

APPLICATION OF ENTREPRENEURSHIP EDUCATION: A PANACEA FOR EFFECTIVE SECONDARY SCHOOLS MANAGEMENT IN NIGERIA

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Abstract

Entrepreneurship is a dynamic process of vision, change and creation. Indeed, at this period of national emergency and high rate of unemployment, the necessity to look for solutions becomes more than inevitable. Entrepreneurship over the past several years has become of growing importance to most nations of the world because of its contribution towards the identification of young, prospective entrepreneurs, their training and development towards being self employed, thereby reducing the number of unemployed youths. This paper deals with the application of entrepreneurship management for effective school administration. In the discussion, the paper focuses on the principals' role in the following areas building trust, applying visionary leadership, communicating properly; improving themselves, role models to the school community and bearing risk that are innovative for effective management. The paper reveals that principals do not use their initiatives to map out strategies to improve their schools. Also, many principals still see their work as "business as usual" instead of "business unusual" which entrepreneurship management is all about. The implication of this study is that principals should be at alert to discover new ways of managing secondary school for maximizing productivity and realizing organizational goals. The study recommends that the principal should use indices of entrepreneurship management while carrying out his or her administrative tasks for effectiveness of the job.

Keywords: Entrepreneurship Education, Schools Management, Build trust, Visionary leadership, Role models

Introduction

The management of secondary school is an onerous task of the principals. The principals are the pivots around which all major and important school activities revolve. This means that, the managerial qualities that principals bring to their work have far-reaching impact on how the overall enterprise of the school is done. For instance, a successful principal, according to Eresimadu and Nduka (1987) in Akpotowoh and Amahi (2006), should be honest, objective, have self-control, adaptable and self-confident in his day to day activities. A principal who wants to inspire honesty in his teachers or spirit of hard work must himself show these traits. The tone the principal sets in his school, administratively, dictates the level of cooperation in the school, level of respect or disrespect of staff by students and parents, the nature and scope of seriousness towards their work. Effectiveness of the principals' administration is often determined by the extent to which teachers do their work well and the extent to which students achieve the goals of instructions in school and how they perform in external examinations and other extracurricular activities (Marion, 2004 and Nwafor, 2007).

There are various strategies for organizations to choose from which include micro, macro, and corporate strategies. This study is focused in corporate strategy which is employed in organizations that are bureaucratic in nature such as schools. The choice of this strategy lies on the fact that it makes room for leaders to think and plan entrepreneurially (Akpotowoh, 2005). Thinking and planning entrepreneurially by the manager, involves commitment to the mission and life of the organization

which requires re-examination and revision of her philosophy, creation of positive culture for teachers to develop and harness their ideas and focus on innovation, and for improvement, all geared towards improved efficiency and high productivity (Osuala, 1993; Osuala, 1995).

The school principal has many managerial styles at his/her disposal, which apparently exert a variety of influence on teachers, students and the entire school community. The choice of any managerial practice adopted by any school principal may be premised on the quest to bring about improvement towards attainment of quality in students academic performance. Entrepreneurship practice has impacted greatly on both industries and organization in this 21st century (Akpoveta and Ovoh, 2006). Akinola (2001) stated that behaviour which transform followers, inspires people to success etc is closely related to entrepreneurship management. In this study entrepreneurship management implies the managerial style which the principal could employ to lead his school to a greater height.

Entrepreneurship is a relatively new concept in the field of education and management. Entrepreneurship is a dynamic process of vision, change and creation. It involves doing things that are not generally done in the ordinary course of business or routine; it is essentially a phenomenon that comes under the wide aspect of leadership (Folahan and Omoriyi, 2006). In the opinion of Anyakoha (1995), entrepreneurship deals with discovery of new business opportunities which only the “alert” entrepreneur exploits thereby eliminating the scenario of “utter ignorance” and on the process moves the economy towards a new equilibrium. According to Brouwer (2002), entrepreneurship is a dynamic process of creating incremental wealth. This wealth is created by individuals called entrepreneurs, who assume the major risk in terms of equity, time, and/or career commitment of providing value for some product or service (Gillman and Sarah, 2001). The product or service itself may or may not be new or unique but value must somehow be infused by the entrepreneur by securing and allocating the necessary skills and resources.

The entrepreneur is a catalyst for economic and organizational change that uses purposeful searching, careful planning, and sound judgments in carrying out entrepreneurial process (Ezeani, 2008). Reinforcing the above view, Agomuo (2002) views entrepreneurship as a process which combines new resources, methods ideas to shatter the old ones in order to make a change. This idea of combination of resources and new methods implies that no one method is the best but rather, a combination of methods, to produced best result (John, 1986 and Ademiliyi, 2007). This idea relates to the present work, as it perceives entrepreneurship management of principals as a combination of ideas, resources, processes from other disciplines and people to manage schools effectively.

These definitions relate to this study because the entrepreneur in question is the principal who through his administrative tasks creates changes that will affect his school positively. In essence, an entrepreneur (principal) is an innovators, or developer who recognizes and seizes opportunities, converts those opportunities into workable/marketable ideas, adds value through time, effort, money or skills, and assumes the risk of the competitive market place to implement these ideas (Erhuru,2007). As administrator of school, the principal is a catalyst who through administrative process of planning, controlling, supervising, co-ordinating, innovating and taking risks ensuring effective teaching and learning and production of quality students. So management of secondary school will not be left to chance.

Management exists in any organization to make resources productive in order that the organization may achieve its goals. Onwuchekwa (1998) defines management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in the system. Management, in other words, is the process of getting things done through the co-operation and assistance of other people or machines (including computers). Griffin (2002) sees management as a process undertaken by two or more individuals to co-ordinate the activities of others to achieve results not achievable by an individual alone. Management is a catalyst that initiates actions, arranges human and material resources for achievement of visions (Etuk, 2002). It is the most important factor of production. Many professionals, economists, administrators, behavioural scientists and psychologists believe that management has a lot to do with the way and to where an organization moves

to (Osuala, 1996). As a process, management relates to entrepreneurship and the principal as an entrepreneur will through visionary leadership lead the way, while teachers and students follow.

In view of the above observations, the researcher, perceives entrepreneurship management as the ability of the entrepreneur (principal) to discover and mobilize available human and material resources at his/her disposal, and non available ones, which he/she creates, to direct the school in such a way as to achieve a high standard and produce quality students who will be functional members of the society. The extent to which the principal is able to do this, will determine the extent of the effectiveness of his/her administration.

For a principal to aspire for effectiveness he or she must use indices of entrepreneurship management while carrying out his/her administrative task (Akinola, 2005). These include building trust, visionary leadership, and communication, seeking self improvement, making good decision, being role model, being risk taker and being innovative (Miller, 2005; Little and Foss, 2008; Lin, 2009).

Building trust on self and on followers is the behaviour that the entrepreneur engages in, to create task excitement and confidence on subordinates in accomplishing a task. According to Enemuo (2011) a great entrepreneur is one who guides a team and not one who rules the team. The entrepreneur provides a trusting and open environment to the team members where they can learn and grow.

Administration consists of activities that are done in order to plan, organize, co-ordinate, supervise and run a business, school or other institution. Educational administration consists of the activities of educational organization as geared towards the attainment of the goals of teaching on the part of teachers and learning on the part of students (Aderounmu and Ehiamentor, 1985 in Akinola, 2001). In other words, the essence of administration in educational institution is the enhancement of teaching and learning processes. Consequently, principal's engagement in entrepreneurship management process of building trust, being visionary leaders, communicating effectively the vision of the school to all stakeholders and being exemplary leader will enhance maximum productivity and psychological benefits of the school (Ezeani 2006 in Ezeani, 2012).

However, what is on board is that, principals want the government to provide all that they need to make their school functional, ranging from recruitment of staff, payment of salaries/allowances, provision of infrastructures/facilities, funding, provision of self development opportunities for staff and procurement of chalk for teaching.

Principals do not use their initiatives to map out strategies to better their schools. They do not think out how to use new technology, global competition to attain world class for improvement and development of their schools (Guffery, 1998) Even in absence of fund, they do not think, how to raise fund internally; and through this internally generated funds provide tables and chairs for staff, buy chalk, effect some repairs in their schools, or even paint their school buildings, beautify their schools by buying and planting ornamental trees around their schools compounds, walling their school for security purposes and control, for effective teaching and learning etc.

Many principals still see their work as "business as usual", instead of business unusual" which entrepreneurship management is all about. Despite the fact that government has indicated interest for assistance in the management of school in Nigeria, especially in the areas of funding and provision of facilities, supervision of instruction, enforcement of school regulations, discipline, innovations, provision of housing for staff, school plant management, promotion of the school health etc; yet studies shown that some school managers do not want the community to participate in school management due to fear of conflict or complexes; thereby shielding themselves from facing challenges and competition which today's schools management require (Akinola 2001). Entrepreneurship management has done the magic of transforming global economy; the school management will not be left out in this race.

Recent studies have revealed that management practices affect organizational outcomes positively or negatively (Agomuo, 2002; Ezeani, 1999; Hanson and Anderson 2007 in Akpotowo and Amahi, 2006) Researchers have also identified the contemporary practices of entrepreneurial management as the most useful, most successful and most effective in all organizational activities geared towards maximizing outputs; because it is a managerial practice that tend towards creativity and innovation. Technology and global competitions have led to the craze of trying to use all means to improve on one's activities.

A situation in which principals neglect application of entrepreneurship management for effective secondary school administration, this will create the problem of turning out secondary school graduates who cannot measure up favourably in the global competition. These students will lack current entrepreneurial skills to move the state forward to match the global organizational competitions needed in the contemporary society.

This study was, therefore designed to discuss principals:

- Concept of Management
- An Overview of Entrepreneurship
- build trust, apply visionary leadership, and communicate properly
- improve themselves, and make good decisions
- are role models to the school community
- take risks and are innovative for effective administration.
- Concept of Administration and School Principalship

Concept of Management

Management has been described in a variety of ways. The term management is the process or method whereby a group of people at the top level of an organization plan, organize, communicate, coordinate, control and direct the actions and the activities of those who work in an organization, with a view to achieving the organizational objectives. Management goes beyond this definition as stated by Johansen and page in Onwuchekwa (1998), who defined management as the effective utilization and co-ordination of resources such as plant, land, materials, finance and labor to achieve defined objectives with maximum efficiency. However, management is the utilization of physical and human resources through co-operative efforts which is accomplished by performing the functions of planning, organizing, staffing, directing and controlling.

Effective management conveys a sense of quality and competence or efficiency in the process of management. It is a question of value addition, of quality of leadership. Effectiveness is increased by taking rational management decisions. In assessing the effectiveness of management, input in time, money and other resources (other called cost) must be compared to the output. In the educational system, the output is measured in terms of the entire functional aspects namely; teaching, research and public service (Griffin, 2002). Thus, management is perceived as the ability of the administrator to coordinate all the management processes for the achievement of desired goals. In this study management is the ability to apply building trust, visionary leadership, effective communication and self improvement in the role modeling secondary schools.

An Overview of Entrepreneurship and Entrepreneurship Management

The concept entrepreneurship, be it in economy, business, school or otherwise has been widely studied and explained from different perspectives by different scholars, but there is lack of consensus among scholars on what constitutes the concept of entrepreneurship. The term “entrepreneurship” comes from the French language, “entreprenre” which means to “carry on” (with duty) or to “try” (John, 1986). This implies that entrepreneurship means carrying on with duty or trying an opportunity. While economists continue to argue over a precise definition of entrepreneurship, Deakins (1996) defines entrepreneurship as “ a way of thinking and acting that is opportunity obsessed, holistic in approach and leadership balanced regardless of the resources currently available and acting on the opportunity for the purpose of wealth creation in the private, public and global sectors”. Consolidating on the above definition, Ikeanyionwu (2006) defines entrepreneurship as “ a dynamic process of vision, change and creation that requires an application of energy and passion towards the creation and of new ideals and creative solution.” Entrepreneurship is a dynamic process in creating wealth (Jona, 1995). Wealth is created by individuals who handle risks in the form of capital, time and career commitment (Marion, 2004). Entrepreneurship is a process of creating a new item with the consideration of time, effort, financial risks, psychology and social risks, while receiving benefits in form of finance, personal satisfaction and freedom (Ndubuisi, 2003).

The implication of these definitions is that an individual called “entrepreneur” is the major actor on which other actions revolve. Anaemena (2000) defines entrepreneurs as people who create a special situation to gain profit and growth by determining and seizing opportunities through source preparation

with simple ideas and also preparing needed sources to execute the idea through a suitable business. The terminology “entrepreneur” does not only refer to those who are in business, but is also expended to individual with high entrepreneurship characteristics who are not in a business of their own (i.e internal and social entrepreneurs).

In this study entrepreneurship is seen as a management style. It is expected that school administrators as entrepreneurs should make use of the limited sources available to them to create benefits in the form of researcher shaping well-rounded school leavers from the on goings the perceives entrepreneurship management as the ability of the entrepreneur to discover and mobilize available human and material resources at his/her disposal and non-available ones which he/she creates, to direct the school in such a way as to achieve a high standard and produce quality students who will be functional members of the society. The extent to which the principal is able to do this, will determine the extent of the effectiveness of his/her administration.

The entrepreneurial management practices in which the study is interested in include building trust, visionary leadership communication, self improvement, role model, make decisions, risk-taking and innovative.

1. **Building Trust**

In building trust, Kouzes and Posner (2006) in Anaemena (2000) opined that leading others require trust. The author further said that enabling others to act indicates the building of a relationship between the leader and the follower through trust and positive communication. In their own opinion, Griffin (2002) asserted that leaders confidently strengthen others by recognizing their potential and allowing them to feel committed to making changes. The leader shows that he/she trusts the subordinates by focusing on building positive relationship and understanding the needs of others through empathy and open communication. Consequently, a collaborative association founded on trust and empowerment between the leader and followers is established in order to promote systematic change.

Competent and honest leaders are trusted. Recognizing human worth and dignity by according staff their due respect make them build trust on principals (Akpotoowo and Amahi, 2006). The extent principals build trust in themselves and their subordinates for effective secondary school administration is investigated in this study.

Visionary Leadership

Entrepreneurs articulate a compelling vision of the future that will excite and convert potential followers. The school vision may be developed by the senior team or may emerge from a broad series of discussion, which the principal buys, when the principal sees that this collectively thought out vision will bring about a positive change in the school. Weighing the important role that vision and mission play in an organization, especially the school organization, John (1986) affirms that; to choose a direction, a leader must have first developed a mental image of a possible and desirable future state of the organization. This image, which is called a vision, may be as vague as a dream or as precise as a goal or mission statement. The critical point is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists. Principals along with teachers and parents may develop a clear vision and a specific mission statement. This, the school principals can do by collaborating with all the major stakeholders in the community, whose hopes, dreams, expectations and values contribute to the school’s goals and aspirations.

In this regard, Deakins (1996) pointed out that the vision and mission of the school must be clear, engaging, attainable, motivating, and must touch deeper values and hopes of the school. It is true that all leaders in every organization, as well as the school may have the capacity to create a compelling vision that will take the organization and its members through the realities of the present to the possibilities of the future in a unique way that is appropriate for the school organization.

Bamburg (1994) in Akinola (2001) opined that, school principals’ vision can also incorporate values and goals related to equity and justice, respect and appreciation for multiculturalism and diversity as well as concern for academic success of students. He concluded that, “these views of the school determine how the people within the school spend their time, what problems they solve and how

resources are distributed. In which case, a clear understanding of the schools vision, goals and mission statement may lead to greater parents, community and other stakeholders' support. Invariably, a clearly defined and communicated school vision supports active improvement and accomplishment of the schools goals.

The whole point of visionary leadership is finding out where to go from where you are at present. Vision is an ideal picture of an organization conceived by the managers. It could also be the group's ideal picture of an organization, a blue print of how the said organization should be. According to Marion, (2004) vision is the force which molds meaning for the members of an organization. While the manager knows where he wants to go, subordinates will not see that unless the manager actively communicates it to them and inspires them to follow (Anyachukwu, 2006). The manager must be forward-looking (Onwuchekwa, 1998).

Communication

Communication as an indispensable aspect of administration is simply the sharing of information between two or more individuals or group to reach a common understanding for organizational success. Ekwue (2008) agrees that without effective communication in schools, teachers and students will not know what duties they are expected to perform. Under such circumstances, they might be forced to act in certain ways which may be counter-productive. But with open communication, a unique school culture may then develop with the interplay of the various managerial practices.

In organization, it is through communication that attitudes, feelings, insights and facts to others are transmitted. Lin (2010) stated that communication involves at least two persons, the communicator and the communicatee or the sender and receiver. The communicator with a purpose in mind sends out a message in the form of symbol and signs, through a channel or a medium to the communicatee. This message evokes a thought process or impression in the communicatee who in turns makes a response if this response of the communication is deemed effective. Like other elements of the administrative process, communication is by itself a process and has the identifiable elements of the communicator, the message, the medium, the channel, the communicatee and the effect.

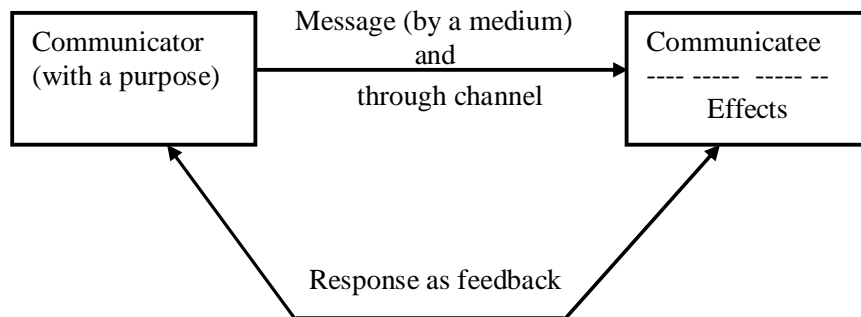


Fig 1: The Communication Cycle

The entrepreneurial manager communicates thoughts, ideas, aspirations, information policies, works to the subordinate for the smooth running of the organization. Through effective communication, the managerial practice can be described as credible management, characterized by honesty, trust, and transparency. This may be a practical extension of entrepreneurship management.

According to Mass, Weldy and Icenogle (1997) good communication and participation within organization are one of the prerequisites of effective relations in administration. Communication in this sense, means keeping others informed of what its happening, with regard to polices programmes, plans and problems of organization and will be made aware of what is happening in different areas and units as well as make suggestions for possible improvement (Leung, 2005).

In his own contribution, Kemper (1999), states that communication, thoughts, values, and opinions may take the forms of face-to-face conversation, telephone calls, formal informal meetings, conferences, memoranda, letter etc where these means or patterns are not adopted by the administrator, then poor communication result. The neglect of good communication indicators in an organization shows poor communication, which result to communication problem (Lin, 2009). For instance, a

personality problem, the personality of either the superior or the subordinate may cause problem such as shyness, fear, uncertainty, complexes etc. Other problem could arise from uncondusive working environment in which wrong interpretation is given to innocent remarks which could result to misunderstanding and conflict. But where there is proper adherence to communication patterns, the various sections of the school are duly informed on what other sections are doing; and what particular section may contribute for the overall achievement of goals.

Morgan (1997) in Ezeani (2012) noted that practicing good communication will help one to become a respected member of the organization staff. She further stated that, benefits of effective communication include effective listening, effective responding and also productive problems-solving. Under this effective listening, people will focus on the feeling of message being sent; thereby provide others with nonjudgmental acceptance. People must listen not only with ear, but also with the heart hence, effective responding attempt to reflect back to the communicator the feeling behind the message. Good communication boosts the morale of individuals in the school as well as reduces occurrence of rumours among staff and students. When the principal constantly informs his staff and students on latest developments in the school, the latter would not have to search such information elsewhere which invariably saves them from getting distorted information.

In addition, effective communication enables individuals to know their duties and carry them out promptly. It reduces drastically the occurrence of misunderstanding but promotes cordial relationship between the school and community and improves inter-personal relations among staff and students in the school (Obiocha, 1981). In school, where effective communication patterns are adopted by the entrepreneurial managers, works are done properly. The principal who work cooperatively with the members of staff, students and the members of the community, harmony and productivity will be maximized. To the extent to which the principal is able to communicate effectively with all education stakeholders, to that extent is his administrative work characterized as effective. The extent to which principals communicate with staff, students and school community for effective school administration is investigated in this work.

Self-improvement

Seeking self-improvement is the behaviour an entrepreneur engages in to continue learning both formally and informally, in other to develop intelligence, acquires skills to empower himself and to show competence. A manager can develop a great deal of intelligence in any field simply by investing a reasonable amount of time to reading on a daily basis (Nwaoga and Ugwuoke, 2011 in Anyakoha, 1995).

Schools are complex organizations to manage. Today, the world with its sophistication is truly moving into the school - and with the world, its problem, and with these problems, new-unsettled challenges are generated in the school. This is due to the fact that there are recognized challenges for providing a wide range of abilities and interest among teachers, students and the challenges of providing them with relevant educational skills for them to succeed in an increasing complex society. In the light of the above therefore, the continued self-improvement of knowledge, understanding and skills by principals of schools becomes a necessity (Ogbo, 2009 in Enemuo, 2011). Principals may use both formal and informal avenues for self-improvement so that they themselves might become better managers and thus be responsible for more effective and quality leadership in their various schools.

In support of the need for self improvement, Gillman and Sarah (2001) asserted that, professional development should be an on going process, where staff determine their needs and be encouraged to attend new professional development activities. This will help to motivate and increase their input towards achievement of effectiveness. Principals, selves-development will enable them to understand the relationship between environmental events as they touch on human relations who in turn determines, influences quality school leadership so as to make changes as well as remain marketable in their schools.

Ogbo (2009) enumerated the followings as avenues to self-improvement namely, workshops, conventions, seminars, conferences etc. Continuing, she opined that these are opportunities and excellent ways of improving oneself whether sponsored by associations or educational institutions. They do not only provide the chance to do some work on one's own preparation for a contribution to the

group, but they also allow for the sharing of ideas and common problems with fellow administrators. The mere knowledge that other principals have encountered similar problems is a valuable therapy. To get their reactions an attempt at solutions is enlightening. For this reason, any one of the avenue chosen could be a highly recommended strategy for improving oneself for quality administrative leadership.

Role Modeling

Role modeling simply means leadership by example. Enemuo (2011) said that a leader must have the characteristics which he/she wants to incorporate into his/her subordinate. He does not hesitate in dirtying his hands. Enemuo realizes that others are watching him always and as such he is conscious of what he does. Role modeling in management simply means leading others by example. Onwuchkwaka (1998) stated that an effective leader is generally someone that leads by example, other peoples just tend to follow because they believe what they do is the right thing. Effective leaders lead by example and merely invite others to come along with them. Managers must have the characteristics which they want to incorporate into their team. Discipline, self confidence etc are the essential qualities of a leader. As the role model for the followers, their movement, utterances, actions may be keenly watched by others. Therefore, a leader must be careful in doing things, as small indiscretion can impart negatively on the subordinates, while desirable behavior may be observable. According to Chiaha (2009) as cited by Enemuo (2011) principals who show good examples will invariably get cooperation and support willingly from staff, students and the school community. This exemplary life style of management by the principals must be consistent with the values and goal set collaboratively by the members of the school organization.

In role modeling, the managers need to know their own values, have clearly stated goals and have specific operational goals. Agomuo (2002) suggested that when an individual is unclear about his or her values, it becomes difficult for him/her to stand up for what he or she believes. This is because values help one to understand what one's needs are and how best one can accomplish these identified needs. Therefore, managers must understand their own values and seek to understand the values of others. When shared values are then established, the managers are better able to lead by example. In essence, modeling the way is simply leading by example. This is why Ndozianychukwu (2004) noted that people prescribed performance requirements for others and demonstrate these requirements through personal conduct. Nwachukwu (1988) expressed that leaders who are role models have integrated value system, communicate with others to enhance cooperation and proceed to exemplify the process of change as needed in the organization. Sikura (1976) agreed to this when he said that, such practices may enhance teachers' beliefs about their own capabilities, and their sense of self-efficacy. Ezeani (1999) expanded on role modeling as one of the six important arenas in which principals might reasonably demonstrate leadership at the school level. The author contended that when principals as teacher-leaders advise, assist and model for individual teacher, then give feedback after demonstrating instructional strategies, they remain credible, build capacity and promote trust within their colleagues.

Ejiofor (1987) describes this kind of role modeling leaders as inspirational leaders. The author also said that, these leaders use their own behaviours to set an example of what is expected to be done by their followers.

Making Decision

Decision making is a fundamental activity of choosing from among two or more available options that can lead to a desired state of affairs (Onwuchekwa, 1998). Actually, making decisions is at the very center of the process of administration. It is the administrative function that pervades the entire task of the administrator. The administrator alone cannot make all the decisions alone. He needs to involve others so as to realize the goal of the organization. It is not therefore an overstatement, that in any organization, including school, the staff will feel more involved and put in their best when they are carried along or are informed about the workings of organization. Ivibhogben (2001) said that participation is seen as actual sharing in the making of decisions. It means a constant enlargement of the area of common.

In a democratic administration, "participation" as opined by Ikeanyionwu (2006) is "a positive act intended to achieve desired outcome". This means that actions, which are not the outcome of some decision, are usually irrational and achieve nothing useful. Therefore, the actions of principals and

teachers for the business of educating the young must depend much on good decisions, which they make daily. This will help the staff develop trust in the principal. This is why Grey (2008) contended that, the key to organizational learning include structures that allow for staff interaction and participatory decision-making.

It is in recognition of the tremendous role which entrepreneurial leadership practices is making in other enterprises, that schools are beginning to introduce a shift from the traditional management model to participatory model for better management of school which entrepreneurial model offers. A situation where staff are not properly managed and treated with respect and carried along, such a school cannot achieve its set goals or meet up with the vision earlier developed. No wonder Nzelibe (1996) noted that, the old common-and-control management style is fading and is being replaced by a participatory management approach that involves everyone in defining objectives, making decisions and being accountable.

School principals who want to succeed need to take the responsibility for fostering employees' participation rather than simply giving orders and checking to see if the job was done. Another related concept of developing structures to foster participatory decision-making in school is staff empowerment as described by scholars like Kahrs, Marks and Louis; Reitzug; Riee and Schneider in Ndubuisi (2003) noted that, participative decision-making is conceived as just one aspect of shared leadership and the idea of involving teachers in school level decision-making is known by many names. Ndubuisi (2003) argued that power could be shared by allowing staff the opportunity to participate in making decisions that affect their work. The choice of decision making model, on a continuum from a top-down system to a totally democratic system is crucial, if the system must achieve its set goals. It is therefore clear why scholars like all agreed that, in recent educational movement restructuring and site-based management has promoted increased teacher participation and leadership in the decision-making process of various school administrations. They ended by saying that, studies about teachers' role in these reform efforts are beginning to emerge.

The whole point of making decision involves the ability of the manager to identify and choose alternative course of action based mainly on the values and preferences of the one making the decision. Ukeje (1992) as cited Ezeani (2012) defines decision making as the act of determining a course of action, following a more or less deliberate consideration of often competing alternatives. Ukeje sees the task of decision making as not an easy one because every decision is a calculated risk, with a probability of success being equal to fifty percent. Until decision-making is converted into action, it is only good intention. And the only means by which decisions can be successfully implemented is by involving members of the institution or organization in deciding matters that concern them.

Risk-taking and Being Innovative

Risk taking and innovative is the behaviour that an entrepreneur engages in willingly without counting the costs and employs a new way of doing things. An effective principal will be open to and recognize new and valuable ideas and actively support and encourage them, even if this involves an element of risk and challenge (Ezeani, 2012). Risk taking and being innovative as attributes of managerial norm seem to impact positively on principal's effectiveness because it enhances levels of trust within the school community as teachers feel confident and have sense of belonging. In addition, individuals must feel free to experiment without fear of punishment.

Due to the complex and ever changing nature of our global society in recent times, modern organizations especially the school organization encourages creative and innovative thinking from all its employees, so as to meet up with complex evolving challenges. This behaviour is described as intellectual stimulation in the Full Range Leadership Model by Avolio. Onwuchekwa (1998) describes intellectual stimulation as a process of challenging workers and colleagues to solve old problems in new ways and think outside the box when developing strategic and operational plans. This in effect is all entrepreneurship is all about.

In the view of Edward and Salvatore (1983), human beings differ greatly in their propensity for taking risk. Every decision made involves elements of risk. Principals who have high aversion for risks will see risks as situations to be avoided while principals who have low aversion for risks, set objectives, evaluate objectives and select alternative courses of actions, challenging the status quo

thereby creating something uniquely new, different and original. Risk takers are creators and innovators. Furthermore, the authors opined that an individual can conceive, convince, mobilize and lead others to carry out a social revolution for the betterment of the society; which could start with one principal or teacher in one school and affect other schools in a zone, a state, a nation and a world.

School entrepreneurs or principals encourage staff under them to develop entrepreneurial, disposition whereby every one of the staff will be involved and heard from, in strategic planning process and all creative thoughts. Failures will be entertained also as a stepping stone to new learning. Staff has no boundary in discussing ideas and values that will bring about positive changes.

According to Ezeani (1999), "it is during this time of tapping into the creative power of their members that an organization or school mostly realizes its zenith". Ikeanyionwu (2006) maintained that this form of management stimulates followers to be creative and innovative; and to challenge their own beliefs and values as well as those of the entrepreneur and the organization or school. Invariably, this type of management supports followers as they try new approaches and develop innovative ways of dealing with organizational issues, thereby promoting subordinates thoughts and engaging in careful problem solving. In other words, entrepreneurship management by principal must center on well-developed action plans that clearly defines the school philosophy, and vision, goals and performance analysis procedure that will monitor accountability and achievement; with a focus on proper implementation. This then is the main focus of risk taking and innovativeness.

Concept of Administration and school Principalship

The concept of administration has been well-articulated by researchers and social scientists. Every organization, be it an educational institution, hospital, business, military and industrial organization needs administration. In other words, administration is getting things done in order to accomplish defined objectives.

Nwankwo (1982) in Akpotowoh (2006) agree that educational administration aims at using both human and material resources within the educational system for the achievement of objectives. Nwankwo, in particular, defined educational administration as arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of articulated objectives. This involves describing tasks to be performed to accomplish certain objectives, assigning these tasks to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, co-ordinating some formal structures which permits a hierarchal allocation of responsibilities with communication flow, and contributing to the fact that administration involves co-ordination of human and material resources towards the attainment of pre-determined objectives, Onwuchekwa (1998) stated that administration is essentially a way of working with people and materials to accomplish the purpose of an enterprise. So whether it is in hospital, business or industrial, military or educational organization, the central purpose of administration in general, is the co-ordination of human and material resources towards the realization of set objectives. The main purpose of educational organization is enhancement of teaching and learning.

Administration is therefore an integral part of any organization. It has been characterized as a service, activity or tool through which the fundamental objectives of the educational process may be more fully and efficiently realized. To Sikurah (1976), educational administration consists of the activities of the educational organization as geared towards the attainment of the goals of teaching on the part of teachers and learning on the part of pupils.

The implication of all these definitions is that there must be someone called an administrator who should co-ordinate and control resources for achievement of the goals of education-enhancement of teaching and learning processes. Mgbodile (1986) as cited by Akinola (2001) observed that the educational administrator irrespective of the place where he works (primary, secondary or tertiary) should have the primary responsibility for the enhancement of teaching and learning processes. The educational administrator initiates educational policies and programmes. He/she procures and manages human, material and financial resources for effective implementation of school programmes and

undertakes regular inspection and supervision to find out whether laid down standards are kept. Although the above factors are crucial for the achievement of educational objectives, they are very scarce. In other words, they are not provided in the right quantity and quality. Administration can be described as a process. Within this context, administration is seen as a collection of process dealing with the various ways of which human and material resources are utilized to achieve set goals in an organization. These processes included such elements as planning or decision making, organizing, coordinating, stimulating or motivating and evaluation. This is represented by the acronym POCSE, diagrammatically represented in figure below

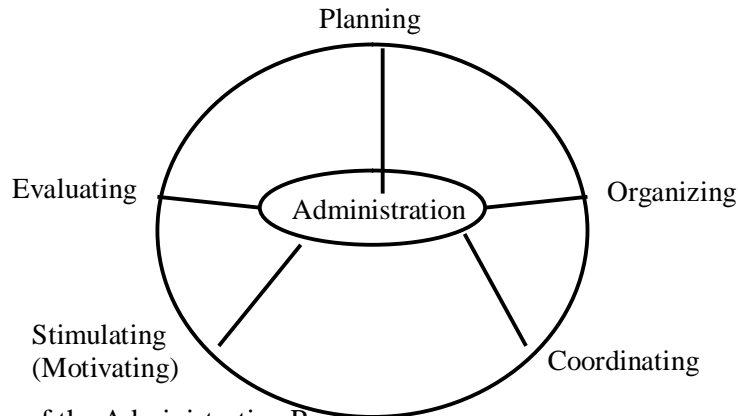


Figure 2: Illustration of the Administrative Process

Source: Mgbodile 2004

Both management and administration are processes. When principals (entrepreneurs) adopt appropriate processes in managing their organizations the organizational objectives are achieved (Mgbodile, 2004 in Akptowoh, 2006). The relevance of this process to the study is that if principals build trust on themselves and subordinates, are visionary leaders, communicate effectively, improved selves, are role model, involve staff in decisions that affect them, take risks and are innovative, they invariably are effective in managing their schools. 10

School Principalship

The term school administration, when used in secondary educational discussion and writings, draws attention to the direction of organization and supervision of a school by principal. Principals are the executive heads of secondary schools in Nigeria. On appointment, they are clothed with authority and responsibility of developing and implementing the education programmes, of the school, procuring staff, providing facilities and equipment, keeping school records including records of school funds as well as create a conducive teaching and learning atmosphere in school (Osuala, 1998). Principal are therefore held responsible for the effective organization and administration of the school in which they have been placed.

In the view of Nosiri in Ndu, Ocho, and Okeke (1997) in Akinola (2001) principals are change agent and such, they must be current with the new trends in classroom activities, administration and supervision. To be effective manager, they must be hardworking, dedicated and must lead by examples. However, the principal must effectively work with the team to realize education goals since they have immense responsibility of shaping the future and fate of both the youth and the society. Decisions and what principals do in their schools determine to a large extent the survival of the future generations.

Supporting the above view, Hamzah, Yusof, and Adoduljah as quoted by Ezeani (2012) opined that principals are leaders of secondary school and the determinant factor of success in every aspect of their schools. They hold major duties and responsibilities in ensuring that teachers complete their tasks in education the students well and making sure that the students can study successfully. Besides that, principals should also make sure that the physical aspects of the school are clean, neat safe and

adequate. To fulfill these challenging tasks, principals have to be excellent in administering their schools. Therefore, principals who have the entrepreneurial characteristics are principals who can succeed in administrating their school, hence, an entrepreneur is usually creative, innovative, understand the risks and competitions, able to get hold of opportunities and giving others opportunities especially teachers and students in their school. However, the best way for principals to fulfill their role is by creating conditions which promote the growth and development of the professionals within their schools all geared towards realizing the education goals.

Conceptual Framework

Relationship between Entrepreneurship Management and Effective School Administration

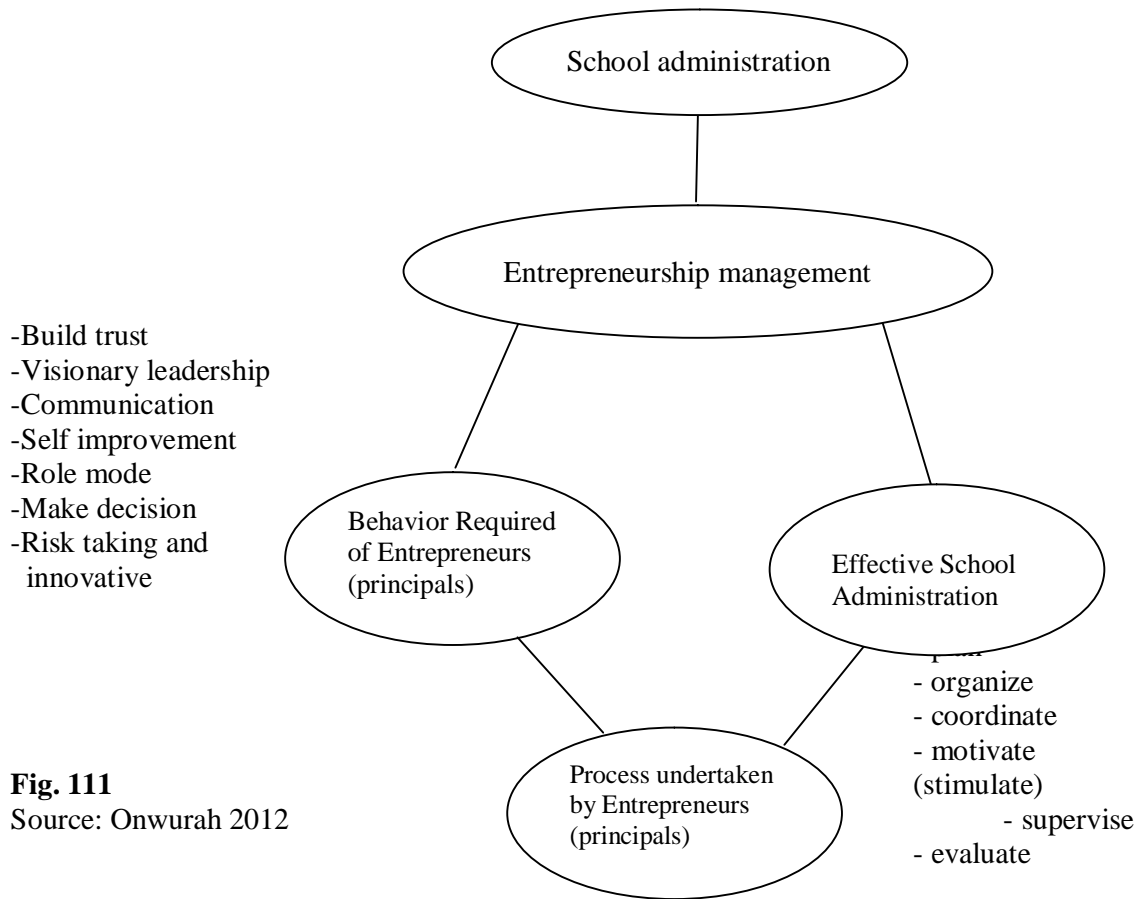


Fig. 111
Source: Onwurah 2012

The relationship between entrepreneurship management and effective school administration is that if the school administrator adopts entrepreneurial management style by acquiring behaviour of building trust, visionary leadership, effective communication, self improvement, role modeling, making good decision, taking risk and being innovative and apply the process of planning, organizing, coordinating, motivating, supervising and evaluating, the resultant outcome will invariably effective school administration (Onwurah, 2004 as cited in Akpotowoh, 2006).

Theoretical Framework

For any field of study to develop, the underlying theoretical framework must be put in place. In this instance, the consensus that seems to be forming among scholars is that entrepreneurship is interdisciplinary, hence its introduction in schools. This has resulted in theorists attempting to capture entrepreneurship using different theoretical approaches.

On this basis, the theoretical framework for this study was adapted from Economic theories of Entrepreneurship and management by objective (MBO) theory for effective secondary school administration. These fundamental approaches to entrepreneurship studies and effective secondary schools administration were addressed as follow.

1. Schumpeter’s theory of Economic Development (1934)
2. Kirzner’s theory of Entrepreneurship (1973)
3. Drucker’s theory of Management by Objective (MBO) (1952)

Schumpeter’s Theory of Economic Development

Schumpeter’s theory lays emphasis on his two concepts of combinations and resistance to innovation. Schumpeter (1934) opined that entrepreneurship when operationalised has the potency to

cause a shift in the existing social equilibrium. This shift from equilibrium point arises due to alteration in the way the entrepreneur combines factors of production. On this basis, entrepreneurship is the act of creating new combination that destroys an existing pattern of combinations which typifies a given economic equilibrium to pave way for a new pattern of combinations and a new equilibrium.

The main thrust of his argument which relates to this work is on combination of variables, ideas, styles, resources, approaches etc to get best result as no one style is ideal in achieving high productivity. Entrepreneurial principals are expected to combine many variables at their disposal to make significant changes in secondary school administration. That is, challenging the status quo in order to create something new. This gives rise to effectiveness in school administration.

Another important contribution of Schumpeter's theory is the concept of resistance to change/entrepreneurship. Change is seen as the creation of something different from what existed; the substitution of one thing for another. This means that change cannot occur unless there is first, something to change to. According to Schumpeter, this resistance to entrepreneurship can occur in three different ways; namely:

Resistance to new task: This implies that from time to time, a worker may be given new tasks, assignments, roles; different from the one he/she is already being carried out. The tendency is for the leader to attempt rejecting the new task especially if it does not appeal to him/her. The Schumpeter's idea is to encourage the leader to use his/her initiative and initiation to do the job even if he/she lacks adequate information and data.

Resistance associated with psychic: This refers to the tendency to which people do things using old procedure, even when new method exists. Thus, it is only few people that have enough surplus force or mental freedom to break away from old routines. This tendency is observable in the school system where year-in-year-out, teachers use the same obsolete, old, outdated lesson plans and instructional delivery method. Education reform encourages acquisition of knowledge of information and communication technology (ICT) as one of its components, yet it is presumed that majority of teachers are still ICT illiterate. Principals have to make concerted efforts to ensure that staff and students under them acquire new skills which will lead to high standards.

Resistance from the social environment: This refers to legal and political impediment and general rejection of initiator of new ideas, styles, opinions, especially if there exist material interest in maintaining the status quo. This is one of the singular factors that mar politicking in Nigeria.

Schumpeter's theory of entrepreneurship invites principals to be visionary leaders, risk takers and, innovators, role models who should avail themselves of new approaches to doing things which may challenge the status quo. The extent, to which principals do all these, is the concern of this study.

Kirzner's (1973) main contribution to the economic theory of entrepreneurship stems from his rejection of the neo-classical economic thought, which the economy is in equilibrium. In fact, Kirzner argues that the economy is on a constant state of disequilibrium as a result of constant shocks. According to him, it is the "alert" entrepreneur who discovers the new information together with the opportunities embedded in it and exploits it. With the discovery of new business opportunities, the alert entrepreneur exploits these opportunities thereby eliminating the scenario of "utter ignorance" and in the process moves the economy towards a new equilibrium, at which no more information can be discovered.

The major content of this theory includes a call to alertness that leads to discovery of new information, ideas, skills techniques, opportunities and their exploitation as well as elimination of "utter ignorance" and a move to the future. This theory is relevant to the present study, in the sense that in entrepreneurship management the principal is encouraged to be alert to seek and discover new information, idea, techniques, and approaches. They are also to be visionary and futuristic so that they may be able to transform and exploit these opportunities to better their schools. Entrepreneurship management equally encourages seeking for self improvement in other to enhance administrative performances thereby setting high standards and producing quality students which is the societal desire.

This study discussed the extent to which principals can build trust, make good decision, are role models and inspire themselves for effective school administration (NAPEP, 2001).

The managerial theory on which this study was based on in Peter Drucker (1952)'s book, *The Practice of Management*, the theory of management by Objective (MBO). Management by objective is a planning technique of achieving result through a process by which superiors and their subordinates participate jointly in setting objective, in determining the activities that should be performed in order to realize the objectives; in setting of target dates for the realization of the set objective; and in establishing the procedure for the evaluation of the performances of the worker with respect to the set objectives (Abonifoh, 1999). The relevance of this theory to the present study is that interaction between superior and subordinates as well as involvement of individuals in decision making that concerned them make them contribute meaningfully to the success of an enterprise and their own personal development all geared towards the realization of organization goals.

Conclusion and Recommendations

The study established that the contemporary practices of entrepreneurship covered the most useful, most successful and most effective managerial style in all organizational activities be it in private, public or global sectors. The management, entrepreneurship and administrations are the processes with identifiable indices which the school principals use to ensure effectiveness in the school businesses.

It is believed that if the entrepreneurial indices such as building trust, visionary leadership, effective communication, self-improvement, role modeling, making good decision, taking risk and being innovative and other factors such as status of teachers gender, location experience are implicated in this study, the problem of application of entrepreneurship management for effective such school administration will be addressed from principals' and teachers, angles, so as to turn out functional secondary school graduates who are of world class quality and can compete favourably in global competition; just as their teachers, since students may not rise above their teachers.

Since entrepreneurship management has been identified as one of the managerial practices that lead to effectiveness, the entrepreneurship management should be applied by the principals in secondary school for effective management, as this will asses the credibility and competence of the principals for managing modern and complex challenges facing secondary school education in Nigeria.

Recommendations

Based on the findings of this study and conclusion drawn, the following recommendations are made:

1. Entrepreneurship education should become a main-stream activity in education to enable transformations to take place very fast in the nation.
2. Principals should re-dedicate themselves by attending more workshops, seminars to acquaint themselves with these skills so that they can in turn, impact same in both the teachers and students.
3. Financial support, training and facilities need to be provided in order to ensure the principals active participation.
4. Pedagogy and facilities must be upgraded to deliver the quality education and training necessary for the entrepreneurial education experience.
5. Principals must be ready to imbibe the entrepreneurship culture at school as possible remedy for unemployment.

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