, lack of teacher commitment, teacher engagement in private practices, lateness, truancy and disrespect for constituted authority among others.

Reports of public school supervision in Nigeria and Enugu State in particular have shown alarming revelation of absenteeism, lateness to school, absence from classes, inadequate preparation of lesson notes, inadequacy of written work for students and incompetence by teachers (Anekwe, 2004; Uyanwa, 2004; Muomegha, 2004). These managerial challenges have been blamed on poor supervision of teachers by the principals. Eneasator (2001)

observed that many school principals turn the supervisory process into a scene of criticisms, antagonism, victimization, disagreements, insults and conflict, rather than providing support supervision for teacher development and instructional improvement. Consequently, conflicts between principals and teachers, communication gaps, teacher indiscipline, teacher indifference to internal supervision, irregular supervision, and lack of compliance with the principal's directives in schools are prevalent, thus hindering the attainment of school expertise, are not committed and do not plan for supervision.

Some members of staff are not punctual to school, and some school principals do not give listening ears to the problems of staff or offer useful advice and help (Olisa, 2006). In most schools in Enugu State, teachers do not stay in schools from morning till about 4pm later in the day, hence, the room for private practices or businesses. There are many cases of loitering, wrong uniforms, and students' cheating in examinations. Embezzlement of funds and infrastructure decay were also recorded in most secondary schools in Enugu State. Again, some teachers do not cover their syllabus, mark their assignments, and appear less committed to their work. In view of the foregoing, the effective management of the school system leaves one with much doubt.

The observed managerial challenges in private and public secondary schools in the State might be due to some external and internal school factors. While the external factor might include legislations, proprietorship, and authority, the internal factors could be explained by principals' performance of their managerial roles in the schools. The managerial challenges under study here are human resources, infrastructural resources, financial resources and learning resources.

Empirical Studies

Studies on Entrepreneurship Studies

Some scholars have undertaken empirical studies in different issues concerning entrepreneurs and entrepreneurship education. For instance, Udeozor (2004) carried out a study captioned "entrepreneurship competencies needed by rural women in home economics related business: Implications for rural development". It was a descriptive study. He selected and studied two hundred (200) home economics teachers and one hundred (100) home economics related small scale registered entrepreneurs in Anambra State. The main purpose of the study was to identify important entrepreneurship skills, which could enhance the success of rural women entrepreneurs. Two research questions and two hypotheses guided the study. The researcher-developed questionnaire

which was used for data collection. The study revealed the following findings, which are useful to this study; these include identification of:

1. Eleven important general business competencies needed by rural women entrepreneurs.
2. Sixteen accounting and financial competencies needed by rural women entrepreneurs.
3. Nine marketing competencies needed by rural women entrepreneurs.
4. Thirteen managerial competencies needed by rural entrepreneurs.

This study is related to the current study. Its choice of design and focus on managerial issues make it relevant to the current study. It however differed from the current study in that it focused mainly on entrepreneurship skills with special emphasis on home economics.

Again, Ogakwu (2004) conducted a study to determine the communication skills needed by employees for effective management of business organization. The study was a descriptive survey and employed 1300 respondents for the study.

A three part questionnaire was used for data collection. Part A was designed to elicit information on the communication skills needed for successful job performance by employees.

There were 60 communication skills grouped into four clusters of writing, reading, speaking and listening. Each cluster contained 15 (fifteen) communication skills statements.

Part B sought data on the possession of these skills by employees of business organization. Part C sought data on communication channels and systems that can enhance effective office communication between management and employees.

Results of this study showed that communication skills grouped into 4 clusters were rated as required for job success by employees. The results also show that management is satisfied with employee's use of some skills of our clusters of communication skills in this order: speaking, reading, listening and writing.

From the findings of the study, it is obvious that the 60 communication skills identified are important for job success of employees in business organizations. Also management shows that the employees do not possess the four clusters of communication skills required for their successful job performance. Finally, management and employees did not differ significantly on the importance of the cluster of communication skills for job success of employees and some business organization. This reviewed

work is related to the current study in that it focused on business organizations. It however differed from the current study in that the managerial challenges facing entrepreneurship studies were not investigated. This notwithstanding, both studies made use of descriptive research design.

Similarly, Chikere (2008) studied impact of human resources planning on the survival and growth of indigenous small and medium scale manufacturing enterprises in Aba metropolis. She identified the various strata as follows: 25 respondents were selected at random from each of the four (4) strata giving a total of 100 respondents as sample size selected from my sample frame. This represents ten percent (10%) of the population of ten thousand (10,000) businesses. Four hypotheses were formulated for the study to direct the focus of the researcher. Secondary and primary data were collected using the exploratory research design. The responses from respondents were subjected to a chi-square test and the following findings were made:

1. The inability of small scale manufacturing enterprise to attract and retain the human resources with the skills, significantly affected the growth and survival of the firm in Aba.

2. The inability of small scale manufacturing enterprises to attract staff with the skills, knowledge and attitudes in the right proportion significantly leads to reduction in the quality of finished goods/ services produced by them.
3. Effective human resource planning has been used by small scale manufacturing enterprises in Aba to reduce their turnover.
4. Dependence on external recruitment significantly affects the survival and growth of small scale manufacturing enterprises in Aba.

This study is similar to the current study with reference to design. Both of them adopted descriptive survey. However, the anticipated findings of the current study may differ from the ones identified above. This could be as a result of the differences in their respective areas of emphasis. The former focused human resources planning but the current study focused on identification and motivation of potential entrepreneurs.

In another study carried out by Olisa(2006) captioned “rating of Entrepreneurship Skills for effective management of small scale business by entrepreneurs in Onitsha”. The purpose of the study was to determine the rating of entrepreneurship skills for effective management of small

scale business by entrepreneurs in Onitsha North Local Government Area of Anambra State. The population which was also the sample was made up of 535 small scale business entrepreneurs for Onitsha North Local Government Area. A 24-item researcher-developed questionnaire titled 'entrepreneurship skill survey (ESS)' was used to collect the data for the study. Result from the analysis shows that financial management skills which form the bedrock upon which the success of any business can rest and grow are highly needed for effective management of small scale business. Other skills which are highly needed according to the findings of the study were administrative skills, professional skills, and information technology skills.

The analysis adopted in the study made it relevant to the current study. It used mean ratings to discover that there was no significant difference between the mean rating of male and female entrepreneurs on the sale and marketing skills and professional skills needs of small scale businesses. The same mean ratings were used in this study.

Furthermore, Okpan (2006) carried out a descriptive research to ascertain the Business Education competencies required for entrepreneurial development. Precisely the study sought to:

1. Identify the book-keeping skills required for entrepreneurship development.
2. Find out the marketing skills which are required for entrepreneurship development.
3. Identify the business communication skills required for entrepreneurship development.
4. Identify the office practice skills required for entrepreneurial development.

The population for the study was made up of 300 small business operators (entrepreneurs) in Cross River State. Method of data collection was a questionnaire which seeks to address the 4 research questions mentioned above. The study identified thirty-two skills that were arranged in four clusters namely: book-keeping skills, office practice skills, communication skills and marketing skills.

The study sought to identify and validate business education skills required for entrepreneurship development.

The mean rating was interpreted as follows:

Above 3.50 required

Below 3.50 not required

From the analysis of data, it was revealed that for entrepreneurship development all the 32 skills listed were required. This has a lot of implications for the entrepreneurial skill needs by employers for effective

management of small scale business. The relevance of the study to the current work lies in its focus on entrepreneurship and use of descriptive design.

Akpotohwo and Amadi (2006) also carried a study to determine the perceptions of Business Teacher Educators and small scale business operators on the identified critical factors for successful entrepreneurship. Three research questions guided the study. The study adopted a survey research while the following were the purpose of the study:

- To find out the factors listed under critical environment helps that are relevant in starting entrepreneurship career required by NCE graduates of business education in Delta State.
- To find out the factors listed under critical personal attributes that are relevant in starting entrepreneurship career required by NCE graduates of business education in Delta State.
- The study seeks to find out the extent to which the 22 identified critical factors are relevant for a successful entrepreneurship career required by NCE business education graduates. Three colleges of Education in Delta State and 90 owners – managers with business and business education background were used for the study. Data were collected by means of structured questionnaire

and analyzed using mean statistics. Results of this study showed that out of 13 (thirteen) listed critical personal attributes considered relevant for successful entrepreneurship career required of the business education graduates in Delta State, 11 (eleven) were considered very relevant while the remaining 2 (two) were considered not too relevant.

Again, from the 9 (nine) critical environmental factors listed as relevant in starting a successful entrepreneurship career by NCE business education graduates in Delta State, 8 (eight) were considered relevant by the respondents and only 1 (one) was considered not too relevant.

The study is very related to the current study. The choice of design and method of data analysis guided the selection of design and method of data analysis for the current study. They however differ in that the former used business educators as respondents while the latter used school principals.

Ikeagwu (2007) also studied evaluation of the effects of successful entrepreneurship development in Nigeria, using Gabbey Pharmacy (Nig Limited Enugu) as a case study. In the course of study, both secondary and primary data were collected. The primary data relied heavily on questionnaire

and oral interview while the secondary data were from test books, journals, lectures guided as well as seminar papers. The data collected were all analyzed. Two research questions and a researcher-developed instrument were used in the study.

The major findings of this research are that successful entrepreneurship will lead to economic growth, production of more goods and services and absorption of the learning unemployment youths. However, the constraints to these lofty ideas are found and had state of the economy. Therefore, the government should set up an entrepreneurial fund while entrepreneurs can get interest free loans for business activities. Also, good economic policies should be formulated to foster economic stability. This study is similar to the current work. Both focus on why and how to enhance entrepreneurship education in the school system. However, they differ both in design and population. The former is a case study but the latter is a survey, second, in the former both primary and secondary schools were studied but in the current study, the population is limited to secondary schools.

Finally, Chikobi, and Ezenduka (2010) studied strategies for enhancing entrepreneurship skills in biology through project instructional method for national economic growth. The study was a survey of perception of secondary school

biology teachers in Anambra State, regarding strategies in biology through project instructional method for national economic growth. A total of 322 biology teachers made up the population. The entire target population was used for the study, without sampling. Instrument for data collection was a structured questionnaire of 3 items in section A and 25 items in section B built on an A4-point rating scale of Likert-type. It was validated through consultation with 3 veteran researchers in science education. It was also pilot-tested for reliability and internal consistence (homogeneity) values of 0.88 and 0.89 were obtained respectively for Pearson-product moment co-efficient of reliability \otimes and Cronbach alpha \textcircled{a} . One research question was answered using arithmetic means (X) and one null hypothesis tested at 0.05 level of significance using z-test. Results show the accepted strategies for enhancing entrepreneurial skills in biology through project instructional method.

The mean perception of the teachers does not significantly depend on gender, as measured at 0.05 statistical level of significance(970-05). The findings of the study were discussed, the basic implication was given and recommendation was made. The conclusion of the study is that there are many strategies for enhancing entrepreneurial skills in biology students though project

instructional method for national economic growth. This study is similar to the present one by focusing on how to enhance entrepreneurship education. The only difference lies in approach. While the former singled out project instructional method as a way of enhancing entrepreneurship, the later combines a lot of other strategies.

Studies on Managerial Challenges

Ogakwu (2004) compared the management challenges of public and private secondary schools in Enugu state with emphasis on planning practices, recruitment procedures, extent of provision of required physical facilities and equipment, sources of fund, school community relationship, supportive role of parent teachers association (PTA), supervisory control measures and communication process carried out within the schools. To carry out the study, four research questions were posed and four hypotheses were formulated and tested at 0.05 level of significance. A 44 item questionnaire was administered to 569 principals and teachers in public and private secondary schools in Enugu State.

The data obtained from the study were analyzed using mean and z-test. The findings of the study indicated that (1) planning was made well ahead of time by ministry of

education, completed before the commencement of public secondary schools while planning in private schools were not made ahead of time. (2) Public secondary schools recruit most professional teachers while private secondary schools recruit most unprofessional teachers. (3) Private secondary schools did better in the provision of physical facilities than public secondary schools. (4) Private secondary schools have better strategies for sourcing fund than public secondary schools. (5) Good community relations existed in public secondary schools than in private secondary schools. (6) Private secondary schools have good parent teachers association (PTA) that meets regularly, while in public secondary schools, parent tend not to be interested and as such do not lend their support. (7) Good and adequate control measures were better in public secondary schools than in private schools. (8) Better communication patterns existed in private secondary schools than in public schools.

In the light of the above findings, the researcher recommended that proprietors of private secondary schools should ensure that concerted effort should be made by all the bodies involved while planning. Professional and qualified teachers should be employed in private schools. Facilities and equipment, should be adequately provided in public schools so as to improve teaching. Adequate financial

support should be given to public schools to enable them off-set some of its financial problems. Good community relationship should be established by principals of private secondary schools while parents teachers association (PTA) should be called upon to serve as a welfare organization in public secondary schools. More qualified supervisors should be posted to schools to monitor the activities that operate in private secondary schools. Finally the researcher recommended the establishment of private post-primary schools management board to oversee the activities of all the private secondary schools in the state.

This study is related to the current study in that it investigated managerial challenges and was also carried out in Enugu State. It however differed from the current study by failing to address entrepreneurship studies. Both studies however adopted descriptive survey research design and used the same method of data analysis.

Obanya (2007) compared the management challenges of principals of public and private secondary schools in Delta state. The specific areas examined are Oshimili North and South Local government areas of Delta state. The sample included thirteen teachers, each from ten out of the twenty secondary schools and ten out of the fifteen private secondary schools in the designated area of the study.

The survey research design was used for the study. To guide the study, six research questions were asked and three null hypotheses were tested. The instrument used in data collection was a 4-point Likerttypes questionnaire entitled principals administrative practices identification questionnaire (PAPIQ) which was developed by the researcher. The questionnaire contained thirty items with a 4-column rating scale.

This instrument was given to project supervisor and other experts in educational administration for face validation. Data was collected through personal administration by the researcher and was analyzed using the mean statistics with a mean of 2.5 in answering the research questions while t-test of the difference of means was used in testing the hypotheses.

The findings show that principals of public and private secondary schools relate to some extent in their management of financial resources even though private schools principals were found to be better in this regard and that principals of public schools did not undertake the responsibility for placement of pupils in to secondary schools. The findings also showed that principals of public and private schools did not take part in the recruitment of teaching and non-teaching staff of their institutions, but

suffice to say that they are both efficient in school-community relationship administrative practice. Finally the researcher recommended that principals of public and private secondary schools should be honest in the way they spend schools money that the powers that be should involve them in the recruitment of teaching and non-teaching staff and that they should regularly attend seminar and workshops on the proper management of physical resources.

The two studies are related in many respects. First, both made use of the same research design and secondly, they used the same method of data analysis. They however differed in that the former did not investigate entrepreneurship studies but the current study investigated both managerial challenges and entrepreneurship studies.

Summary of Review of Related Literature

The review of related literature covered conceptual framework, theoretical framework, theoretical studies and empirical studies. Under the conceptual framework, such concepts namely, managerial challenges, entrepreneur and entrepreneurship education were discussed.

The theoretical framework for the study covered two theories that have some implications for the study. The theoretical

studies comprised aspects of entrepreneurship, entrepreneurship education, entrepreneurial skills and managerial challenges in schools. Several studies were reviewed under the empirical studies. Some of the studies identified some managerial challenges in schools. In the same manner, other studies indicated entrepreneurship education related issues. Though the provision for management and implementation of entrepreneurship education were implied in the studies, it is important to note here that none of them indicated extent to which management practices of principals constitute challenges to the implementation of entrepreneurship education. None of them also showed the managerial challenges to entrepreneurship education in Enugu State. Again, of all the studies reported in this work, none of them covered management and implementation of entrepreneurship education in secondary schools in the State. This shows that serious research efforts have not been given to the managerial challenges of entrepreneurship education in Enugu State. An obvious gap in knowledge is therefore created. This study was therefore intended to bridge the above gap in literature as it aims at investigating the managerial challenges to the implementation of entrepreneurship education in Enugu state of Nigeria.

CHAPTER THREE

METHOD

In this chapter, the researcher presents the procedure and methodology to be used in carrying out the study. The chapter was divided into the following sub-headings: research design; area of the study; population of the study; instrument for data collection; validation of the instrument; reliability of the instrument; method of data collection; and method of data analysis.

Research Design

The descriptive survey research design was adopted for this study. According to Nwankwo (2013) and Akuezuilo and Agu (2003), a descriptive survey design is a research in which data are collected from sample of a population with a view of finding out the relative opinion, belief, attitude and status of that population about a phenomenon. This design is appropriate for this study because the researcher collected data from the respondents and compared analytically their relative opinions on the managerial challenges in the implementation of entrepreneurship studies in secondary schools in the area.

Area of the Study

This study was carried out in public and private secondary schools in Enugu State. Enugu State is located in South-eastern Nigeria and is one of the five South-Eastern geopolitical states in Nigeria, with Enugu State as the Capital. It shares boundaries with Anambra on the West, Abia and Imo on the South, Kogi on the North while Benue and Ebonyi on the East. The State occupies a landmass of 7,161 square kilometers and is located on the hill, hence the name "ENUGU". It has seventeen (17) local government areas. The state is remarkable for its quiet and cool serenity, and it has Enugu and Nsukka as its major towns.

Enugu State has six education zones namely: Agbani, Agwu, Enugu, Nsukka, Obollo-Afor and Udi education zones. The State Post Primary Schools Management Board at Enugu centrally controls all the public while private secondary schools are under the Ministry of Education in the State. The people of Enugu State are mainly civil servants with few farmers in rural areas. The researcher decided to use Enugu as area of the study because of high incidence of managerial challenges in the implementation of entrepreneurship studies in the State.

Population of the Study

Five hundred and sixty-nine (569) principals in public and registered private secondary schools in the area of study constituted the population for the study. According to Enugu State Ministry of Education (2013), there are 305 public secondary school principals and 264 principals in registered private secondary schools in the State. The population distribution of the principals LGAs is shown in the Appendix D (p.137).

Sample and Sampling Technique

The entire population of 569 principals in the area of the study was used in the study. Accordingly, there was no need for sample and sampling technique. There was no need for sampling because the population size was not large to warrant sampling, it was manageable.

Instrument for Data Collection

The researcher-developed questionnaire titled “Principals Entrepreneurship Managerial Challenges Questionnaire (PEMCQ)” which was the instrument used for data collection. Consultations with experts in educational management and ideas gathered from literature review guided the construction of the instrument. It was made up of two parts–A and B. Part A was on the background

information of the respondents while Part B contained items on principals' entrepreneurship managerial challenges. The part B of the instrument was further divided into four (4) sections. Sections 1 and 2 respectively contained items which sought information from the respondents on human and infrastructural resources managerial challenges. Section 3 dwelt on financial resources managerial challenges while section 4 contained items on learning resources managerial challenges. The instrument is a 4-point scale on a weighted value of 1-4. In scoring the questionnaire items, Part A was not to be scored because it contained personal data of the respondents. Only Part B was scored on the four-point scale basis and analyzed accordingly.

Validation of the Instrument

The face validity of the instrument was determined. To ascertain this, the researcher presented copies of the questionnaire together with the topic, purpose of the study, research questions and hypotheses to one expert who is a lecturer in Educational Management and Policy and one expert who is also a lecturer in Measurement and Evaluation and another expert in Vocational Education all in NnamdiAzikiwe University, Awka. The research topic,

purpose, research questions and hypotheses were to guide the three experts.

These experts were requested to go through the items and examine them in terms of clarity of the language used, relevance of items to the purpose of the study, the suitability of the items to the level of the respondents and coverage of the dimensions of the study. Their corrections and suggestions were incorporated in the final editing of the instrument. The experts restructured items 5, 6, and 8. They also removed items 34,38, and 39 in the original draft. They suggested items 40-44 of the final instrument. Thus, the final instrument has additional two items making a total of 44 items as against the 42 items in the initial draft of the instrument.

Reliability of the Instrument

The test re-test method was used to ascertain the reliability of the questionnaire. This involved administering copies of the questionnaire to 30 principals in Anambra. Anambra State was chosen for the reliability test because it has similar characteristics with the area of the study. Both Anambra and Enugu States were one before Enugu State was created from Anambra State and as such shared similar characteristics in terms of school management.

Since principals' roles in both states are similar, the choice of Anambra State for the reliability test becomes justified.

The scores obtained from the respondents were subjected to statistical analysis using Cronbach alpha. The co-efficients of 0.80, 0.82, 0.81, and 0.80 were obtained for sections 1, 2, 3, and 4 of the instrument respectively. The overall mean for the sections is 0.81. The high reliability co-efficients for the sections made the researcher consider the instrument adequate for the study in line with Hodget (2009) who recommended a coefficient of 0.70 and above as adequate for a study. Details of the calculation of the Cronbach alpha for the test of internal consistency of the instrument are shown in appendix C (pp.133-134).

Method of Data Collection

The researcher collected the data with the help of six research assistants who are vice-principals in their schools. One of them was chosen from each of the six zonal headquarters in the state. They were chosen because they are close to their principals and this facilitated the data collection. Each copy of the questionnaire was accompanied with a letter of introduction to the respondents seeking for consent and cooperation of the respondents. Both the researcher and the research assistants administered the instrument. The on-the-spot approach was used to

minimize loss of copies of the instrument. The copies of the instrument collected by the assistants were handed over to the researcher. Out of the 569 copies distributed, 568 were retrieved and analyzed for the study. The loss of one copy of the instrument was not considered significant as to affect the data analysis.

Method of Data Analysis

Mean scores were used in answering the research questions. The mean ratings of the respondents were computed separately for each item and the mean of means was used to obtain one answer to the research question.

The four sections in Part B were measured on a weighted value ranging from 1.00 to 4.00. Accordingly, in analyzing the data for research questions, mean ratings between 1.00-1.49 were regarded as very low; mean ratings between 1.50-2.49 were regard as low; mean ratings between 2.50-3.49 were regard as high, while mean ratings between 3.50-4.00 were regard as very high.

In analyzing the data for the null hypotheses, the z-test was used to test the hypotheses stated in the work. All the hypotheses were tested at the 0.05 level of significance. As a rule, where calculated z-value was equal or greater than the table z-value (>0.05) it was taken to indicate significant difference in the mean ratings while any calculated z-value

less than the table value ($<.0.05$), was taken to indicate no significant difference in the mean ratings.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the analysis of data collected regarding the research questions and hypotheses and the results. A summary of the findings of the study is also presented.

Research Question One: To what extent do entrepreneurship human resources managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?

Table 1: Principals' Mean Scores on Human Resources Entrepreneurship Managerial Challenges

S/	Human Resources	X (Pub.)	SD	Dec	X (Priv.)	SD	Dec.
1	Teachers' participation in decision making on procurement of entrepreneurial teaching facilities in my school is	2.40	0.11	L	2.45	0.17	L
2	Qualified entrepreneurial teachers in my school are	2.51	0.16	H	2.50	0.18	H
3	Lack of motivation to entrepreneurial teachers whose students perform well in external competitions are	2.42	0.14	L	2.41	0.11	L
4	Training and development opportunities for entrepreneurial teachers in my school are	2.60	0.12	H	3.40	0.13	H
5	Cooperative work environment among entrepreneurial teachers in my school are	1.02	0.11	VL	1.12	0.14	VL
6	Truancy among entrepreneurial teachers in my school is	2.41	0.16	L	1.48	0.17	VL
7	Engagement in private ventures during official hours by entrepreneurial teachers in my school are	3.51	0.17	VH	1.46	0.11	VL
8	Commitment to duties among entrepreneurial teachers in my school is	1.48	0.05	VL	2.65	0.08	H
9	Attitudes of students towards entrepreneurial studies in my school is	1.61	0.09	L	1.62	0.07	L
	Mean of Means	2.44	0.13	L	2.23	0.12	L

As observed in Table 1, the mean ratings for items 1, 5 and 7 by principals in both public and private secondary schools were between 2.50 and 3.49 decision rule and therefore indicated the high principals' human resources entrepreneurship managerial challenges. Specifically, the mean ratings of 2.40 and 2.45 for item 1 by principals in public and private secondary schools respectively indicated low teachers' participation in decision making on

procurement of entrepreneurial teaching facilities in the schools as one of the human resources managerial challenges to the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. Similarly, the mean ratings of 1.02 and 1.12 for item 5 by principals in public and private secondary schools respectively indicated very low cooperative work environment among entrepreneurial teachers in the schools as another human resource managerial challenge to the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. Again, the mean rating of 1.61 for item 9 by principals in public secondary schools and the mean rating of 1.62 for the same item by principals in private secondary schools indicated low attitudes of students towards entrepreneurial studies in the schools as human resources managerial challenges to the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. Only item number 7 was rated very high. Thus, with the mean rating of 3.51 for item 7 by principals in public schools, engagement in private ventures during official hours by

entrepreneurial teachers in the schools is one of the human resources managerial challenges to the implementation of entrepreneurship studies in public secondary schools in Enugu State. The mean ratings of items 2, 3 and 4 by both public and private school principals indicated teacher quality, motivation, and training and development were not part of the human resources managerial challenges.

On the whole, the mean of means for public secondary school was 2.44 while that of private school was 2.23. The mean of means for the standard deviations were 0.13 and 0.12 for public and private secondary schools respectively. This shows the cluster around the mean. Both means fall within 1.50 – 2.49 decision rule and were therefore regarded as low. Thus, there are low human resources and thus pose managerial challenges in public and private secondary schools in Enugu State.

Research Question Two: To what extent do entrepreneurship infrastructural resources managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?

Table 2: Principals' Mean Scores on Entrepreneurship Infrastructural Resources Managerial Challenges

S/N	Infrastructural Resources	X			Dec.		
		(Pub.)	SD	Dec.	(Priv.)	SD	
10	Carpentry and joinery workshop in my school for students' practical work experience are	1.52	0.14	L	2.00	0.11	L
11	Computer maintenance skill acquisition Centre in my school for practical works on computer maintenance is	1.53	0.17	L	2.33	0.12	L
12	Technical workshop for practical works on entrepreneurial studies in every class in my school is	2.31	0.11	L	2.09	1.13	L
13	Technical workshop seats for teaching and learning of entrepreneurship in my school are	2.11	0.16	L	2.20	0.11	L
14	Automobile workshop for practical works on automobiles in every class in my school is	3.51	0.12	VH	3.66	0.11	VH
15	Textile and clothing skills acquisition centers for practical works on textile and clothing in my school is	3.01	0.11	H	2.05	0.14	L
16	Electrical workshop for practical works on electrical aspect of entrepreneurial studies in every class in my school is	3.99	0.11	VH	3.78	0.16	VH
17	Mechanical workshop for practical works on mechanical aspect of entrepreneurial studies in every class in my school is.	1.72	0.16	L	1.55	0.12	L
Mean of Means		2.46	0.14	H	2.46	0.13	H

As shown in Table 2, the mean ratings of 1.52 and 2.00 for item 10 by principals of public and private secondary schools indicated low carpentry and joinery workshop in the schools for students' practical work experience as one of the infrastructural resources managerial challenges to the implementation of entrepreneurship studies in Enugu State. Similarly, the mean ratings of 1.53 and 2.33 for item 11 by both principals of public and private secondary schools indicated low computer maintenance skill acquisition center in my school for practical works on computer maintenance

as another infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. In the same manner, the mean rating of 2.31 and 2.09 for item12 by both principals of public and private secondary schools indicated low technical workshop for practical works on entrepreneurial studies in every class in the schools as one other infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. Again, the mean ratings of 2.11 and 2.20 for item13 by both principals of public and private secondary schools indicated low technical workshop seats for teaching and learning of entrepreneurship in my school as another infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu State.

Lastly, the mean ratings of 1.72 and 1.55 for item17 by both principals of public and private secondary schools indicated low mechanical workshop for practical works on mechanical aspect of entrepreneurial studies in every class in my school as another infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu

State. However, the mean ratings for items 14 and 16 were high and indicated that automobile and electrical workshops were not among the infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu State.

The mean of means for the public secondary schools was 2.46 while that of private secondary schools was 2.48. The mean of means for the standard deviations were 0.14 and 0.13 for public and private secondary schools respectively. Both means fall within 2.50 and 3.49 decision rule. This means that there are low infrastructural resources in both public and private secondary schools in Enugu State.

Research Question Three: To what extent do entrepreneurship financial resources managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?

Table 3: Principals' Mean Scores on Entrepreneurship Financial Resources Managerial Challenges

S/N	Financial Resources	X (Pub)	SD	Dec.	X (Priv)	SD	Dec.
18	My school's ability to mobilize sufficient funds for the execution of entrepreneurship projects is	1.32	0.13	VL	1.44	0.12	VL
19	Community's ability to supplement government's allocation to entrepreneurship programme in my school is	2.54	0.11	H	3.05	0.16	H
20	Community's participation in donating funds for the execution of entrepreneurship programme in my school is	2.11	0.14	L	2.46	0.15	L
21	Funds for the purchase of entrepreneurship teaching materials in my school are	1.64	0.15	VL	1.99	0.14	VL
22	Funds for maintaining entrepreneurship teaching equipment in my school are	2.77	0.11	H	3.25	0.13	H
23	Funds for sponsoring entrepreneurship teachers in my school to attend staff development programmes on entrepreneurship teaching materials improvisation are	3.08	0.12	H	3.82	0.11	H
24	Funds for purchasing entrepreneurship examination materials for my school are	1.55	0.13	VL	1.21	0.14	VL
25	Funds to purchase enough entrepreneurship teaching materials for all the students in my school are	3.42	0.12	H	2.66	0.19	H
26	Funds to purchase enough entrepreneurship teaching materials for all the students in my school are	1.58	0.11	VL	1.51	0.12	VL
Mean of Means		2.22	0.12	H	2.38	0.11	H

As shown in Table 3, the mean ratings 1.32 and 1.44 for item 18 by principals of public and private secondary schools indicated very low schools' ability to mobilize sufficient funds for the execution of entrepreneurship projects as one of the financial resources managerial challenges to the implementation of entrepreneurship studies in Enugu State. Similarly, the mean ratings of 2.11 and 2.46 for item 20 by both principals of public and private secondary schools indicated low communities' ability to supplement governments' allocation to entrepreneurship programme in the schools as another financial resources

managerial challenge to the implementation of entrepreneurship studies in Enugu State. In the same manner, the mean rating of 1.64 and 1.99 for item 21 by both principals of public and private secondary schools indicated very low communities' participation in donating funds for the execution of entrepreneurship programme in the schools as one other financial resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. Again, the mean ratings of 1.55 and 1.21 for item 24 by both principals of public and private secondary schools indicated very low funds to sponsor entrepreneurship teachers to attend staff development programmes on entrepreneurship teaching materials improvisation as another financial resources managerial challenge to the implementation of entrepreneurship studies in Enugu State.

Lastly, the mean ratings of 1.58 and 1.51 for item 26 by both principals of public and private secondary schools indicated very low funds purchase enough entrepreneurship teaching materials for all the students in the school as another financial resources managerial challenge to the

implementation of entrepreneurship studies in Enugu State. However, the mean ratings for items 19, 22, 23 and 25 were high and indicated that government's financial provisions, funds for purchasing and maintaining entrepreneurship equipment were not part of the financial resources managerial challenges to the implementation of entrepreneurship studies in Enugu State.

On the whole however, the mean of means for both public and private secondary schools fall with 2.50 – 2.49 decision rule. The mean of means for public secondary school principals is 2.22 while that of the principals in private secondary schools was 2.38. This indicated low financial resources as part of the managerial challenges in public and private secondary schools in Enugu State. The mean of means for the standard deviations were 0.12 and 0.11 for public and private secondary schools respectively. This shows the cluster around the mean.

Research Question Four: To what extent do learning resources managerial challenges in public secondary schools differ from those in private secondary schools in the

implementation of entrepreneurship studies in Enugu State?

Table 4: Principals' Mean Scores on Entrepreneurship Learning Resources Managerial Challenges

S/	Learning Resources	X (Pub)	SD	Dec.	X (Priv)	SD	Dec.
27	Library facilities in my school for the implementation of entrepreneurship education are	1.67	0.14	L	1.52	0.15	L
28	Quality books on entrepreneurship subjects in my school for the implementation of entrepreneurship education programme are	1.60	0.11	L	1.56	0.13	L
29	Quality office computers in my school for individualized teaching of entrepreneurship studies are	1.44	0.12	VL	1.84	0.11	L
30	Facilities for teaching hair dressing skills in my school are	1.48	0.11	VL	1.51	0.12	L
31	Facilities for teaching auto body repair skills in my school are	1.66	0.15	L	1.42	0.14	VL
32	Facilities for teaching welding and metal work skills in my school are	1.64	0.11	L	1.01	0.14	VL
33	Facilities for teaching shoe making skills in my school are	1.72	0.13	VL	1.88	0.14	L
34	Facilities for teaching laundering skills in my school are	1.40	0.14	VL	1.95	0.16	L
35	Facilities for teaching food and nutrition skills in my school are	2.82	0.11	H	1.08	0.12	L
36	Facilities for teaching fishery skills in my school are	1.69	0.15	L	1.48	0.13	VL
37	Facilities for teaching auto body wiring skills in my school are	2.55	0.12	H	1.43	0.11	VL
38	Facilities for teaching carpentry and joinery skills in my school are	1.55	0.11	L	2.44	0.15	L
39	Facilities for teaching block laying skills in my school are	1.67	0.14	L	2.59	0.16	H
40	Facilities for teaching house painting and decorating skills in my school are	1.80	0.15	L	1.77	0.17	L
41	Facilities for teaching confectionery skills in my school are	3.01	0.11	H	1.88	0.18	L
42	Internet facilities for teaching internet installation and web design skills in my school are	1.09	0.12	VL	1.68	0.11	L
43	Facilities for teaching bid and hart-making skills in my school are	1.91	0.13	L	1.72	0.12	L
44	Equipment for teaching radio and television mechanic skills in my school are	1.41	0.11	VL	1.89	0.16	L
	Mean of Means	1.78	0.12	L	1.81	0.13	L

As indicated in Table 4, the mean ratings of 1.67 and 1.52 for item 27 by both principals in public and private secondary schools respectively indicated low library facilities in the schools for the implementation of entrepreneurship education as among the learning resources entrepreneurship managerial challenges to the implementation of entrepreneurship studies in Enugu State. The mean ratings 1.60 and 1.56 for item 28 by principals of public and private secondary schools indicated low quality books on entrepreneurship subjects in the schools for the implementation of entrepreneurship education programme as among the learning resources managerial challenges to the implementation of entrepreneurship studies in Enugu State. Similarly, the mean ratings of 1.44 and 1.84 for item 29 by both principals of public and private secondary schools indicated low quantity of office computers in the schools for individualized teaching of entrepreneurship studies as another learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. In the same manner, the mean ratings of 1.48 and 1.51 for item 30 by both principals of public and private secondary

schools indicated low facilities for teaching hair dressing skills in the schools as one other learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. Again, the mean ratings of 1.66 and 1.42 for item 31 by both principals of public and private secondary schools indicated low facilities for teaching auto body repair skills in the schools as another learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State.

In the same manner, the mean ratings of 1.64 and 1.01 for item 32 by principals of public and private secondary schools indicated low facilities for teaching welding and metal work skills in the schools as one of the learning resources managerial challenges to the implementation of entrepreneurship studies in Enugu State. Furthermore, the mean ratings of 1.72 and 1.88 for item 33 by both principals of public and private secondary schools indicated low facilities for teaching shoe making skills in my school as another learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. In the same manner, the mean rating of 1.40 and 1.95 for

item 34 by both principals of public and private secondary schools indicated very low facilities for teaching laundering skills in the schools as one other learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. Again, the mean ratings of 1.69 and 1.48 for item 36 by both principals of public and private secondary schools indicated low facilities for teaching fishery skills in the schools as another learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State.

Moreover, the mean ratings of 1.55 and 2.44 for item 38 by both principals of public and private secondary schools indicated low facilities for teaching carpentry and joinery skills in the schools as another learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State.

The mean ratings 1.80 and 1.77 for item 40 by principals of public and private secondary schools indicated low facilities for teaching house painting and decorating skills in the schools as one of the learning resources managerial challenges to the implementation of entrepreneurship studies in Enugu State.

Similarly, the mean ratings of 1.09 and 1.68 for item 42 by both principals of public and private secondary schools indicated low internet facilities for teaching internet installation and web design skills in the schools as another learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. In the same manner, the mean rating of 1.91 and 1.72 for item 43 by both principals of public and private secondary schools indicated low facilities for teaching bid and hart-making skills in the schools as one other learning resource managerial challenge to the implementation of entrepreneurship studies in Enugu State.

Lastly, the mean ratings of 1.41 and 1.89 for item 44 by both principals of public and private secondary schools indicated low equipment for teaching radio and television mechanic skills in the schools as another learning resources managerial challenge to the implementation of entrepreneurship studies in Enugu State.

Principals in public secondary schools rated items 35 and 37 high while their counterparts in private secondary schools rated the same items low. This indicated that

facilities for teaching food and nutrition skills in the schools (item 35 with mean rating of 2.82 by principals in public secondary schools and item 37 with mean rating of 2.55 by principals in private schools but with mean ratings of 1.08 and 1.43 by principals in private secondary schools) constitutes managerial challenges to the implementation of entrepreneurship studies in public secondary schools but not in private secondary schools in Enugu State. the same case with item 35 applies to item 41.

On the whole, the mean of means for public secondary schools is 1.78 while that of private schools is 1.81. Similarly, those of the standard deviations were 0.12 and 0.13 for public and private secondary schools respectively. Both means fall within 2.50 – 3.49 decision rule and indicated low learning resources in both public and private secondary schools for the implementation of entrepreneurship studies in Enugu State.

Testing of Hypotheses

Hypothesis 1: Principals in public and private secondary schools do not differ significantly in their mean ratings on the human resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Table 5: z-test of Mean Difference between Public and

**Private School Principals on Entrepreneurship
Human Resources Managerial Challenges**

Principals	Number	X	SD	Df.	Z-cal	Z-crit	P > .05
Public	305	2.44	0.13	267	1.04	1.96	Not significant
Private	264	2.23	0.12				

Table 5 indicates that at .05 significant level and 267 degree of freedom, the calculated z-value of 1.04 is less than the critical z-value of 1.96. The difference in their mean ratings is not significant. The null hypothesis one is therefore not rejected. Thus, there is no significant difference in the mean ratings of public and private secondary schools principals on the entrepreneurship human resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Hypothesis 2: Principals in public and private secondary schools do not differ significantly in their mean ratings on the entrepreneurship infrastructural resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

**Table 6: z-test of Mean Difference between Public and
Private School Principals on Entrepreneurship
Infrastructural Resources Managerial Challenges**

Principals	Number	X	SD	Df.	Z-cal	Z-crit	P > .05
Public	305	2.84	0.14	267	1.07	1.96	Not significant
Private	264	2.83	0.13				

Table 6 indicates that at .05 significant level and 267 degree of freedom, the calculated z-value of 1.07 is less than the critical z-value of 1.96. The difference in their mean ratings is not significant. The null hypothesis one is therefore not rejected. Therefore, there is no significant difference in the mean ratings of public and private secondary schools principals on the entrepreneurship infrastructural resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Hypothesis 3: Principals in public and private secondary schools do not differ significantly in their mean ratings on the financial resources entrepreneurship managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Table 7: z-test of Mean Difference between Public and Private School Principals on Financial Resources Managerial Challenges

Principals	Number	X	SD	Df.	Z-cal	Z-crit	P > .05
Public	305	2.67	0.12	267	1.22	1.96	Not significant
Private	264	2.93	0.11				

Table 6 indicates that at .05 significant level and 267 degree of freedom, the calculated z-value of 1.22 is less than the critical z-value of 1.96. The difference in their mean ratings is not significant. The null hypothesis one is therefore not

rejected. This means that there is no significant difference in the mean ratings of public and private secondary schools principals on the financial resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Hypothesis 4: Principals in public and private secondary schools do not differ significantly in their mean ratings on the learning resources entrepreneurship managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Table 8: z-test of Mean Difference between Public and Private School Principals on Learning Resources Managerial Challenges

Principals	Number	\bar{X}	SD	Df.	Z-cal	Z-crit	P > .05
Public	305	2.78	0.12	267	1.09	1.96	Not significant
Private	264	2.98	0.13				

Table 5 indicates that at .05 significant level and 267 degree of freedom, the calculated z-value of 1.09 is less than the critical z-value of 1.96. The difference in their mean ratings is not significant. The null hypothesis one is therefore not rejected. Thus, there is no significant difference in the mean ratings of public and private secondary schools principals

on the learning resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Summary of Findings

Based on data analysis for the research questions and hypotheses, the following summaries of findings were made:

1. There are low human resources for the implementation of entrepreneurship studies in public and private schools in Enugu State.
2. There are low infrastructural resources for the implementation of entrepreneurship studies in public and private schools in Enugu State.
3. There are low financial resources for the implementation of entrepreneurship studies in public and private schools in Enugu State.
4. There are low learning resources for the implementation of entrepreneurship studies in public and private schools in Enugu State.
5. There is no significant difference in the mean ratings of public and private secondary school principals on the human resources managerial

challenges in the implementation of entrepreneurship studies.

6. There is no significant difference in the mean ratings of public and private secondary school principals on the infrastructural resources managerial challenges in the implementation of entrepreneurship studies.
7. There is no significant difference in the mean ratings of public and private secondary school principals on the financial resources managerial challenges in the implementation of entrepreneurship studies.
8. There is no significant difference in the mean ratings of public and private secondary school principals on the learning resources managerial challenges in the implementation of entrepreneurship studies.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the findings of the study were discussed and conclusion made. Also, the implications of the study were presented along with limitations and suggestions for further research.

Discussion of Findings

The discussions of the findings were presented under the following sub-headings:

1. Human resources entrepreneurship managerial challenges;
2. Infrastructural resources entrepreneurship managerial challenges;
3. Financial resources entrepreneurship managerial challenges; and
4. Learning resources entrepreneurship managerial challenges.

Human Resources Entrepreneurship Managerial Challenges

In this study, it was revealed that there are low human resources for the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. The data analysis for null hypothesis one also revealed that there is no significant difference in the mean ratings of public and private secondary school principals in the implementation of entrepreneurship studies in Enugu State.

The findings above indicated that public and private secondary schools in Enugu State have entrepreneurship human resources managerial challenges in implementation of entrepreneurship studies. Thus, secondary schools in Enugu State have low human resources managerial challenges for the implementation of entrepreneurship studies in the State. The above disagrees with Olagboye(2006) who found high human resources in secondary schools in Oyo State.

The difference in the findings could be attributed to time and location. Of course, a study conducted in 2006 cannot

be expected to yield the same result with the one done in 2016. There are ten good years between 2006 and 2016. Government in the State may not have taken urgent steps since then to solve the human resource problems. In the same vein, Enugu and Oyo States are not in the same zone. A study conducted in Enugu State which is in the East should not be expected to yield the same result with the one conducted in Oyo which is in the West.

In their analysis of human resources availability in public and private secondary schools in Anambra State, Chikobi and Ezenduka (2010) found that principals in public and private schools differ significantly in their mean ratings on human resources availability. The difference in the findings too could be attributed to location. Chikobi and Ezenduka conducted their study in Anambra State while the current study was conducted in Enugu State. The peculiarities in the states could have resulted in the difference in their mean ratings.

Infrastructural Resources Entrepreneurship Managerial Challenges

This study revealed low infrastructural resources for the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. The second hypothesis revealed that there is no significant difference in the mean ratings of public and private secondary school principals on the infrastructural resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

The low infrastructural resources for the implementation of the entrepreneurship studies indicated that public and private secondary schools in Enugu State lacked the infrastructural resources for the implementation of the programme in the state. The lack of the infrastructural resources therefore constitutes managerial challenges to the principals. One thing is to introduce a programme, another thing which is very important is to provide enabling environment for the programme to succeed. If government introduces entrepreneurship programme and fails to match the programme introduction with the provision of the

required infrastructural facilities like laboratories and workshops, it is not likely that the teachers may perform magic. The teachers need the resources to enable them implement the programme. Entrepreneurship is skill-oriented and where the enabling environment in terms of infrastructural facilities is not provided, the students may end up not acquiring the desired skills. This will be a big defeat to the objectives of the programme.

Teachers need the resources to function effectively and any principal who knows his or her responsibilities as a principal will not shy away on this onerous task. He or she must try to solve the problem hence, the managerial challenge.

The findings of this study are in agreement with Ogakwu (2004) who found that Abia State was faced with lack of infrastructural facilities for implementing entrepreneurship education in the state. Similarly, Ikeagwu (2007) found that public and private secondary schools in Anambra State did not differ in mean ratings on the infrastructural problems that faced the state. Ikeagwu's study probably indicated the reason why the Peter Obi administration in the State

embarked upon a large scale rehabilitation of the infrastructural facilities in the state. The above notwithstanding, the similarities in the findings indicated the universality of the problem of infrastructure in Enugu and Abia States.

Financial Resources Entrepreneurship Managerial Challenges

It was found in this study that there are low financial resources for the implementation of entrepreneurship studies in Enugu state. The tested hypothesis revealed that public and private secondary school principals in did not differ in their mean ratings on the financial resources managerial challenges in the implementation of entrepreneurship studies in Enugu State. The findings of this study agrees with Chikere (2006) who found low financial resources for the implementation of entrepreneurship education in Abia State.

The findings of this study are analytically important. Poor funding has been the bane of educational programme in Nigeria. Part of the failures of such educational

programmes like introductory technology, universal free primary education and the 6-3-3-4 system of education were attributed to inadequate finance. The low financial resources in the State indicated that the entrepreneurship education programme in the State is not adequately financed, hence the managerial challenges to the principals.

Experiences in the country showed that entrepreneurship studies in Enugu State secondary schools is likely to collapse if not adequately financed. The human resources might be adequate but absence or inadequate financial resource may make it extremely difficult for the principals to procure other resources (e.g. teaching materials) needed for the programme implementation.

The findings of the study are in agreement with Duru (2006) who found that secondary schools in Imo State lacked the financial resources for implementing entrepreneurship in the state. The agreement in the findings indicated the perennial problem of educational finance in Nigeria. The persistence of the financial problem since 2006 till date suggested that no serious efforts have been made to solve the problem. There is no significant difference in the mean

ratings of public and private secondary school principals in their mean ratings on the financial resource challenges that confronted public and private schools in Anambra State.

Learning Resources Entrepreneurship Managerial Challenges

The findings of this study revealed that there are low entrepreneurship learning resources for the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. Again, the data analysis for the fourth null hypothesis revealed that principals in public and private secondary schools in Enugu state did not differ in their mean ratings on learning resources managerial challenges in the State. In agreement with the above findings, Edem (2007) found low learning resource availability for entrepreneurship education in Anambra State.

Learning resources are very vital in the implementation of any educational programme. Entrepreneurship studies therefore need adequate supply of learning resources to succeed. The lack of the resources therefore constitutes managerial challenges to the principals. This is true

because provision of learning resources in the school is part of the functions of a school principal. An effective principal will ensure that adequate learning resources are provided for teaching and learning in his or her school as part of the principals' responsibilities. On this note therefore, a situation where entrepreneurship learning resources are lacking in the school, principals are faced with the challenges of ensuring that the resources are put in place for effective implementation of the programme.

The relevance of learning resources in the teaching of entrepreneurship can never be over emphasized. Entrepreneurship is a skill-oriented course which requires the use of learning resource. These resources will expose the students to the practical aspect of the course. In the same manner, learning resources have the capability of giving the students real life experience capable of making them entrepreneurs on graduation from the school.

The findings of the study are in agreement with Chikere (2008) who found that public secondary schools in Enugu state lacked the learning resources necessary for the implementation of entrepreneurship in Enugu State.

Agwagah (2000) also found that resources for teaching trade and vocational subjects in Enugu state were lacking. The corroboration of the earlier findings by the current study is a manifestation of persistent learning resource managerial challenges in the state. One would have expected an improvement at this stage. Again, Akpotohwo and Amadi (2006) found that principals in public and private secondary schools in Anambra State did not differ in their mean ratings on the learning resources problems in the state. The similarity in the mean ratings further indicated the persistence of learning resource problems in secondary schools especially in the South Eastern part of Nigeria.

Conclusion

Based on the findings of this study and the discussion that followed, the study concluded that there are low entrepreneurship human resources for the implementation of entrepreneurship studies in Enugu State and that there are low infrastructural, financial and learning resources for the implementation of entrepreneurship studies in public and private secondary schools in Enugu State.

Implications of the Study

The findings of the study have a number of implications:

1. The study has implications for the government. It is part of the duties of the government to provide needed resources in public schools. Since government alone cannot provide all the needed resources in the school, working with donor agencies can contribute significantly in the provision of the resources especially those needed for the success of entrepreneurship studies.
2. The findings of the study also have implications for the reduction of unemployment in the country. It is true that mass recruitment of teachers is part of the unemployment reduction strategy but where recruited teachers do not have the needed resources to carry out their duties, they will turn out to be a burden on the government. Since the resources necessary for them to carry out their duties are not available, the entrepreneurship teachers will end up inculcating in the learners only theoretical knowledge. This will make

the students job seekers instead of job creators and the vicious circle of unemployment will continue.

Recommendations

Based on the findings of this study and their implications, the following recommendations were made:

1. The parents-teachers association should be encouraged through school based management committee to provide entrepreneurship infrastructural resources in secondary schools in the state.
2. Private sector participation in funding of entrepreneurship studies in Enugu State should be encouraged by both the private school proprietors and the government.
3. The government should partner with international donor agencies for the provision of entrepreneurship learning resources in both public and private secondary schools in Enugu State.
4. School principals should attend entrepreneurship seminars, workshops and conferences to acquire the skills and knowledge needed for handling the

infrastructural, financial and learning resources managerial challenges in their schools.

5. The ministry of education should organize periodic entrepreneurship workshop, seminars or conferences for public and private secondary schools in the state.

Limitations of the Study

This study has a number of limitations.

1. The study was conducted in Enugu State. As a result, the findings may not be generalized to states outside the South East because emphasis on entrepreneurship studies in states outside the zone may differ.
2. The findings of the study may not be generalized also to purely vocational or technical centers, because of the difference in their ownership (i.e. publicly or privately owned) because a similar study carried out in such centers may yield a different result. The fact that the centers are not schools may cause some variations in the studies.

Suggestion for Further Research

1. A replication of the same work could be carried out in another state of the federation.
2. A work could be carried out on the same topic but in more than one state to find out whether differences in the studies exist.
3. A similar study could be carried out in the state involving vocational and technical schools and colleges.

4. A similar study could be carried out in the state involving entrepreneurship lecturers in tertiary institutions in the state.
5. A replication of the same work could be carried out in the state after some years to find out if any difference recurred.

REFERENCES

- Abatam, J.C. (2005). A study of management styles among primary school head teachers in Idemili North Local Government Area of Anambra State, Nigeria. *Unpublished master's thesis*, Delta State University, Abraka.
- Abdul, R. B. (2006). Invigorating entrepreneurship through business education. *Business Education Journal* 2(2) 39-46.
- Adesina, D. (2000). Managing globally competent people. *Academic of Management Executive*, (6(3), 52-64.
- Agu, C.N.(2001). *Fundamental of small business management and entrepreneurship development*. Owerri: 1-0 Publisers.
- Agwagah, U.N.O (2000). Sustainability of poverty alleviation Institute in Nigeria. *Business Education Journal* 1(6) 40-47.
- Akpotohwo, F.C. &Amadi, F.U.(2006). Perception of business teachers educators and critical factors for a successful entrepreneurship. *Business Education Journal* 2(2) p. 72- 81.
- Akubue, A. (2002). The key to effective resource management: A look at the overlooked. *Inter Disciplinary Education Journal*. 4(2) 4-46.
- Akuezuilo, E. O. &Agu, N. (2003). *Research and statistics in education and social sciences. Methods and applications*. NuelCenti. Publishers and Academic Press Ltd. Awka.
- Akume, B.C. (2006). Towards enhancing competencies of N.C.E. business education graduates entrepreneurs. *Business Education Journal* 2 (2) 82-89.

- Allison, M.A. (2001). *The head teachers' role in school effectiveness*. Dordrech: Kluwer Academic Publishers.
- Anekwe, R.E. (2004). The influence of internal and external supervision on teacher effectiveness. *Unpublished M.Ed. Thesis*, NnadmiAzikiwUniversity Awka.
- Anyamene, F. C. Anyachebelu, O.J. & Izuchi, N.C. (2010) strategies for promoting entrepreneurship Education among under graduates: the perception of counsellors. *Orient Journal of Education* 5 (2) 176-190.
- Awojobi, A.O. (2006). Entrepreneurship as an aspect of Vocational Education. *Business Education Journal* 2(2) 8-14.
- Babalola, J.B. (2006). *Strategic management of secondary education in Nigeria. Lead paper presented at a conference in strategic management in the education sector organized by the Nigerian Educational Research and Development Council at Abuja in February 2006.*
- Blasé, J. and Blasé, J. (1999). *Effective instructional: the principal's challenge*. New York: Wiley.
- Chikere, A. A.(2008). *Impact of human resource planning on the survival and growth of indigenous small and medium scale manufacturing enterprise in Aba Metropolis*. A dissertation submitted to the Department of Management Sciences, Ebonyi State University.
- Chikobi, P.C & Ezenduka, C.U (2010). *Strategies for Enhancing Entrepreneurial Skills in Biology through Project Instructional Method for National Economic Growth*. Paper presented at 7th National Conference of School of Sciences, NwaforOrizu College of Education, Nsugbe
- Chikere, P.C. (2008). The making and use of concept Maps by male and female biology teachers. *Educational outcome* 208-213.

- Daft, R. (2007). *Management. 4thEd. Fort Worth:A comprehensive view of head teachers*. Toronto: Mimeo, OISE.
- Deakins, D. (1996) *Entrepreneurship and small firms*. London: McGraw –Hill.
- Duru, O.J. (2006) *Developing entrepreneurship*. Enugu: oval Publisher Ltd.
- Earl, C.M. & Kathleen, R.A. (1994). *Entrepreneurship and small business management*. New York: Glencoe Macmillan/McGraw Hill.
- Edem, D.A. (2007). *Introduction to educational administration in Nigeria*. Ibadan: Spectrum Books Ltd.
- Ejiogu, A. (2002, April) Professionalism and public participation in education policy-making. Paper Presented at the Annual Meeting of the American Educational Research Association, Boston, April.
- Eneasator, G.O. (2001). Towards goals oriented management of primary schools in Nigeria: The place of supervision of instruction. *Journal of Educational Studies and Research*, 2 (1), 50-58.
- Ezekwesili, O. (2006). *An institutional framework for effective coordination and implementation of reform policies between federal and state government*. Retrieved on 6th October 2010 for www.reasons.opinion.ng.
- Ezenwafor, J.I. (2010) Assessment of managerial challenges of entrepreneurship Education: implications for entrepreneurship education. *Orient journal of education* 5 (2) 185-190.
- Fanshow, W. & Compton, F. (2008) *A global perspective*. New York: Total McGraw Hill companies Inc.
- Federal Republic of Nigeria, (2004). National Policy on Education. NERDC Press. Lagos – Nigeria.

Federal Republic of Nigeria, (2004). *Basic curriculum for secondary schools*.NERDC Press. Lagos – Nigeria.

Federal Republic of Nigeria, (2013). *Entrepreneurship subjects for secondary schools*.NERDC Press. Lagos – Nigeria.

Gusau B.U. (2008). Educational reform in Nigeria: successive year of inconsistencies and confusion. *Nigerian Journal of Educational Reforms* 2 (1) 10-21.

Halfdan, F. (2002). *Integrating entrepreneurship education in Botswana, Uganda and Kenya* Norway: National institute of technology.

Hodget, w. (2009) *A global perspective*. New York: Total McGraw Hill companies Inc.

Hoyle, D. (2009, Jan). Towards a better standard of effective management? *Personnel Management*, 52-55.

Ikeagwu, M.C. (2007). Evaluation of the effects of successful entrepreneurship development in Nigeria: A case study of Gabbey Pharmacy, Enugu. Unpublish M.Ed Thesis. Enugu State University of Science and Technology.

Ikeagwuani, N.W.& Achilike A.N. (2006) Business education for graduates entrepreneurship development. *Business education journal* 2 (2) 99-105.

Jones, A., George, H. & Hill, T. (2000). *Strategic Management Concept and Cases*. United States of America: Plato Inc.

Junaid, M.I. (2009). *Teacher preparation and entrepreneurship Education*. A challenging to the NCCE. A key note address delivered at National Conference on Entrepreneurship Education and the Challenge in the face of Global economic

crisis. Faculty of Education NnamdiAzikiwe University, Awka.

Jung, J. (1979). *Understanding Human Motivation* (A Cognitive approach) New York: Macmillan publishing company Inc.

Mancuso, J.R. (1992). *The small and medium Enterprises Prospect and Perspectives*.Lagos: Amanda.

Muomegha, C. (2004). Factors influencing standard of secondary education in Anambra State. *Unpublished M.Ed. Thesis*.NnamdiAzikiwe University, Awka.

Ndu, A.N., Ocho, L.O. &Okeke, B.S. (1997). *Dynamics of educational administration and management*. Onitsha: Meks Publishers Ltd.

Nelson, M.O. & Leach T.N. (2010). Teacher motivation in schools. *Journal of Educational Management* 3(12) 182-188.

Nwankwo, I.N. (2013). *Research report and article-writing in educational management and social sciences*.Awka: Love- Isaac Consultancy Services.

Nwokolo, A. (1997). Factors influencing occupational preference of secondary school students in Abakaliki urban of Enugu State. *Abia journal of Educational studies* 1(1) p.70-81

Nwosu, O.C. (2008). *Introduction to educational research*: Ibadan: Heinemann.

Obanya, P. (2007). Dreaming, leaving and doing education Ibadan: *Educational research and study group* 2(3) 5-12.

- Obasi, I.N. (1998). Executive time management in Nigerian organizations. *Paper presented at the Executive time Management workshop held at hotel presidential, Port Harcourt, River State on 13th -15th May 1999.*
- Obiekezie, N.C. & Onyechi, F. (2010). Efficacy of strategies for teaching entrepreneurship education in tertiary institution in Anambra State. *Orient Journal of Education* 5(1) 10 -19.
- Obi, E. (2004). *Education management*. Enugu: Computer Edge publishers.
- Obi I.J. (2009). Entrepreneurship studies in Nigerian secondary schools: *Journal of Entrepreneurial Studies* 2(3), 19 -26.
- Obiechina, F. (2006). School community relations and the status of physical facilities in secondary schools in Anambra State. *Unpublished M.Ed. Project*. Awka: NnamdiAzikiwe University.
- Ogakwu, O.O. (2004). Students perception of the impact of teachers classroom communication their motivation. A study of secondary school students in Okigiwe educational zone Imo state. *The educational psychologist* 2 (2) 200-207.
- Ogunsaju, S.O. (2003). *Secondary educational management in Nigeria*: Lagos: Greenline Publishers.
- Olagboye, J.O. (2006). *Fundamental of psychological foundation of education*. Lagos: Koservices Ltd. Mushin, Lagos.
- Olodi, F.J. (2000). The economic history of poverty alleviation in Nigeria. *Journal of the Nigeria research association* 14(2) 17-22.
- Olisa, F.O. (2006). Private/public sector management of Education in Anambra State: Matters arising.

Unpublished term paper. Delta State university, Abraka.

Olof, J. (2004). Training for democratic leadership. *Journal of Educational Administration.* 42(6), 620-624. Retrieved on 25th April 2010 from www.lookmart.com.

Okechukwu, M.C. (2007). Business education competencies required for entrepreneurship development. *Business Education Journal* 2(2) 24-31.

Okoye, K.R.E. (2007). Needs for entrepreneurship curricular in technical and vocational education programs. *Journal of Educational Research and Policies* 2(2) 46-47.

Okwuanaso, S.O & Nwazor, J. C. (2000) *instructional strategies in business education.* Awka: Ikenga Publishers.

Okpan, J. O. (2006). Entrepreneurship development prospects for the modern secretary. *Business Education journal* 2 (2) 59-71.

Olisa, F.O. (2006). *Private/public sector management of Education in Anambra State: Matters arising.* Unpublished term paper. Delta State University, Abraka.

Osuala, E.C. (2004). *Principled and Methods of Business and Computer Education.* Enugu: Cheston Agency Limited.

Paul, C.I (2005) *Organizational Behaviours.* Enugu: ZiksChukes Nigeria.

Peretomode, V.F. (1995). *Educational administration: Applied concepts and theoretical perspectives.* Lagos: Joja Educational Research and publications Ltd.

Steinhoff, H. & Burges, T. (2003). *Strategic Management Concept and Cases.* United States of America: Plato Inc.

Ubben, E. (2010). The leadership obsession: An addendum to Mangham's "In search of competence. *Journal of General Management*, 14 (3), 26-34.

Udoezika, C. (2005). Relationship between staff personnel conflicts and students' academic achievement in secondary schools in Anambra State. *Unpublished M.Ed. Thesis*. NnamdiAzikiwe University, Awka.

Udeozor, R.K. (2004). *Educational administration: Perspective and Practice Implications*. NimoAnambra: Rex Charles and Patrick.

Unachukwu, G.C. (1991). Appraisal of Teachers Perceived Efficacy of some Motivational Strategies *Abia Journal of Educational Studies*1(1) 82-87.

Usman, M. (2007). *A counseling guide for students*, Ibadan: University press.

Uyanwa, C. (2004). Effects of internal and external Supervision on teacher competence. *Unpublished M.Ed. Thesis*. NnamdiAzikiwe University, Awka.

Uzoechina, G.O. (2004). Relationship between principals' leadership styles and teacher indiscipline in Anambra State. *Unpublished doctoral dissertation*. NnamdiAzikiwe University, Awka

Vocational Skills – The Future is in your Hands (2016, February 5). The Vanguard Newspaper, p. 3.

Appendix A

Letter to the Respondents

Department of Educational
Management and Policy
NnamdiAzikiwe University
Awka.

2nd May, 2012.

Dear Respondent,

The researcher is a Ph. D student of the above named Department and Institution. She is carrying out a research concerned with “Principals Managerial Challenges in Implementing Entrepreneurial Studies in Secondary Schools in Enugu State”.

The researcher writes to solicit your corporation by responding to the items in the attached questionnaire. Your honest information in completing the questionnaire items will be appreciated.

All information supplied is purely for academic exercise and will be treated in strict confidence except for purpose of research. You are kindly requested to give her your maximum cooperation.

Yours faithfully,

Ani, Anthonia N.A.
(Researcher)

Appendix B

PRINCIPALS ENTREPRENEURSHIP MANAGERIAL CHALLENGES QUESTIONNAIRE(PEMCQ)

PART A: Background Information

INSTRUCTION: Please, provide the required information by ticking (√) in the spaces provided.

1) Type of school: (a) Private (b) Public

PART B: Items on Principals' Entrepreneurship Managerial Challenges

Instruction: Below are items on principals' entrepreneurship managerial challenges. Indicate the entrepreneurship managerial challenges in your school by ticking (√) in the column that best describes your opinion. Use the following codes: VH = Very High; H = High; L=Low; and VL = Very Low.

S/N	Section One: Human resources Entrepreneurship Managerial Challenges	VH	H	L	VL
1	Principals involvement of teachers' decision making on procurement of entrepreneurial teaching facilities in my school is				
2	Qualified entrepreneurial teachers in my school are				
3	Motivation of entrepreneurial teachers whose students perform well in external competitions in my school is				
4	Provision for training and development opportunities for entrepreneurial teachers in my school are				
5	Cooperative work environment among entrepreneurial teachers in my school is				
6	Truancy among entrepreneurial teachers in my school is				
7	Engagement in private ventures during				

	official hours by entrepreneurial teachers in my school is				
8	Commitment to duties among entrepreneurial teachers in my school is				
9	Attitudes of students towards entrepreneurial studies in my school is				
	Section Two: Infrastructural Resources Entrepreneurship Managerial Challenges				
10	Carpentry and joinery workshop in my school for students' practical work experience are				
11	Computer maintenance skill acquisition centre in my school for practical works on computer maintenance is				
12	Technical workshop for practical works on entrepreneurial studies in every class in my school is				
13	Technical workshop seats for teaching and learning of entrepreneurship in my school are				
14	Automobile workshop for practical works on automobiles in every class in my school is				
15	Textile and clothing skills acquisition centres for practical works on textile and clothing in my school are				
16	Electrical workshop for practical works on electrical aspect of entrepreneurial studies in every class in my school is				
17	Mechanical workshop for practical works on mechanical aspect of entrepreneurial studies in every class in my school is				
	Section Three: Financial Resources Entrepreneurship Managerial Challenges				
18	My school's ability to mobilize sufficient funds for the execution of entrepreneurship projects is				
19	Government's provision of enough funds for the purchase of entrepreneurship teaching materials in my school is				
20	Community's ability to supplement				

	government's allocation to entrepreneurship programme in my school is				
21	Community's participation in donating funds for the execution of entrepreneurship programme in my school is				
22	Provision of funds for the purchase of entrepreneurship teaching materials in my school is				
23	Provision of funds for maintaining entrepreneurship teaching equipment in my school is				
24	Provision of funds to sponsor entrepreneurship teachers in my school to attend staff development programmes on entrepreneurship teaching materials improvisation is				
25	Provision of funds for purchasing entrepreneurship examination materials for my school is				
26	Provision of funds for purchasing entrepreneurship teaching materials for all the students in my school is				
	Section Four: Learning Resources Entrepreneurship Managerial Challenges				
27	Provision of library facilities in my school for the implementation of entrepreneurship education is				
28	Provision of quality books on entrepreneurship subjects in my school for the implementation of entrepreneurship education programme is				
29	Provision of quality office computers in my school for individualized teaching of entrepreneurship studies is				
30	Facilities for teaching hair dressing skills in my school are				
31	Facilities for teaching auto body repair skills in my school are				
32	Facilities for teaching welding and metal work skills in my school are				

33	Facilities for teaching shoe making skills in my school are				
34	Facilities for teaching laundering skills in my school are				
35	Facilities for teaching food and nutrition skills in my school are				
36	Facilities for teaching fishery skills in my school are				
37	Facilities for teaching auto body wiring skills in my school are				
38	Facilities for teaching carpentry and joinery skills in my school are				
39	Facilities for teaching block laying skills in my school are				
40	Facilities for teaching house painting and decorating skills in my school are				
41	Facilities for teaching confectionery skills in my school are				
42	Internet facilities for teaching internet installation and web design skills in my school are				
43	Facilities for teaching bead and hat-making skills in my school are				
44	Equipment for teaching radio and television mechanic skills in my school are				

Appendix C

Reliability of the Instrument

THE CRONBACH'S ALPHA RELIABILITY TEST FOR SECTION 1

8 Variables: Item_1 Item_2 Item_3 Item_4 Item_5 Item_6 Item_7 Item_8

Simple Statistics

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum	Label
Item_1	30	3.43333	0.56832	103.00000	2.00000	4.00000	
	Item_1						
Item_2	30	3.20000	0.55086	96.00000	2.00000	4.00000	
	Item_2						
Item_3	30	3.66667	0.54667	110.00000	2.00000	4.00000	
	Item_3						
Item_4	30	2.66667	0.71116	80.00000	2.00000	4.00000	
	Item_4						
Item_5	30	2.63333	0.76489	79.00000	2.00000	4.00000	
	Item_5						
Item_6	30	2.63333	0.76489	79.00000	2.00000	4.00000	
	Item_6						
Item_7	30	3.43333	0.56832	103.00000	2.00000	4.00000	
	Item_7						
Item_8	30	3.20000	0.55086	96.00000	2.00000	4.00000	
	Item_8						

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.81590
Standardized	0.801826

THE CRONBACH'S ALPHA RELIABILITY TEST FOR SECTION 2

8 Variables: Item_9 Item_10 Item_11 Item_12 Item_13 Item_14 Item_15 Item_16.

Simple Statistics

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum	Label
Item_9	30	3.63333	0.55605	109.00000	2.00000	4.00000	
Item_10	30	2.63333	0.61495	79.00000	2.00000	4.00000	
Item_11	30	3.43333	0.56832	103.00000	2.00000	4.00000	
Item_12	30	3.20000	0.55086	96.00000	2.00000	4.00000	
Item_13	30	3.66667	0.54667	110.00000	2.00000	4.00000	
Item_14	30	3.63333	0.55605	109.00000	2.00000	4.00000	
Item_15	30	3.56667	0.56832	107.00000	2.00000	4.00000	Item-15
Item_16	30	3.66667	0.54667	110.00000	2.00000	4.00000	

Cronbach Coefficient Alpha

Variable	Alpha
Raw	0.802179
Standardized	0.819157

THE CRONBACH'S ALPHA RELIABILITY TEST FOR SECTION 3

7 Variables: Item_17 Item_18 Item_19 Item_20 Item_21 Item_22 Item_23

Simple Statistics

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum	Label
Item_17	30	2.63333	0.61495	79.00000	2.00000	4.00000	
Item_18	30	2.70000	0.74971	81.00000	2.00000	4.00000	
Item_19	30	2.63333	0.61495	79.00000	2.00000	4.00000	
Item_20	30	2.66667	0.71116	80.00000	2.00000	4.00000	
Item_21	30	2.63333	0.76489	79.00000	2.00000	4.00000	
Item_22	30	2.63333	0.76489	79.00000	2.00000	4.00000	
Item_23	30	2.63333	0.61495	79.00000	2.00000	4.00000	

Cronbach Coefficient Alpha

Variable	Alpha
Raw	0.855172
Standardized	0.810014

THE CRONBACH'S ALPHA RELIABILITY TEST FOR SECTION 4

9 Variables: Item_24 Item_25 Item_26 Item_27 Item_28 Item_29 Item_30 Item_31
Item_32

Simple Statistics

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum	Label
Item_24	30	2.70000	0.74971	81.00000	2.00000	4.00000	
Item_24							
Item_25	30	2.70000	0.74971	81.00000	2.00000	4.00000	
Item_25							
Item_26	30	2.63333	0.61495	79.00000	2.00000	4.00000	
Item_26							
Item_27	30	2.70000	0.74971	81.00000	2.00000	4.00000	
Item_27							
Item_28	30	2.63333	0.61495	79.00000	2.00000	4.00000	
Item_28							
Item_29	30	2.66667	0.71116	80.00000	2.00000	4.00000	
Item_29							
Item_30	30	2.63333	0.76489	79.00000	2.00000	4.00000	Item-
Item_30							
Item_31	30	2.63333	0.76489	79.00000	2.00000	4.00000	
Item_31							
Item_32	30	3.43333	0.56832	103.00000	2.00000	4.00000	
Item_32							

Cronbach Coefficient Alpha

Variable	Alpha
Raw	0.875017
Standardized	0.800014

Appendix D

Population Distribution

Population Distribution of Registered Secondary Schools in
Enugu State.

S/N	L.G.A	Public Sec. Sch. Principals	Private Sec. Sch. Principals
1	Aninri	16	9
2	Agwu	29	6
3	Enugu East	10	32
4	Enugu North	11	14
5	Enugu South	15	21
6	Ezeagu	30	6
7	Igbo-Etiti	17	18
8	Igbo-Eze North	21	21
9	Igbo-Eze South	10	16
10	Isi -Uzo	9	13
11	Nkanu East	19	9
12	Nkanu West	15	19
13	Nsukka	32	24
14	Oji River	12	8
15	Udenu	18	18
16	Udi	27	18
17	Uzo-uwani	14	12
SUB-TOTAL		305	264
GRAND TOTAL		569	

Appendix E

Experts Comments

The experts in Educational Management and Policy suggested the separation of quality and quantity into difference sections. They also suggested new items and the restructuring of some others.

The expert in Measurement and Evaluation and the one in Vocational Education suggested focusing all the items on entrepreneurship. For instance, all the items under learning resources were restructured accordingly. The expert in Measurement and Evaluation specifically suggested the separation of infrastructural and learning resources.

Much other suggestions were made. For instance items 1, 2 and 3 were restructured based on the experts' opinion. Similarly, items 10, 11, 14, 15 and 16 were also restructured based on the observations of the experts. The response options for sections 3, 4 and 5 changed from VA, A, P and VP to VH, H, L and VL based on the measurement and evaluation experts' opinion. Items 17- 40 were restructured based on the comments and observations by the same experts. Lastly, item 41 of the original draft was expunged and a new one suggested by one of the experts was used to replace it.

APPENDIX F.2

