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## **ABSTRACT**

Effective Secondary School administration is central to providing the needed enabling environment for producing the desired Secondary school products (students) that can meet with the national objectives for secondary education. The purpose of this study was to investigate entrepreneurship leadership as a factor in effective secondary school administration in Enugu State. Four research questions and two hypotheses guided the study. The hypotheses were tested at 0.05 level of significance while the decisions on the responses to the research questions were determined using real limit of numbers. The descriptive survey design was adopted. The sample population for the study consisted of 100 principals and 100 vice principals selected through proportionate stratified random sampling. The instrument for data collection was a structured questionnaire, titled Entrepreneurship leadership, a factor in Effective secondary school Administration (ELFESSA). The study focused on the extent of possession of entrepreneurial leadership characteristics by the secondary school administrators, the effect of gender and location on the extent of possession and the capacity building strategies for developing entrepreneurial leadership characteristic. Mean and standard Deviation were used to answer the research questions while a t-test statistics was used for data analysis. Findings show that the secondary school administrators in Enugu State possess entrepreneurial leadership characteristics but lack computer literacy. The study also discovered that gender does not affect the possession of entrepreneurial leadership characteristics while location does. Strategies for developing entrepreneurial leadership characteristics were stated. Recommendations include among others, that the government should mandate school administrators to enforce the teaching of entrepreneurship objects in their schools and follow it up with effective monitoring.

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

Every formally instituted organisation exists to achieve some specific goals. These goals however can hardly be achieved without effective administration. In other words, administration is an indispensable factor in the realization of the aspirations of any organization. Edem (1987) viewed administration as the planned activities which aim at the fulfilment of the goals of a particular organization. These activities include; task descriptions, assigning tasks to personnel, directing the personnel for effective performance, co-ordinating the different units or departments and ensuring a free flow of information. Ndu, Ocho and Okeke (1997) defined administration as being concerned with decision-making, planning, organization, communicating, co-ordinating and evaluating. In the opinion of Ogbonna (1995), administration is a process which entails the utilization of human and financial resources in maximizing the realization of goals. For the purpose of this study, administration simply put is working through people to achieve organizational goals using resources. This definition reveals a key important component of administration which controls the other components for the realization of organizational goals, and that is leadership.

The execution of all the administrative functions of an organization is actually spear-headed by the leader who is also known as the chief executive. The leader sets the pace and inspires others to willingly act towards the realization of the organizational goals. Keeja (1998) viewed leadership as the ability to influence others by persuasion, example, and tapping inner moral values. This definition is very apt for this study as it brings out the means by which a leader can influence others positively. This means that influencing others to act in a way that can produce desirable outcome is not automatic. It is not dependent on title or formal authority or position one occupies. Rowe (2007) asserted that although one's position as the chief executive gives the person the authority to accomplish certain tasks and objectives in the organization, yet the power does not make him a leader. It simply makes him the boss.

Leadership differs from a position of authority in that, it makes the followers willingly want to achieve high goals rather than bossing people around. It is therefore imperative that any individual who is appointed to a position of authority should possess certain leadership attributes for effectiveness. Some of the attributes of an effective leader identified by Etuk (1991) include the ability to command respect and confidence, ability to make timely decisions, a personality to organise and co-ordinate group activities and ability to appraise his subordinates and get along with them. Effective leaders are effective followers and so they set examples for others to follow. They act



as catalyst by motivating and inspiring their subordinates into higher levels of teamwork. The leader must show signs of professional competence, exemplary character and ability to carry others along through effective communication. The possession of such leadership attributes will most likely make for effective administration.

The very essence of any administration is to fulfill the aspirations of its organization. In other words, no organization, no administration. This is because an organization is the foundation upon which the whole administrative structure is built. In the opinion of Mbipom (2000) an organization is a group of people working together for a common purpose. In this sense, an organization is born whenever an identifiable group of people contribute their efforts towards the attainment of common set goals. Of course no group either large or small can unitedly work towards the attainment of a common goal without someone coordinating, directing, guiding and motivating them. The viability of any organization therefore depends on how well it is administered and managed. In other words, the success or failure of any organisation depends to a large extent on the effectiveness of the leader or administrator. The school is an organization established by a society to equip her citizenry with the necessary knowledge, attitude, skills, values and norms that will help them meet the needs of the society. One of the functions of the school in the opinion of Lydiah and Nasong (2009), is to take human raw material (students) and convert them into something more valuable as in employable adults. The school carries out this

function through the provision of basic infrastructural facilities, instructors, teaching and learning equipment. An indispensable factor in the discharge of this function is the administrative process. It is duty of the school administrator to ensure effective manipulation of the resources available in his school. He takes both the credit and the blame for the organizational success or failure.

Secondary education occupies a key position within the Nigerian educational system. The Federal Republic of Nigeria (2004), in recognition of the importance of secondary education stated its broad goals to include; preparation for useful living within the society and for higher education. In pursuance of these, diversified curriculum to cater for the differences in talents, opportunities and future roles have been designed with emphasis on entrepreneurship. Suffice it to say that well administered secondary education will equip the students with the right intellectual capacity for further studies and encourage spirit of enquiring resulting to their being resourceful, inventive and self-reliant. Regrettably, lamented Omorigie (2005), the products of today's secondary education system can neither usefully live in the society nor move into higher institution without their parents' aid or forgery. They can neither think for themselves nor respect the views of others. They have no regard for dignity of labour but rather crave for anything that would fetch them quick money. This is a far cry from the national education goals, hence, there is need for change.

It must be noted that education cannot be seen as an instrument for excellence for effecting national development where the secondary education is not effectively managed or administered to accomplish its aims and objectives. The administrative head of a secondary school is called the principal. As the leader, he or she takes both the credit and blame for the organizational success or failure. In order to ensure effectiveness, the principal has to apply the right leadership approach in the management of both human, material and financial resources. The principal in the opinion of Ekundayo (2010) is a change facilitator. When it comes to efforts to improve the quality of the school, the principal is the key person in making change occur. For effective secondary school administration, principals need to review their leadership practices and be open to adopting leadership skills, attitudes and practices that match with the organizational demands, thereby producing the desired outcome.

Entrepreneurship possesses characteristics consisting of relevant behaviours, skills and competence that enable an individual see and run an enterprise or organisation successfully. It is central to the promotion of wealth creation and economic growth. In the view of Sobel (2008), entrepreneurship is the process of discovering ways of combining resources. An entrepreneur is therefore a catalyst for economic change in an economy by introducing new goods or new methods of production. He is a catalyst for economic change. There are certain attributes that characterize successful entrepreneurs. Bram (2008) noted that such characteristics are not what a person is born with but can

be learned, though some people may seem to have an aptitude for the qualities that make up the entrepreneurial spirit. He mentioned some of the characteristics to include; discipline, calm, attention to detail, risk tolerance and balance. Such entrepreneurial characteristics enable an individual to seek and run an enterprise or organization successfully.

It is worthy of note that a key element in entrepreneurial success is leadership. Thus for a successful entrepreneurial venture leadership is very essential. It is through the process of leadership that an entrepreneur is able to influence employees to achieve the objectives of the organization. In the view of Gunther and McMillian (2000), entrepreneurial leaders translate ideas into action. They passionately seek new opportunities, always looking for the chance to profit from change and disruption. The implication of the above definitions is that entrepreneurship leadership has no regard for maintaining the status quo but is rather result oriented. It is against this background that this study focuses on entrepreneurial leadership as a factor in effective secondary school administration in Enugu State with a view to finding out the extent of possession of the attributes of entrepreneurial leadership by the secondary school administrators in the state public schools and the capacity building strategies for acquiring such attributes.

**Statement of Problem**

With the present high rate of unemployment among school leavers in Nigeria, the emphasis in our educational institutions today including secondary schools has shifted to entrepreneurship. This is because entrepreneurship enables individuals to acquire skills and competences to set up their own businesses, create jobs and wealth, thereby rendering public services that are unique and essential, thus contributing to national development. This of course requires principals who have knowledge, skills and experience in entrepreneurship leadership to be able to create good entrepreneurial environment for effective skill acquisition.

It appears however that secondary school products (students) are not knowledgeable enough in entrepreneurship. This may be accountable for the reason why many of them who may not be cognitively sound are seen from observation trooping in and out of lesson centres, making several attempts to get their O level papers or to gain admission into higher institutions without success. Some, in frustration involve themselves in destructive and non ó productive activities thereby becoming a menace to society. This ugly situation has motivated the researcher in looking at entrepreneurship leadership as a factor in effective secondary school administration.

## **Purpose of the Study**

The main purpose of this study is generally to investigate entrepreneurial leadership as a factor in effective secondary school administration in Enugu state.

The study specifically intends to:-

- (1) determine the extent to which the Enugu state secondary school administrators possess the characteristics of entrepreneurship leadership.
- (2) determine whether gender affects the extent of possession of entrepreneurial leadership characteristics by secondary school administrators.
- (3) find out if location is a factor in determining the extent of possession of entrepreneurial leadership characteristics by secondary school administrators
- (4) determine the capacity building strategies for developing entrepreneurial leadership characteristics among secondary school administrators.

## **Significance of the Study**

The study has both theoretical and practical significance. The theoretical significance is anchored on the theory of Charismatic Leadership which tries to identify the extraordinary characteristics that inspire devotion and motivation of followers especially in crises situation. The situation in Enugu state public secondary schools where the products (students) lack the necessary skills and competences to embark on meaningful economic activities for useful living in society is a matter of serious concern. Practically this study will be of immense

benefit to students, principals, teachers, educational planners/policy makers, the state government, families and future researchers who may be interested in the improvement of educational outcome through effective school administration. The outcome of the study will enable educational planners and policy makers develop a frame work for training programmes in entrepreneurship at the secondary school level. This will help to equip the students with skills and competences for setting up their own unique businesses, usefully engaging themselves and contributing their own quota to the development of society. It will also help to reduce unemployment, crime rate and mad quest for unproductive paper qualification.

The principals are the officers on whose shoulders rest the entire administration of secondary schools. The effectiveness or ineffectiveness of the administration depends to a large extent on the leadership quality exhibited by the principals. It is a true saying that no one can give what he or she does not have. Hence, the principals need to have a good knowledge of entrepreneurship to be able to lead others in that direction and to create the enabling environment for entrepreneurial activities and learning in their schools. The findings of this study will therefore help the educational planners in developing a framework for appointing new principals and organising training programmes, workshops and seminars for serving principals and teachers. The study will also help to inspire the principals to be more visionary, proactive and willing to take risks in seeking alternative but legitimate sources of generating funds for meeting with

the school demands. The principals will no longer be contented with routine administration and management of the dilapidated and grossly inadequate facilities that characterize most of the schools in the state. They will rather harness the efforts of both the teachers and students in fund generating ventures for the interest of the school. This will create a patriotic spirit in the teachers and students, making them see the development of the school as a collective responsibility.

The findings of the study will at the long run help to improve the financial base of the schools, thereby making them less dependant on government subventions. The government will on the other hand be able to spend more on the provision of basic infrastructural facilities and trainings that will help to promote qualitative and functional education for the overall development of society. There will be improved quality of life at the family level as talent and potentials of the children are nurtured and tapped for productive economic activities. Parents will therefore reap the benefits of investing their money on their childrens education as the school leavers who are not able to move higher due to financial constraints or inability to cope with the mental work involved, gainfully employ themselves or possess the skill to work for others. The findings of the study will also inspire the teachers and principals in making their own personal investments either individually or collectively to improve their living standard and social status.



### **Scope of the Study**

The geographical scope of the study will cover the state government owned secondary schools in Enugu State. The study will focus on state government owned secondary school administrators (principals) in the six educational zones of the state which include; Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi educational zones. The content scope will focus on entrepreneurship leadership as a factor in effective secondary school administration. The content scope will specifically focus on the extent of possession of entrepreneurship leadership characteristics by school administrators, effect of gender and location on the possession of entrepreneurial leadership characteristics and ways of acquiring such characteristics.

### **Research Questions**

- (1) To what extent do the Enugu State secondary school administrators possess the entrepreneurial leadership characteristics?
- (2) Does gender affect the extent of possession of entrepreneurial leadership characteristics by secondary school administrators?
- (3) Does location affect affect the extent of possession of entrepreneurial leadership characteristics?
- (4) What capacity building strategies would be adopted by the secondary school administrators for the development of entrepreneurial leadership characteristics?

**Research Hypotheses**

**HO<sub>1</sub>:** There is no significant gender difference between the mean responses of male and female vice- principals as regards the extent to which the principals possess the entrepreneurial leadership characteristics.

**HO<sub>2</sub>:** There is no significant difference between the mean ratings of Principals in the urban centres and those in the rural areas with regard to the extent of principals' possession of entrepreneurial leadership characteristics.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

The related literature was reviewed under the following headings: conceptual frameworks, Theoretical framework, review of empirical studies and summary of literature review.

#### **Conceptual Framework**

- Concept of administration
- Concept of organization.
- Concept of secondary school Administration
- Concept of leadership
- Concept of Entrepreneurship
- Concept of Entrepreneurship Leadership.

#### **Theoretical Framework**

- Transformational leadership Theory
- Charismatic leadership Theory

#### **Review of Empirical Studies**

- Challenges confronting Secondary School Administration and the way forward.
- Application of Factors Necessary for Administrative Effectiveness of Principals of Secondary Schools in Onitsha Education Zone.
- Administrative constraints on Secondary School Principals in Enugu State.

- Effectiveness of Entrepreneurial Leadership style in Small and Medium Industries (SMIS) Manufacturing: Bumipetera Technopreneur performance in Melaka, Malaysia
- The Strategies for the Development of Entrepreneurial Skills in sports among physical education in Pankshin Muncipal of Pankslin LGA, plateau State.
- An exploratory study of Entrepreneurial Leadership Development of University Students Putra University, Malaysia

## **Summary of Literature Review**

### **Concept of Administration**

Administration is the process of harnessing human and material resources of an organization for the accomplishment of the organization's predetermined objectives. This has to do with planning, organizing, directing, supervising, forecasting and co-ordinating all the activities of an organization for effective functioning and realization of organizational goals. Mbipom (2000) presented administration as the art and science of harnessing and using available resources to ensure that the pre-determined goals of the organization are achieved within a given time and in a manner that suits the policy of that organization through decision making, planning, staffing organizing, communicating and evaluation. In the opinion of Eya in Alu (2001), administration is the process of utilizing men and materials in an organization to achieve the goals for which the organization was established.

Sergiovani and Starrat in Mgbodile, (2004) viewed administration as working with and through others to efficiently accomplish organizational goals. It is the art and science of getting things done efficiently. The implication of these definitions is that there is someone called an administrator who plans, organizes, co-ordinates and controls resources for the achievement of organizational goals. Administration therefore has to do with using human and other resources (material and financial) to achieve organizational objectives. It involves the ability to harmonize the efforts of a group of people for the accomplishment of organizational goals. Administration also involves controlling, directing and co-ordinating the affairs of an organization for effective realization of the organizational objectives.

### **Concept of Secondary School Administration**

The secondary education is the link between the primary and tertiary levels. The objectives of the Secondary education according to the Federal Republic of Nigeria (2004) include the preparation of the individuals for higher education and for useful living in the society. In order to achieve these objectives teachers, students, equipment and instructional materials are provided. The administrator as stated by Mgbodile (2004) has to bring together these human and material resources through the use of the elements of the administrative process of planning, organizing, directing, coordinating, communicating, and decision making for the accomplishment of these tasks.

Ojo (1999) stated that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. The extent to which the educational goals are achieved depends on the quality of the school administration with the ever increasing competitiveness and global economic crises. Nwaka (2010) opined that the school administration today should be effective and involve to a large extent, functions which require modern management techniques. It is expected that as the society changes, including educational industry, new skills, new methods, new attitude and resources should be provided for effective administration in schools.

The secondary school is administered by a man or woman known as the principal. Uyanga in Ekundayo (2010) described the principal as the person on whose shoulders rest the entire secondary school administration, success or failure. It is the principal who identifies and sets the goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and shares responsibilities of staff according to specialization and expertise. He or she performs several other functions including management of school finance, provision and maintenance of physical facilities, motivating the

staff for effective performance, supervision of curriculum/instruction and acting as a change facilitator (Ekundayo, 2010).

### **Concept of Organization**

Organization and administration are like two sides of a coin. The object of both concepts is the control of human and other resources. Organization is the structure on which the whole administrative process is carried out. Mgbodile (2004) opined that in order to achieve the set educational goals, the administrator must have a framework or structure for his school on which posts are created and assigned to people. Organizations stated Sariano and Montoro ó Sanchez (2011) do nothing by themselves. The collective activities that take place within an organization are the amalgamation of the activities of its individuals members. For instance, organizations can be proactive, innovative and take risks only through the actions of its members. It becomes imperative therefore, according to Ndu, Ocho and Okeke (1997), that the human beings in an organization be constantly motivated for adequate production and commitment. This required right leadership. Ndu, Ocho and Okeke, further stated that organizations function under continuing demands for changes and adaptations in the system, thus, new emphases in certain directions, goals and policies require organizational adaptation to the new move which would of a necessity require leadership input. The leader's approach determines to a large extent the success or failure of the organization. Engstrom and Dayton cited in Mbipom (2000) stated that organizations are the outward manifestation

of a shared purpose. The implication is that anytime two or more people agree to work together towards a common goal, an organization is formed. Hence, organization involves a net-work of individuals who function towards the attainment of some predetermined goals. It is therefore a tool for achieving the prescribed objectives of an enterprise.

### **Concept of Leadership**

Leadership is the driving force behind the steering of any organization. In other words, the direction and the developmental space of any organization is majorly determined by its leadership. Chemers (1997) viewed leadership as a process of social influence in which one person can enlist the aid and support of the others in the accomplishment of a common task. This definition suggest process of team work where an individual stands out as the initiator and motivator in ensuring the success of a common task. North-house (2007), defined leadership as a process whereby an individual influences a group of individuals to achieve a common goal. The leader carries out this process by applying his leadership knowledge and skills. Odo citing Adesina in Alu (2001) viewed leadership as the ability of getting things done with the support and cooperation of other people within a given organization. The leader here receives the credit of getting things done by mobilizing the efforts of other people in the organization. Odo went further to bring out some salient points about leadership. Firstly, leadership involves the exercise of influence over others by an individual or group of individuals. In essence, the leader through



his actions or word of mouth inspires those under him to carry out his wishes towards the attainment of the organizational objectives.

Leadership again requires followership, for there can be no leader without a follower. The leader requires the willing co-operation of his followers in order to succeed for that is where his strength lies. Leadership is directed towards the attainment of certain desired organizational objectives. It involves creating change, not maintaining status quo. The changes created are not dictated by leaders but reflect the purpose which the leader and followers share. The change has to be towards an outcome that the leader and followers both want, a desired future or shared purpose that motivates them toward this more desirable outcome (Rahman, Dora, Yusof, Diah &, Yusof, 2009). Furthermore, leadership involves the ability to step outside the culture and to start evolutionary change processes that are more adaptive (Schein in Rahman et al, (2009). Leadership therefore goes beyond administrative paper work or planning activities. It deals with the ability of an individual to influence, motivate and enable others to contribute towards the effectiveness and success of the organization (House, Hanges, Javidan, Dorfman, Gupta (2004).

### **Concept of Entrepreneurship**

There is no universally accepted definition of the term entrepreneurship as different scholars have defined it differently. However, one common idea that runs across the various definitions according to Okoli (2009) is that entrepreneurship is concerned with setting up of business enterprise, managing

it effectively and bearing risks to achieve the set goal. For the purpose of this research, a few definitions are highlighted. Sobel (2008) simply defined entrepreneurship as the process of discovering new ways of combining resources. In the opinion of Todoravic & Schlosser (2007), it is fundamentally a way of thinking that bridges innovative discoveries with need fulfillment. Today for instance, doctors, attorneys and other professionals are learning to think entrepreneurially, thereby building better practice and organization in the process (Henricks, in Todoravic & Schlosser 2007). Ehigiamusoe (2009) viewed entrepreneurship as conventionally referring to the practice of starting a business or revitalizing mature organizations or businesses, particularly new ones generally in response to identified opportunities. This practice according to him involves the process of identification and seizing of opportunities for the purpose of innovative and increased production which invariably translates to economic development and improved quality of life.

From the above definitions, one can, make the following deductions:

- That the concept of entrepreneurship goes beyond setting up of a new business venture but also injecting life into already - established but dwindling organizations.
- Entrepreneurship involves a shift from conventional to unconventional method of running an enterprise for enhanced productivity.

- An entrepreneur is a change agent who undertakes and operates an enterprise, discovers and takes advantage of opportunities, assumes responsibility and bears risks associated with such opportunities.

With intensified global competition, dynamic change and increasing uncertainty, corporate institutions are increasingly becoming entrepreneurial in approach. Thus, Stevenson & Jarillo in Lassen (2007) opined that corporate entrepreneurship is more relevant than ever, as a viable means for existing organizations to continuously explore and exploit previously unexploited opportunities thereby moving the organization to a new state of being. Ajagu (2005) describes entrepreneurship as vision enthusiasm, passion, obsession, consistency, always paying attention, creating heroes at all times. He opined that this is beyond the exercise of power and authority but entails the ability to monitor, inspire and motivate. Ifeakor (2009) identifies some characteristics of entrepreneurship to include, commitment to work, motivation, taking risks, making decision on financial situations, having self-confidence, courage, endurance, power of creativity, cooperation and taking personal responsibilities. An entrepreneur according to Ireland and Hoskisson (2011) has a mindset that seeks out potential opportunities during uncertain times. He must have leadership skills or qualifies in order to seek potential opportunities act upon them.

Most successful entrepreneurs share certain attributes including:- creativity, dedication, determination, flexibility, leadership, passion, self-

confidence and smarts These attributes were further explained, thus: - Creativity here is said to be the push for innovation and improvement. It involves continuous learning, questioning, thinking outside the prescribed formulas. Dedication is what motivates the entrepreneur to work hard even beyond the prescribed period. Determination is the extreme strong desire to achieve success. It includes persistence and the ability to bounce back after rough times. Flexibility is the ability to move fast in response to changing market needs. Leadership is the ability to create rules and to set goals. It entails having the capacity to follow through to see that the rules are kept and that the goals are accomplished. Passion is what gets the entrepreneurs started and keeps them there. It gives them ability to convince others to believe in their vision. Self-confidence gives the entrepreneur the ability to listen without being easily swayed or intimidated. It comes through planning and expertise. "Smart" consists of common sense joined with knowledge or experience. Common sense on the other hand gives the person good instinct while knowledge brings about expertise.

### **Concept of Entrepreneurship Leadership**

Organizations the world over are undergoing metamorphosis. Technologies, products and economies are constantly changing (Schein 1993). Consequently, the organizational strategies and structures that might have been effective in stable and moderate velocity, markets, according to Rahman et al, (2009) will constrain the long-run wealth creation and survival of organizations

in high velocity conditions. It is in response to such an abnormal condition that the concept of entrepreneurship leadership emerged. In the opinion of Siddiqui (2007), entrepreneurship leadership is the product of the fusion between leadership and entrepreneurship. It involves behaving and acting with entrepreneurship in the interest of the organization, for the growth of all stakeholders involved and realizing proposed purpose and idea. Siddiqui identifies the key task of entrepreneurial leader as looking for a venture, guiding others to recognize the values and opportunities in that venture and exploiting it with the followers in the spirit of an entrepreneur. Bagheri and Pihie (2009), defined entrepreneurship leadership as the process of creating entrepreneurial vision and inspiring a team to enact the vision in high velocity and uncertain environments. In essence, it is not just enough for the leader to create vision but his life must be such that his followers are willing and not by compulsion to throw in their weight in making sure that the vision is played out with high speed.

The world asserted Mkpá (2003) has become economy driven and economic prosperity requires entrepreneurial skills. The entrepreneurial skills posited Olibie and Obidike (2008) entail effective utilization of ideas, information and facts that help an individual develop competencies, marketing, services, or being productive employee of an organization. Mkpá also stated that a recent World Bank report scored Nigerians so low in the possession of skills related to the fields in which they belong. It becomes imperative that the

right capacity building strategies should be employed to help improve the abilities of people in performing tasks in their different fields of endeavour. Capacity building in entrepreneurship according to Ifeakor (2003) means giving an individual or group training to enable the individual or group perform entrepreneurial tasks, reduce poverty, enhance self-reliance and improve people's lives. Capacity building for secondary school administrators therefore refers to the strategies through which they can be helped to acquire the entrepreneurial competencies for effective administration of their schools. Rychen and Salagnik (2003) noted that entrepreneurial skills are acquired through 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 capacity.

Mohammed, Gayus, Oscar and Solomon (2002) recommended that seminars/workshops and In-service Training be employed to equip teachers with entrepreneurial skills and attributes. In the case of seminars and workshops, successful entrepreneurs and experts could be invited to deliver lectures on entrepreneurship. In-service Training is that aspect of organized learning experience provided to teachers after appointment which is designed to develop understanding of work operations, standards, institution, philosophy, policies and procedures as well as current research teaching materials. It creates an avenue for those who are already engaged in service, who lack professional qualification to register and update their knowledge. The secondary school

administrators are, first and foremost teachers. If they go through such trainings as serving teachers, it will be helpful to them when they become principals. The trainings including seminars and workshops can as well be organized for serving principals. Emefo (2009) suggested that a nationwide Entrepreneurship week that focuses on entrepreneurs and entrepreneurship education for teachers at national, state and local levels should be created. This will help to equip the teachers who will later be appointed as principals with the knowledge of entrepreneurship characteristics needed for effective running of their schools. Emefor went further to recommend that information technology should be made available to all teachers. The key skill of information technology being the ability to use a range of information sources and ICT tools to find, analyze, interpret, evaluate, and present information for a range of purposes. The ability to use ICT information sources includes enquiry and decision-making skills, as well as information processing and creative thinking skills and ability to review, modify and evaluates work.

### **Theoretical Framework**

The pace of change confronting organizations today as a result of increased global economic uncertainty has led to the emergence of different leadership theories. For the purpose of this study, the transformational and charismatic leadership theories are looked into in order to see, their relevance to the present study.

## **The Transformational Leadership Theory**

The transformational leadership theory was initially introduced by James McGregor Burns (1978) but was later expanded and developed by Bernard M. Bass (1985) to form what is today referred to as Bass's Transformational Leadership Theory. The transformational leadership theory is based on the promotion of consistent vision, mission and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment. Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the "what" in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective. They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers' needs over their own, sacrifice their personal gains for them, and demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization. Leaders act as mentors to their followers and reward them for



creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions.

The transformational leadership is quite consistent with the entrepreneurship leadership. Both share some common characteristics. For instance, both leaders are visionary, inspiring, daring, risk-takers and thoughtful thinkers. They all work against the odds and so are suitable in environments characterized by uncertainty, global turbulence and organizational instability. It may not be exaggerating to say that entrepreneurship leadership is transformational in nature.

### **The Charismatic Leadership Theory**

The charismatic leadership theory developed by Tucker (1968), identifies the extraordinary characteristics that inspire devotion and motivation in followers and the relationship between charismatic leaders and their followers. The charismatic leaders are highly influential and confident individuals who hold strong beliefs. They are change agents who communicate their vision to others, set high expectations, attend to the needs of their followers and behave in unconventional ways. Their natural, pleasant disposition and oratorical skills endear them to their subordinates. Researchers are of the opinion that charismatic leadership tends to manifest itself in crises situation and so are effective only in organizations which are in dire need for a dramatic change.

The present study views the situation in public secondary schools in Enugu State as a crises situation, hence it seeks to investigate the entrepreneurship leadership as a factor in effective administration of the secondary schools in the state. Siddigui (2007) asserts that the leader's charisma and vision has particular relevance to entrepreneurship leadership. He went further to state that the entrepreneurial leadership has the ability to inspire subordinates, especially in organizations with risky character. This clearly shows that there is a strong relationship between entrepreneurial leadership and charismatic leadership theories. Both have relevance in schools in crises situation.

### **Review of Empirical Studies**

Some Studies related to secondary school administration and entrepreneurship leadership were reviewed.

Nwaka (2010) carried out a study on the challenges confronting secondary school administration in Anambra state today and the way forward. The purpose of the study was to identify the factors that challenge effective administration of secondary schools in Anambra state. The design of the study was a descriptive survey research design. Two research questions and two hypotheses, tested using t-test at 0.05 level of significant were used. The instrument for data collection was a "Today School Administration Challenges Questionnaire" (TSACQ) on all the 259 public secondary school principals in the state. A 20-item questionnaire was used for data collection and analysis was

done using mean scores and t-test. Data analysis revealed that principals are challenged by poor knowledge of information Communication Technology (ICT). It also revealed that there is uncomfortable condition of science, weak and inadequate financial, human and material resources provision, increased population of students, which most probably occasioned crowded classrooms. Personal visit of the researcher to most of the schools and observations confirmed that the state government left the school administrators with scarce resources.

The study is relevant to the present study because the findings are a confirmation of the fear expressed by the present researcher, that secondary school administration in public schools lacks effectiveness. However, while the study looked into the administrative challenges that confront effective secondary school administration in Anambra state, the present study is aimed at investigating entrepreneurship leadership as a factor in effective secondary school administration in Enugu state.

Onyeakusiobi (2000) carried out a descriptive survey on the application of factors necessary for administrative effectiveness of principals of secondary schools in Onitsha Education Zone. The major purpose of the study was to investigate the application of factors necessary for administrative effectiveness in Onitsha Education Zone. The population of the study consisted of 966 staff and 42 principals in Onitsha education zone. The sample for the study was 22

schools and 125 respondents (105 staff and 22 principals). The staff included, 64 tutorial staff and 39 non-tutorial staff drawn using simple random sampling. Four research questions and three null hypotheses were formulated to guide the study. A 32 item structured questionnaire was developed, validated and tested for its reliability. The mean and the standard deviation were used to answer the research questions while independent t-test statistic tested the hypotheses at 0.05 level of significance. The study found out that principals, tutorial and non-tutorial staff had positive perception of application of factors necessary for administrative effectiveness. While Onyeakusiobi looked into the application of factors necessary for effective administration, the present study looks at entrepreneurial leadership as a factor in effective administration, hence, there is a link between the two studies.

In another descriptive survey, Chukwu (1997) researched on the administrative constraints on secondary school principals in Enugu state. The aim of the study was to discover the problems in the course of administering their schools. He used the principals' administrative constraint assessment scale (PACAS) on all the principals in all the two hundred and forty eight (248) secondary schools in the state. The results were analyzed using the mean and standard deviation. The hypotheses were tested using the t-test of difference between the mean scores. The findings revealed that the major constraints to effective school administration in Enugu State bordered on finance, school climate and school board regulations/practices. It also revealed that the school

community relations has much influence on school administration. The study is in support of the present study that secondary school administration lacks effectiveness hence, the need to investigate if entrepreneurship leadership is a factor in correcting the anomaly.

Rahman, Dora, Yusof, Diah & Yusof (2009) researched into the effectiveness of entrepreneurial leadership style in improving small and medium industries (SMIs) manufacturing: Bumiputera technopreneurs performance in Melaka, Malaysia. The objective of this study was to examine the effectiveness of entrepreneurial leadership style, in improving Bumiputera manufacturing technopreneurs performance in Melaka. It was a correlational survey which sought to establish the relationship between entrepreneurial leadership style with entrepreneurial leadership personality traits, entrepreneurial leadership behaviours, entrepreneurial leadership competencies, entrepreneurial leadership monitoring companies operation and entrepreneurial leadership monitoring companies performance. They used a sample size of 150 Bumiputera technopreneurs. Fifty (50) entrepreneurs were selected from each of the three industrial areas of Melaka. Data collected was analysed using SPSS for Windows 14.0 package to get Cronbach's Alpha value. The findings of the research revealed that there are positive and significant relationships between the transformational, transactional and charismatic leadership styles with the entrepreneurial leadership, in terms of personality traits, behaviours and competence. The entrepreneurship leadership style has positive influence on

Bumiputera technopreneurial leaders' monitoring and operational performance. While the study examined the effectiveness of entrepreneurship style on Bumiputera technopreneurial leaders' monitoring and operational performance, the present study looks at entrepreneurship leadership as a factor in effective secondary school administration.

Ekele & Davon (2009) examined the strategies for the development of entrepreneurial skills in sports among physical educators in Pankshin Municipal of Pankshin LGA, Plateau state. The purpose of the study was to identify the entrepreneurial skills in sports and the strategies for the development of such skills. The study made use of the descriptive research design through the use of structured questionnaire. The target population comprised of all the physical education teachers in Pankshin L.G.A. of Plateau State. The sample for the study consisted of 41 male and 27 female physical education teachers. Three (3) research questions were answered and one null hypothesis was tested at  $p < .05$  level of significance using the chi-square statistic. The instrument used for data collection was a self-developed, "Development of Entrepreneurial Skills in Sports Questionnaire" (DESIQ). The instrument contained 22 test items, divided into three (3) sections. The items were a modified Likert scale of five (5) point rating response format. Mean score statistic was used for analyzing the research questions. A mean score of 3 was used as the criterion mean. The findings reveal that all the items listed are accepted strategies for the development of entrepreneurial skills in sports e.g. provision of adequate sports

facilities in primary & secondary schools, practicals to be emphasized in teaching Physical & Health Education in Secondary Schools, students of PE at the NCE and degree level to undergo Students Industrial Work Experience Scheme (SIWES) in sports institutions etc. The study is related to the present study in the area of identifying strategies for the -acquisition of entrepreneurship skills.

Bagheri & Lope Pihie (2009) carried out an exploratory study of entrepreneurial leadership development of university students. The purpose of the study was to explore the roles of entrepreneurship programs of University Putra, Malaysia in developing students' entrepreneurial leadership. Specifically, it intended to investigate how entrepreneurial leadership capabilities of students develop through entrepreneurship academic programmes and University entrepreneurship club. The study made use of a qualitative case study research design. Two (2) student entrepreneurial leaders who were actively involved in entrepreneurial leadership activities through holding the leadership positions of the university entrepreneurship clubs and also participated in the University development courses were purposefully selected as the population for the study. Semi-structured interviews were used on the two students to have a further understanding of how students develop their entrepreneurial leadership abilities. The analyses of the interview transcripts reveal that university entrepreneurship programmes play three distinctive roles on developing entrepreneurial leadership of the participants through providing opportunities for experiential

learning, social interaction learning and opportunity recognition. The study is relevant to the present study in the area of developing entrepreneurship characteristics. While the study focused on students, the present study looks at secondary school administrators.

### **Summary of Literature Review**

In the review of relevant literature, the focus was on the key concepts connected with the topic of research in order to establish their relevance to the study. Administration has to do with the process of utilizing human, financial and material resources in maximizing the realization of organizational goals. The effectiveness of any administration depends to a large extent on the, quality and nature of its leadership. The principal is the leader and chief executive of a secondary school. He or she is the person on whose shoulders rest the entire administration, success or failure. The world is becoming too turbulent and unpredictable to use conventional strategies for managing any enterprise successfully. In essence, organizations today require the type of leadership that must be ready to meet up with the pace of rapid change and cope with its resultant challenges. Entrepreneurship leadership is a type of leadership that adopts entrepreneurship strategies in influencing the subordinates for the purpose of achieving the objectives of the organization. The characteristics of entrepreneurship were highlighted so as to see how such characteristics could indicate effective secondary school administration. There was also a review on the capacity building strategies for developing such characteristics.



Two leadership based theories relevant to the study were reviewed in order to see their relationship with the present study. They are the transformational leadership theory and the charismatic leadership theory. The transformational leadership is the art of influencing others in way that produces in those being influenced, a desirable change in behaviour, attitude and general lifestyle so much that they can independently work without the ever watchful eye of the leaders. The charismatic leadership has to do with a situation where a leader has natural abilities to inspire and influence others to obey him/her. The review reveals that both the entrepreneurship, transformational and charismatic leaders are change agents, who work against the odds through clear and compelling visions. Finally, some empirical studies on secondary school administration and entrepreneurship were reviewed. It was discovered that a number of studies have been carried out on the two concepts. However there was hardly any work done on of entrepreneurship leadership in relation to effective secondary school administration. This is why the researcher deemed it fit to research on entrepreneurship leadership as a factor in effective secondary school administration.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter deals with a description of the procedures for carrying out the research. It is discussed under the following subheadings: design, of the study, area of the study, population of study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Design of the Study**

The design of the study is descriptive survey. Descriptive survey aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. Such a study is interested in describing certain variables in relation to the population (Nworgu, 2006). The design is suitable for this study since the researcher is concerned with finding out the characteristics of entrepreneurship leadership and the relevance of such characteristics to effective secondary school administration.

#### **Area of the Study**

The study is to be carried out in government secondary schools in Enugu state. The geographical area of the study covers all the, six education zones in Enugu state, namely: Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi zones. Enugu State is located in the South East of Nigeria. It is bounded to the north by Kogi and Benue states, south by Abia state, west by Anambra state, east by

Ebonyi state. The people are predominantly peasant farmers and traders. They are known for the production of quality red palm oil especially in Akpugo within Agbani education zone while Ugboka is associated with garri production. Udi is well known for production of high grade palm wine. Nsukka and Obollo-Afor are known for their yellowish pepper. Adani in Nsukka is known for rice production. Indeed Enugu state is very rich in food production of all types. The core language of the people is Igbo language. The education zonal headquarters are located within the urban and semi urban centres of the state. The researcher chose the area because she is concerned about the increasing number of Secondary school products in the area roaming the streets without being engaged in meaningful and useful economic activities.

### **Population of the Study**

The population of the study is 542 comprising of 271 Principals, and 271 vice principals in the six education zones of Enugu state. The figures are broken down as follows: - Agbani Zone has 43 principals and 43 vice principals. Awgu zone ó 50 principals and 50 vice principals. Enugu zone ô 26 principals and 26 vice principals. Nsukka zone -56 principals and 56 vice principals. Obollo-Afor zone- 45 principals and 45 vice principals. Udi zone- 51 principals 51 vice principals.

Source: Statistics Division: post primary schools management board, Enugu

See Appendix IA

### **Sample and Sampling Techniques**

The systematic sampling technique will be used to select the sample for the education zones. The six education zones are arranged alphabetically and samples drawn in alternate order. The first sample zone is randomly drawn by means of a lucky dip.

The respondents from the sample zones are selected through proportionate stratified random sampling. A total of 200 respondents comprising of 100 principals and 100 vice principals will constitute the study sample.

The number of respondents to be drawn from each stratum (zone) is determined by multiplying the proportion of each stratum in the population by the desired sample size.

See Appendix 1B

### **Instrument for Data Collection**

The instrument to be used for the study will be structured questionnaire titled Entrepreneurship Leadership, a factor in Effective Secondary School Administration (ELFESSA). The instrument is made up of two sections. The first section seeks to collect information on the personal data of respondents. Section B comprises 30 items arranged in four clusters; A, B, C, D. Cluster A seeks to elicit information on the extent of possession of entrepreneurial

leadership characteristics by Enugu State secondary school administrators. Cluster B intends to find out if gender affects the extent of possession of the entrepreneurial characteristics. Cluster C seeks to discover if location affects the extent of possession of the entrepreneurial leadership characteristics while Cluster D looks at the capacity building strategies for acquiring the entrepreneurial leadership characteristics. The questionnaire is developed on a scale of four rating response format of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and very Low Extent (VLE) for cluster "A" while "Clusters B, C and D" have a response format of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The numerical values in all the clusters are 4, 3, 2, and 1 respectively.

### **Validation of Instrument**

Face validation of the instrument was obtained through the judgement of three experts, two from Educational Administration and planning, and one from Educational measurement and evaluation, all from the faculty of education, University of Nigeria, Nsukka. Corrections have been effected for the final copy of the instrument based on their inputs, corrections and suggestions.

### **Reliability of Instrument**

A trial test was carried out on five principals and five teachers from Agbani Education zone outside the study area where the teachers and the principals possess the same characteristics with the respondents under study. Using the Cronbach's Alpha Reliability Coefficient method, the following

internal reliability estimates were obtained: Cluster A = 0.77, Cluster B = 0.65, Cluster C = 0.70 and Cluster D = 0.70. The overall internal reliability estimate obtained was therefore 0.83.

### **Method of Data Collection**

The researcher will administer a total of 200 copies of the questionnaire to 100 principals and 100 vice principals in three sample education zones with the help of three research assistants who will be trained by the researcher. Each research assistant will be assigned to one sample education zone for distribution and collection.

### **Method of data Analysis**

The four research questions posed by the study will be answered using the mean and standard deviation. The four (4) hypotheses will be tested using the T-test statistics at 0.05 levels of significance. The decision level will be determined using real limit of numbers as stated below

3.50-4.00 VHE

2.50-3.49 HE

1.50-2.49 LE

0.50-1.49 VLE

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF RESULTS

This Chapter deals with the presentation of and analysis of data collected using appropriate statistical tools. Relevant interpretations were made based on the four research questions and four hypotheses that guided the study. The research questions were answered using mean and standard deviation, while T-test was used to test the hypothesis at 0.05 level of significance.

**Research Question 1: To what extent do the Enugu state secondary school administrator's possess the entrepreneurial leadership characteristics?**

The data answering the above research questions are presented in Table 4.1 below.

**Table 4.1: Mean and standard deviation for the extent of possession of entrepreneurial leadership characteristics by the secondary school administrators.**

No=186(Vice Principal=92, Principals=94)

S/N	Items	$\bar{x}$	$\bar{x}_1$	SD	SD <sub>1</sub>	$\bar{x}_2$	Decision
1	Capacity to cope with pressure	3.34	3.63	.68	.57	3.49	High Extent
2	Self Confidence	3.50	3.67	.54	.59	3.59	Very High Extent
3	Good Communication Skill	3.40	3.56	.68	.58	3.48	High Extent
4	Taking Challenges &	3.25	3.33	.75	.59	3.29	Low Extent

	Working to Deadlines						
5	Computer literacy	2.34	2.39	.83	.91	2.37	High Extent
6	Desire & ability to learn	3.27	3.44	.57	.68	3.36	High Extent
7	Persistence & attention to details	3.27	3.57	.59	.58	3.42	High Extent
8	Ability to take risk	3.02	3.23	.77	.74	3.13	High Extent
9	Ability to accept responsibilities	3.47	3.53	.58	.58	3.50	Very High Extent
10	Ability to take quick decisions	3.17	3.57	.85	.58	3.37	High Extent
11	Ability to create new ideas	3.51	3.51	.58	.54	3.51	High Extent
12	Calmness & Self discipline	3.51	3.51	.58	.54	3.51	Very High Extent
	Cluster mean & Standard deviation	3.23	3.40	.41	.36	3.32	High Extent

Key

$\bar{x}$  = Mean for Vice Principal

SD=Standard Deviation for Vice Principal

$\bar{x}_1$ = Mean for principal

SD<sub>1</sub>=Standard Deviation for principal

$\bar{x}_2$ =Overall mean for vice principal & principal



The data in Table 4.1 reveals that apart from item 5 (computer fluency) with mean rating of 2.37 & 2.39 respectively, all the other items obtained a mean rating above 3 for both the vice principals and the principals. This is an indication that both accept that the school administrators generally possess the entrepreneurial leadership characteristics listed, but are still deficient in computer literacy. The top three (3) characteristics which were accepted to be possessed by the secondary school administrators were:

Self Confidence ( $\bar{x}_2=3.59$ ); calmness and self discipline

( $\bar{x}_2=3.51$ ); and ability to accept responsibilities ( $\bar{x}_2=3.50$ )

Both the vice principals and principals seem to be in agreement on the extent of possession of entrepreneurial characteristics. However, the mean ratings of the principals were generally higher than that of the vice principals in all the items except in item 12 (calmness and self discipline) where both obtained equal mean rating of 3.51. This is an indication that the principals have an edge over the vice principals in that the principals have an edge over the vice principals in the extent of possession of entrepreneurial leadership characteristics.

**Research Question 2: Does gender affect the extent of possession of entrepreneurial leadership characteristics by secondary school administration?**

**Table 4.2: Mean and standard deviation for the influence of gender on the extent of possession of entrepreneurial leadership characteristics by secondary school administration.**

N=186(Male=122, Female=64)

S/N	Items	$\bar{X}_m$	$\bar{X}_f$	SD <sub>m</sub>	SD <sub>f</sub>	$\bar{X}_{fm}$	Decision
13	Women by virtue of their socially ascribed responsibilities do not have enough opportunity like men to engage in continuous learning and innovation	2.83	3.03	.80	1.04	2.93	Disagree
14	Men are more flexible than women	3.19	2.70	.80	1.04	2.95	Disagree
15	Women are very emotional and take things personally that they may not be able to command respect and loyalty of their subordinates	3.01	2.38	.86	1.02	2.95	Disagree
16	Men are more adventurous and so are prone to risk taking	3.42	2.75	.74	.95	3.10	Agree
17	Women lack the confidence and emotional balance to stand firm on their decisions	2.79	2.38	.94	1.06	2.56	Disagree

18	Men are by nature strong, daring and enduring. They have the ability to push through	3.33	3.03	.77	.89	3.18	Agree
19	Cluster mean and standard deviation	3.09	2.72	.44	.54	2.91	Disagree

Key;

$\bar{X}_m$  = Mean for males

$\bar{X}_f$  = Mean for females

$SD_m$  = Standard Deviation for Males

$SD_F$  = Standard Deviation for females

$\bar{X}_{fm}$  = Overall mean for males and females

The result of the data in Table 4.2 reveals that items 13, 14, 15 had overall mean ratings below 3, while items 16 and 18 alone had overall mean ratings above 3. This shows that gender is generally not a significant factor in obtaining entrepreneurial leadership characteristics. The mean ratings of the males and the mean ratings of the females seem to differ significantly. While the mean on the other-hand below 3 in four (4) out of the six items. There is therefore no strong agreement between the male and the female administrators on the effect of gender on the possession of entrepreneurial leadership characteristics.

**Research Question 3: Does location affect the extent of entrepreneurial leadership characteristics by secondary school administrators in Enugu State?**

The data answering the above research question are presented in Table 4.3 below

**Table 4.3: Mean and standard deviation for location as a factor in the possession of entrepreneurial leadership characteristics by Enugu state secondary school administrators.**

No=186(Rural=135 & Urban=51)

	Items	$\bar{X}_r$	$\bar{X}_{ur}$	SDr	SDu	$\bar{X}_{ur}$	Decision
19	Principles in the rural areas are more prone to risk taking due to harsh conditions of life	2.78	3.30	.70	.79	3.04	Agree
20	Principals in the rural areas have less fear of being harnessed by supervisors from the state ministry of	3.18	2.44	.79	.96	2.61	Disagree

	education. Hence they have more chances of venturing into other economic activities.						
21	Schools in the rural areas have a lot of land to practice farming & other agro-based activities	3.49	3.41	.50	.70	3.45	Agree
22	Principal in the urban areas are more conscious of their social status and so may consider it befitting to go into small scale economic ventures	2.59	2.70	.57	.90	2.65	Disagree
23	Principals in the urban areas have a lot of distractions from social activities and so they lack the time & commitment required to think innovatively	2.16	2.53	.73	.84	2.35	Disagree
	Cluster mean and standard	2.84	2.88	.34	.52	2.86	Disagree

	Deviation						
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Key:

$\bar{X}_r$  = Mean for rural

$\bar{X}_u$  = Mean for Urban

SDr = Standard Deviation for rural

$\bar{X}_{ur}$  = Overall mean for rural & Urban

The data analysis on Table 4.3 reveals that location is a factor affecting the possession of entrepreneurial leadership characteristics as the items with the mean ratings above 3, are those which are pro-rural. These include; the principals in the rural areas are more prone to risk taking ( $\bar{X}_r= 3.30$ ); principals in the rural areas have more chances of venturing into other economic activities ( $\bar{X}_u = 3.18$ ); schools in the rural areas have more time to practice agriculture and other agro-based activities ( $\bar{X}_{ur}= 3.45$ ). These indicate that rural secondary school administrators are more entrepreneurially oriented than their urban counterparts.

**Question 4: What capacity building strategies would be adopted by the secondary school administrators for the development of entrepreneurial leadership characteristics.**

**Table 4.4: Capacity Building Strategies for Developing Entrepreneurial Leadership Characteristics**

N=186 (92=Vp & 94= Principals)

S/N	Items	X	Xi	SD	SDi	X2	Dec
24	Government should sponsor principals on in-service training on entrepreneurship, ICT and financial management	3.70	3.81	.59	.45	3.76	SA
25	Principals should be sponsored occasionally for inter-zonal workshop on entrepreneurship.	3.47	3.63	.70	.53	3.55	SA
26	Government should encourage principals to device ways of generating fund rather than imposing levies on the students	3.49	3.37	.54	.67	3.43	A
27	Government should organise periodic award giving ceremonies to honour principals who distinguish themselves in entrepreneurial ventures	3.72	3.62	.45	.57	3.67	SA
28	Seminars on principals teachers and students relationship should be	3.75	3.53	.45	.71	3.64	SA

	organised periodically for principal and teachers						
29	Principal should create informal forum for interpersonal interaction and exchange of ideas to motivate and enlighten one another	3.54	3.27	.64	.64	3.41	A
30	Outstanding principals should be recognized and given special award to motivate others	3.72	3.67	.58	.56	3.70	SA
	Cluster mean & standard deviation	3.62	3.56	.38	.46	3.59	SA

**Key: The same as in Table 4:1**

The data in Table 4.4 above revealed that all the items listed obtained a mean rating above 3 in all the columns for both the vice principals and principals. This is an indication that all the listed items were generally accepted by both the vice principals and principals as capacity building strategies for developing entrepreneurial characteristics among the secondary school administrators. There seem to be a strong agreement on the strategies listed for the development of entrepreneurial leadership characteristics among the secondary school administrators.

## **HYPOTHESIS**

**HYPOTHESIS 1:** There is no significant gender difference between the mean ratings of male and female vice principals and principals as regards the extent of



possession of entrepreneurial leadership characteristics among secondary school administrators

**TABLE 4.5: T-test of gender as a factor affecting the extent of possession of entrepreneurial characteristics by Enugu State administrators**

Gender	N	x	t	Df	sig	Assumed value	Decision
Male	122	3.09	3.40	184	.001	.005	significant
Female	64	2.72					

The data in the Table above shows that the significant value of .001 is less than the assumed value of 0.05. It shows that there is significant difference in the mean responses of male and female vice principal and principals

Gender therefore has no statistically significant effect on the extent of possession of entrepreneurial leadership characteristics among the secondary school administrators.

**HYPOTHESIS 2:** There is no significant difference between the mean ratings of vice principals & principals in the urban centres and those in the rural areas with regard to the extent of possession of entrepreneurial leadership characteristics by secondary school administrators in Enugu State.

**Table 4.6: T-test of Location as a Factor Affecting the Extent of Possession of Entrepreneurial Leadership Characteristics by Secondary School Administrators in Enugu State**

Location	N	X	t	df	sig.	Assumed level of significance	Decision
Rural	135	2.84	- 1.48	184	.141	0.05	
Urban	51	2.88					Not Significant

The data in the table above shows that the significant value of 0.141 is greater than the assumed value of 0.05. This shows that there is no significant difference in the ratings of the principals and vice principals in the rural areas from those in the urban centres. The null hypothesis is accepted. Location is therefore a factor affecting the possession of entrepreneurial leadership characteristics.

#### Summary of the Findings

The result presented in this chapter revealed that

1. Enugu State Secondary School administrators possess to a large extent the entrepreneurial leadership characteristics. They however lack computer literacy.
2. Gender is not a significant factor in the possession of entrepreneurial leadership characteristics
3. Location affects the possession of entrepreneurial characteristics
4. In-service training, workshops, interpersonal interactions, rewards for excellent performance and so on are capacity building strategies for developing entrepreneurial characteristics among the Enugu State Secondary Schools administrators.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

In this chapter, the data presented in chapter four are interpreted and discussed.

The chapter is organised under the following headings.

1. Discussion of the findings
2. Conclusion reached from the findings of the study
3. Educational implications of the findings of the study
4. Recommendations
5. Limitations of the study
6. Suggestions for further research
7. Summary of the study

#### **Discussion of the Findings**

The findings are discussed under the following headings

- A. Extent of possession of entrepreneurial leadership characteristics by  
secondary school administrators
- B. Gender as a factor affecting the possession of entrepreneurial  
leadership characteristics
- C. Location as a factor affecting the possession of entrepreneurial  
leadership characteristics

D. Capacity building strategies for developing entrepreneurial leadership characteristics

**Extent of Possession of Entrepreneurial Leadership Characteristics by Secondary School Administrators**

The findings revealed that the secondary school administrators in Enugu State possess to a large extent all the characteristics of entrepreneurial leadership listed by the researcher except computer literacy. The school administrators' low level of knowledge of computer is an indication that application of the other entrepreneurial leadership characteristics which they claim to possess may not be fully harnessed for effective school administration. This assertion is in line with Emefo (2009) who stated that the ability to use ICT information sources involves enquiry and decision-making skills, information processing and creative thinking skills and ability to review, modify and evaluate work. In essence, computer fluency is sinequanon for entrepreneurial leadership.

**Gender as a Factor Affecting the Possession of Entrepreneurial Leadership Characteristics.**

The result of the findings revealed that gender is not a significant factor affecting the possession of entrepreneurial leadership characteristics.

This finding gives credence to the findings of Ekele and Davon (2009) that sex does not have any influence on the strategies for the development of entrepreneurial skills in sports. The implication is that if given the same opportunities in terms of training and finance, both male and female administrators should be expected to achieve highly and succeed in entrepreneurial leadership.

### **Location as a Factor Affecting the Possession of Entrepreneurial Leadership Characteristics.**

The result of the findings revealed that location is a significant factor in the possession of entrepreneurial leadership characteristics. The study revealed that the secondary school administrators in the rural areas have more chances of getting involved in entrepreneurial ventures for the following reasons:-

- a) They are more prone to risk taking due to harsh conditions of life.  
For necessity, they say is the mother of inventions.
- b) They have more land at their disposal to practice farming or agro-based activities such as fishing, piggery etc
- c) They face little or no threat of inspection visits and so they have more chances of venturing into other economic activities.

## **Capacity Building Strategies for Developing Entrepreneurial Leadership**

### **Characteristics**

The result of the findings revealed that there is a strong agreement between the vice principals and the principals on the strategies listed in the study concerning the capacity building strategies for developing entrepreneurial leadership characteristics among secondary school administrators. In essence, the school administrators, though agreed that they possess to a high extent the characteristics listed by the researcher, still need to be exposed to all the capacity building strategies listed in table 4.4 for more effective secondary school administration. The top two include: that government should sponsor principals on in-service training on entrepreneurship, ICT and financial management. Secondly, government should organise periodic award giving ceremonies to honour principals who distinguish themselves in entrepreneurial ventures.

### **Limitations of the Study**

The limitations of the study include.

1. The three education zones used for the study have more schools in the rural areas than in the urban centres, hence accessibility to such schools which were located far apart was very difficult, time consuming and costly.
2. The respondents used the principals and vice principals involved in school administration. It was difficult getting them to accept the

instruments and to return the completed ones. This resulted in the short fall in the intended number of respondents.

3. Using the school administrators as respondents has the possibility of making room for biased responses. The result could have been more authentic if neutral respondents like the teachers and students were used.
4. The researcher was able to identify only two factors that could affect the possession of entrepreneurial leadership characteristics. Other factors such as area of specialization and type of tertiary institutions attended could also have been used.

The above limitations notwithstanding, the work still remains valid in the view of the findings it yielded.

### **Suggestions for Further Research.**

Based on the findings, the following suggestions were made for further research:

1. Replication of the same study could be done to identify other factors that can affect the possession of entrepreneurial leadership characteristics among secondary school administrators.
2. The study can be carried out at the primary school level in the state.
3. Replication of the study could be carried out in other states of the federation



4. Since the result of the study indicates that the Enugu State administrators possess the entrepreneurial leadership characteristics to a high extent, other researchers should try to investigate further why many secondary school leavers are not able to get involved in gainful economic activities.

## **Conclusions**

Promoting employment for secondary school leavers requires important actions in the area of skill development. This involves effective secondary school administration that can create the right environment for effective skill development among the students. It is obvious that no one can give what he/she does not have. It is in line with this that this study has tried to find out the extent of possession of entrepreneurial leadership characteristics by the secondary school administrators in Enugu State. The findings of the study revealed that the secondary school administrators actually possess to a large extent the entrepreneurship leadership characteristics listed by the researcher but lack computer fluency which is very paramount for a successful entrepreneurial leadership in a modern society like ours.

The result of the study indicates that location is a significant factor in the possession of entrepreneurial leadership characteristics while gender has no significant effect. In other words, male and female secondary school administrators can function effectively if exposed to the same environment with

the requisite training. The respondents agreed that all the capacity building strategies listed in the study are necessary for developing entrepreneurship characteristics among secondary school administrators. If the capacity building strategies are effectively applied, it is obvious that the school administrators will be better equipped for effective secondary school administration.

### **Educational Implication of the Study.**

The findings of the study have far-reaching educational implication.

In view of the importance of secondary education with its broad goals which include, preparation for useful living within the society and for higher education, efforts must be intensified to enhance the quality of its products through effective administration. This will help the secondary school leavers to contribute their quota to national development through wealth creation and self reliance.

The findings of this study imply that the government should pay much attention to equipping the secondary school administrators with the necessary skills and competences for creating the enabling educational environment for the acquisition of entrepreneurial skills among the students. Various strategies for equipping the school administrators as discovered from the study should be implemented for more effective secondary school administration. These include workshops, seminars, in-serving training etc. The result of the study will also enable the female administrators possess the potentials for entrepreneurial activities just as the males. This will help to boost

their morale to avail themselves of the necessary trainings in entrepreneurial and computer studies.

### **Recommendations**

Based on the findings of the study, the researcher made the following recommendations:

Secondary school administrators should avail themselves of every opportunity to enhance their administrative competence through workshops, seminars and in-service trainings Government should mandate school administrators to enforce the teaching of entrepreneurship subjects in their schools & follow it up with effective monitoring

School administrators should personally be involved in the supervision of entrepreneurial activities in their schools. Government should organise periodic transfer of teachers and principals from the urban centres to the rural areas and vice versa to give everyone equal opportunity of learning from the different environments

Government should develop a framework for rewarding outstanding secondary school principals in entrepreneurial activities.

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**APPENDIX IA****STUDY POPULATION DISTRIBUTION**

<b>Education Zone</b>	<b>No of Principals</b>	<b>No of vice principal</b>
Agbani	43	43
Awgu	50	50
Enugu	26	26
Nsukka	56	56
Obollo-Afor	45	45
Udi	51	51
<b>Total</b>	<b>271</b>	<b>271</b>

**Source: Statistics Division; Post Primary Schools Management, Board, Enugu**

**APPENDIX IB****SAMPLE ZONES AND SAMPLE POPULATION SIZE**

<b>Sample Zone</b>	<b>No of Principals</b>	<b>Sample Size of Principals</b>	<b>No of Teachers</b>	<b>Sample Size of</b>
--------------------	-------------------------	----------------------------------	-----------------------	-----------------------

				<b>Teachers</b>
Awgu	50	32	50	32
Nsukka	56	36	56	36
Udi	51	32	51	32
<b>Total</b>	<b>157</b>	<b>100</b>	<b>157</b>	<b>100</b>

**APPENDIX II**

**QUESTION**

Department of Educational Foundations  
University of Nigeria,  
Nsukka.

Dear Respondents,

**REQUEST FOR RESPONSE TO A QUESTIONNAIRE**

This researcher is a post graduate student of the above named school, carrying out a study on the entrepreneurship leadership as a factor in effective secondary school administration in Enugu state. You are kindly requested to frankly and objectively as possible complete the attached by ticking (ç) in the appropriate column to indicate the extent to which you agree or disagree with any of the items. The exercise is` purely an academic one and the information supplied will be treated with strict confidence.

Thanks for your co-operation.

Yours faithfully

Ukaejiofo C.D. (Mrs)

REG NO:PG/MED/SD/08/48088

**APPENDIX III****INSTRUMENT FOR DATA COLLECTION****SECTION A****PERSONAL DATA**

Please provide the following pieces of

information by ticking (ç) in the appropriate boxes.1. Name of school\_\_\_\_\_

2. Sex: (a) Male [  ] (b) Female [  ]

3. Rank: (a) Vice Principal [  ] (b) Principal [  ]

4. Area of specialization: (a) Science [  ] (b) Arts [  ]

5. Education Zone: (a) Agbani [  ] (b)Awgu [  ] (c) Nsukka [  ] (d) Obollo Afor [  ] (e) Udi [  ]

6. Location of school: Rural (b) Urban

**SECTION B****INSTRUCTIONS**

Below are some ratings designed to elicit information on, the "Entrepreneurship Leadership as a Factor in Effective Secondary School Administration in Enugu State." Please indicate your opinion by ticking (ç) in the appropriate column against the choice which best suits and represents your opinions.

Clusters C has the following:

Very High Extent (VHE) 4points

High Extent (HE) 3 points

Low Extent (LE) 2 points

Very Low Extent (VLE) 1 point

Cluster ABC contain the following:

Strongly Agree (SA) 4points

Agree (A) 3 points

Disagree (D) 2 points

Strongly Disagree (SD) 1 point

**CLUSTER A: Extent to which the Enugu State Secondary School  
Administrators Possess the Entrepreneurship Leadership  
Characteristics.**

<b>S/N</b>	<b>To What extent does your principal possess the following characteristics?</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
1	Capacity to cope with pressure				
2	Self confidence				
3	Good Communication skill and ability to communicate his/her vision to others				
4	Ability to take challenges and work to deadlines				
5	Computer fluency				
6	Desire and ability to learn				
7	Persistence and ability to give attention to details.				
8	Ability to take risk in the face of uncertainty.				
9	Ability to accept and take responsibilities.				
10	Ability to take quick decision in response to changing situations				
11	ability to create new ideas				
12	Calmness and self discipline				

**CLUSTER B: Effect of Gender on the Extent of Possession of  
Entrepreneurship Leadership Characteristics Tics**

S/N	ITEMS	SA	A	D	SD
13	Women, by virtue of their socially ascribed responsibilities do not have enough opportunity like men to involve themselves in continuous learning and innovation.				
14	Men are more flexible than women and so have the ability to move fast in response to changing organizational demands.				
15	Women are very emotional and take things personally that they may not be able to command the respect and loyalty of their subordinates.				
16	Men are more adventurous and are therefore more likely to take the risk of venturing into new business opportunities.				
17	Women lack the confidence and emotional balance to stand firm on their decision without being swayed or intimidated.				
18	Men are by nature strong, daring and enduring. Hence, they have the ability to push through, until success is achieved.				

**CLUSTER C: Effect of Location on the Extent of Possession of Entrepreneurial Leadership Characteristics**

S/N	ITEMS	SA	A	D	SD
19	Principals in the rural areas are more prone to risk taking due to the harsh conditions of life they go through.				
20	Principals in the rural areas have less fear of being harassed by supervisors from the state ministry of Education and so they have more chances of venturing into other economic activities.				
21	schools in the rural areas have a lot of land to practise farming and other agro-based economic activities such as fishery, snail farming, pigry etc.				
22	Principals in the urban areas are more conscious of their social status and so may consider getting involved in small economic ventures as belittling.				
23	Principal in the urban areas are distracted by a lot of social activities that they lack the time, strength and commitment required to think innovatively or venture into new opportunities.				



**CLUSTER D: Capacity Building strategies for development of  
Entrepreneurship Leadership Characteristics among  
Secondary School Administrators.**

S/N	School administrators have to be empowered through the following capacity building strategies.	SA	A	D	SD
24	Government should sponsor principals for in service training on entrepreneurship, ICT and financial management				
25	Principals should be sponsored occasionally for inter-zonal workshop on entrepreneurship.				
26	Government should encourage principals to device ways of generating fund, rather than imposing levies on the students				
27	Government should organize periodic award giving ceremonies to honour principals who distinguish themselves in entrepreneurial ventures				
28	Principals should be empowered to create good principal- teachers and students relationship.				
29	Principals should create informal forum for				

	interpersonal interaction and exchange of ideas to motivate and enlighten one another.				
30	Outstanding principals should be recognised and given special award to motivate others.				

### Mean for Research Question One (cluster A)

#### Group Statistics

VP-1, Principal	N	Mean	Std. Deviation	Std. Error Mean
Item 1 VP	92	3.3370	.68383	.07129
Principal	94	3.6277	.56766	.05855
Item 2 VP	92	3.5000	.54470	.05679
Principal	94	3.6702	.59366	.06123
Item 3 VP	92	3.4022	.68033	.07093
Principal	94	3.5638	.57844	.05966
Item 4 VP	92	3.2500	.75046	.07824
Principal	94	3.3298	.59366	.06123
Item 5 VP	92	2.3370	.82910	.08644
Principal	94	2.3936	.90658	.09351
Item 6 VP	92	3.2717	.55674	.05804
Principal	94	3.4362	.68090	.07023
Item 7 VP	92	3.2717	.59491	.06202
Principal	94	3.5745	.57715	.05953
Item 8 VP	92	3.0217	.77002	.08028

Principal	94	3.2340	.73945	.07627
Item 9 VP	92	3.4674	.58274	.06075
Principal	94	3.5319	.58110	.05994
Item 10 VP	92	3.1739	.84657	.08826
Principal	94	3.5745	.57715	.05953
Item 11 VP	92	3.1739	.67301	.07017
Principal	94	3.4043	.67711	.06984
Item 12 VP	92	3.5109	.58356	.06084
Principal	94	3.5106	.54368	.05608
ClustermeanA VP	92	3.2264	.41240	.04300
Principal	94	3.4043	.36065	.03720

**Mean for Research Question Two (Cluster B)**

Item 13 Male	122	2.8197	.80306	.07271
Female	64	3.0312	1.03845	.12981
Item 14 Male	122	3.1885	.85601	.07750
Female	64	2.7031	1.01855	.12732
Item 15 Male	122	3.0082	.66178	.05991
Female	64	2.3750	1.07644	.13456
Item 16 Male	122	3.4180	.73676	.06670
Female	64	2.7812	.95067	.11883
Item 17 Male	122	2.7869	.93799	.08492
Female	64	2.3750	1.06160	.13270
Item 18 Male	122	3.3279	.76539	.06930
Female	64	3.0312	.89031	.11129
ClustermeanB				

Male	122	3.0915	.43814	.03967
Female	64	2.7161	.54163	.06770

### Mean for Research Question 3 (Cluster C)

#### Group Statistics

Urban -1.....	N	Mean	Std. Deviation	Std. Error Mean
Item 19Urban	51	2.7843	.70182	.09827
Rural	135	3.3037	.79433	.06836
Item 20Urban	51	3.1765	.79261	.11099
Rural	135	2.4444	.95937	.08257
Item 21Urban	51	3.4902	.50488	.07070
Rural	135	3.4148	.69524	.05984
Item 22Urban	51	2.5882	.57189	.08008
Rural	135	2.6963	.90003	.07746
Item 23Urban	51	2.1569	.73137	.10241
Rural	135	2.5259	.84491	.07272
ClustermeanC				
Urban	51	2.8392	.34414	.04819
Rural	135	2.8770	.52118	.04486

**Mean for Research Question 4 (Cluster D)****Group Statistics**

VP-1 Principal	N	Mean	Std. Deviation	Std. Error Mean
Item 24 VP	92	3.6957	.58815	.06132
Principal	94	3.8085	.44665	.04607
Item 25 VP	92	3.4674	.70245	.07324
Principal	94	3.6277	.52842	.05450
Item 26 VP	92	3.4891	.54460	.05678
Principal	94	3.3723	.67177	.06929
Item 27 VP	92	3.7174	.45273	.04720
Principal	94	3.6170	.56997	.05879
Item 28 VP	92	3.7283	.44729	.04663
Principal	94	3.5319	.71395	.07364
Item 29 VP	92	3.5435	.63615	.06632
Principal	94	3.2660	.64217	.06623
Item 30 VP	92	3.7174	.58038	.06051
Principal	94	3.6702	.55626	.05737
ClustermeanD				
VP	92	3.6227	.37801	.03941
Principal	94	3.5562	.45873	.04731

**T-Test for Hypothesis One (Effect of Gender on Possession of Entrepreneurial Characteristics)**

**Independent Samples Test**

	Levene's Test for equality of variance		T-Test for Equality of Means						
	f	sig	T	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
								Lower	Upper
Equal variances assumed.	7.222	.005	3.402	184	.001	.20234	.05948	.08499	.31968
Equal variances not assumed			2.998	92.026	.003	.20234	.06750	.06828	.33639

**T-Test for Hypothesis Two (Effect of location on possession of Entrepreneurial Leadership Characteristics)**

**Independent Samples Test**

	Levene's Test for equality of variance		T-Test for Equality of Means						
	f	sig	T	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
								Lower	Upper
Equal variances assumed.	1.246	.266	-1.477	184	.141	-.09586	-.06492	-.22394	.03222
Equal variances not assumed			-1.661	116.663	.099	-.09586	.05772	-.21018	.01846





**APPROVAL PAGE**

This thesis has been approved for the award of M.ED Degree in the department of Educational Foundations, University of Nigeria Nsukka.

**BY**

-----

**Prof. Ann Okolo**  
**Supervisor**

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**Date**

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**External Examiner**

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**Date**

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**Internal Examiner**

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**Date**

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**Prof. C.J.A Onwuka**  
**Head of Department**

-----

**Date**

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**Prof. Uju Umo**  
**Dean, Faculty of Education**

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**Date**

**CERTIFICATION**

This is to certify that I am responsible for the work done in this thesis, that the original work is mine except as specified in the acknowledgements and references, and that neither the thesis nor the original work submitted therein has been submitted to this university or any other institution for the award of a degree.

Ukaejiofo, Chinwe Dorothy (Mrs.)

-----  
Signature

-----  
Date

**DEDICATION**

I dedicate this work to God Almighty for the strength and grace to get this work completed

## **ACKNOWLEDGEMENTS**

It is with great joy that I express my immense gratitude to the Almighty God who made it possible for this work to become a reality inspite of so many obstacles along the way. I sincerely appreciate the loving and kind contributions of my supervisor, Dr (Mrs.) Ann Okolo. I am also indebted to Prof. Ogbonnaya N., Dr. Ezeugwu, J.O, Dr. Uche Asogwa and Prof. Usman for their invaluable contributions towards the completion of this work.

Finally, I am greatly indebted to my dear husband for his encouragement, my sister, Mrs. Chizoba Orazulume and my beloved children Ogoo, Nnaa, Chinedu and her hubby, Donald. I don't really know how far I could have gone without their encouragement and contributions. I will like to appreciate the typist of this work, Miss. Patricia for her patience and hardwork.

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**ABSTRACT**

Effective Secondary School administration is central to providing the needed enabling environment for producing the desired Secondary school products (students) that can meet with the national objectives for secondary education. The purpose of this study was to investigate entrepreneurship leadership as a factor in effective secondary school administration in Enugu State. Four research questions and two hypotheses guided the study. The hypotheses were tested at 0.05 level of significance the responses to the research questions. The descriptive survey design was adopted. The sample population for the study consisted of 100 principals and 100 vice principals selected through proportionate stratified random sampling. The instrument for data collection was a structured questionnaire, titled Entrepreneurship leadership, a factor in Effective secondary school Administration (ELFESSA). The study focused on the extent of possession of entrepreneurial leadership characteristics by the secondary school administrators, the effect of gender and location on the extent of possession and the capacity building strategies for developing entrepreneurial leadership characteristic. Mean and standard Deviation were used to answer the research questions while a t-test statistics was used for data analysis. Findings show that the secondary school administrators in Enugu State possess entrepreneurial leadership characteristics but lack computer literacy. The study also discovered that gender does not affect the possession of entrepreneurial leadership characteristics while location does. Strategies for developing entrepreneurial leadership characteristics were stated. Recommendations include among others, that the government should mandate school administrators to enforce the teaching of entrepreneurship subjects in their schools and follow it up with effective monitoring.