

**MANAGEMENT OF SECONDARY EDUCATION FOR  
ENTREPRENEURIAL SKILLS ACQUISITION AND  
DEVELOPMENT IN UKWUANI LOCAL GOVERNMENT  
AREA OF DELTA STATE**

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**Abstract**

*The study examined the management of secondary education for entrepreneurial skills acquisition for grandaunts in Ukwuani Local Government Area of Delta State. It specifically examined the impact of principals' leadership skills, effective teachers and the curriculum implementation on the acquisition of entrepreneurial skills. The study made use of ex-post facto research design. Three research questions guided the study. The population of the study was 1014 respondents, which comprised 752 senior secondary III (SS3) students, all 252 teachers and 10 principals from all the 10 public secondary schools. Purposive sampling technique was used to select a sample size of 140 respondents. Data collection was by the use of a questionnaire titled Management of Secondary Education for Entrepreneurship skills Development (MSSESD). The reliability of the instrument was determined using Cronbach Alpha and the reliability coefficient of .88 (principals leadership skills), .76 (qualities expected of teachers) and .89 (impact of secondary school curriculum). The three research questions were answered using mean and standard deviation. Results obtained showed that efficient leadership skills of principals who motivate their staff to put in their best, quality teachers to effectively implement the curriculum among others are needed to equip students with entrepreneurial skills. Conclusions made were that principals' effective leadership, quality teachers and the implementation of the curriculum will lead to skills acquisition for entrepreneurship. Based on the findings, principals with adequate knowledge and skills for leadership, quality teachers and strict implementation of the curriculum were recommended.*

**Keywords:** Leadership, secondary education, teachers, curriculum, entrepreneurship.

## Introduction

Education is seen as the leading out of inborn powers and potentials of individuals in a society and the actualization of skills, aptitudes and competencies necessary for self-actualization and for coping with life challenges. Itedjere (2004) sees education as a social and continuous process in an attempt to develop the personality of the child and prepare him for membership of the society. Education is seen as a means of developing innate skills of learners to enable them thrive and contribute positively to their communities. Emphasizing the importance of education, Ogonor (2019) says education is perceived by many countries as the greatest weapon against poverty, disease and ignorance. The author further observed that many countries have successfully used education to make giant strides in national growth and development. Countries like Finland, Taiwan and China are now regarded as emerging advanced economies as a result of deliberate policy of education as a tool for socio-economic and political development. In recognition of the place of education in national growth and development, Nigeria has taken the initiative and set laudable educational goals and objectives at all tiers of her educational system. In line with these objectives, the National Policy on Education (FGN, 2013) stressed the need for functional education for the promotion of a progressive and united Nigeria. To this end, school programmes need to be relevant, practical and comprehensive, while interest and ability should determine individual's direction of study.

The secondary education follows immediately after the primary school education. It is regarded as the foundation of a child's future career. Its importance is seen in the dramatic enrolment figures through the years. The attainment of secondary school education holds the key to self-reliance, a decent life and a means to contribute meaningfully to national growth and development. The effective leadership role of principals, quality teachers and

implementation of the curriculum will to a very large extent determine the attainment or otherwise of secondary school objectives as stated in (FGN, 2013) as follows:

- i. Provide manpower in applied science, technology and commerce at sub-professional grades.
- ii. Develop and promote Nigerian language, arts and culture in the context of the world's cultural heritage.
- iii. Raise a generation of people who can think for themselves, respect the dignity of labor, appreciate those values specified under our broad national goals and live as good citizens.
- iv. Provide technological knowledge and vocational skills necessary in Agriculture, industrial, commercial and economic development.

To achieve the aforesaid objectives, the knowledge, resourcefulness of principals' leadership and the teaching skills of teachers are pivotal to the achievement of entrepreneurial skills. From observation and experience, there are many unemployed grandaunts today. It then becomes necessary to access the skills of principals, teachers and the implementation of the curriculum to equip students so that upon graduation, they can be self-reliant.

Entrepreneurial skills according to Ezinwa (2017), are a rebranding education culture meant to guarantee educational system reengineering arising from the obvious deficiencies of existing education system. It is aimed at equipping students with the requisite skills and competencies needed in the world of work. Today, a lot of secondary school grandaunts are unemployed. Some of them who could not secure admission in tertiary institutions are not meaningfully engaged. They roam the streets, involve in a number of social vices. In line with this, Ifeluni (2015) observes that the problem of globalization, unemployment and a more functional education could be overcome by

making the products more globally competent. It becomes expedient to access the leadership roles of secondary school principals, teachers and curriculum implementation to ensure adequate skills acquisition for entrepreneurship and socio-economic development.

**Leadership roles of Principals:** It is a process of influencing the activities and behaviors of an individual or group towards goal attainment in a given situation (Musaazi,1982). The principal is the administrative head of the school and has a lot of responsibilities such as:

- i. Shaping a vision of academic success for all students; one based on high standards.
- ii. Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interactions prevail.
- iii. Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision.
- iv. Improving instruction to enable teachers to teach at their best and students to learn their utmost.
- v. Managing people, data and processes to foster school improvement. (Wallace,2013).

In line with the foregoing, the effective leadership roles of principals would ensure that these responsibilities are met. The degree of fulfilling these leadership roles greatly depends on the principals' knowledge, attitudes and power to influence the behaviors of subordinates through persuasion, motivation and human relationship. In consonance with this view, Purkey and Smith (1983) cited in Osagie and Mommoh (2016) recognized that in order to build a strong teacher commitment towards the realization of school goals, the principal must provide strong leadership in setting

and developing school goals, creating unity of purpose, facilitating communication and managing instruction. Similarly, in order to succeed, the principal should set a high standard of achievement for teachers and students while encouraging, motivating and providing the right ambience and character of teaching and learning. In line with this, Louis, Leithwood, Wahlstrom and Anderson (2010) cited in Krasnoff (2015) suggested that effective principals should set a high standard of achievement for students recognizing that it is the key to bridging the gap between advantaged and disadvantaged students.

The role of the principal could be enhanced for better performance by involving in constant interaction with staff, students and taking note of personal interest, individual differences and incorporating them into organizational goals. In support of this, Osagie and Mommoh (2016) commented that an effective leadership role stimulates staff to achieve more than is originally expected of them while creating supportive organizational climate for excellence. In a similar view, Louis et al (2010) in Krasnoff (2015), observe that when principals and teachers share leadership, teachers working relationship with each other are stronger and students' achievement is higher.

However, there are certain practices in secondary schools that hinder effective roles of secondary school principals and greatly affect the attainment of secondary school objectives. Some of them are: inadequate teachers, instructional materials, examination malpractice, gross indiscipline of teachers and students and truancy. In addition, a critical aspect in school administration begins with the appointment of principals. When this stage is not carefully monitored, the wrong persons may be appointed as principals. In support of this,

Olaleye (2013) stressed that principals' appointments are not based on administrative professionalism but on politics and mass promotion.

The teacher is the most important functionary in the life of the secondary school student. He stands out as a key to realizing the high standards that are increasingly emphasized in the school system. The achievement of secondary school objectives greatly depends on quality teachers who possess the knowledge, skills and methodologies needed in the classroom for creativity, innovation and at the same time inculcating values required for entrepreneurship. Furthermore, Oladipo (2008) observed that teachers are an essential ingredient for the foundation of a good educational system because they prepare students adequately for examinations and attainment of national goals.

In order to enhance teachers' job performance, adequate training and retraining in modern pedagogical skills are needed for impartation of teaching and learning skills in the 21<sup>st</sup> century. This would raise a generation of people who can think for themselves and effect solutions to problems. It therefore becomes important that teachers need to be abreast with new developments in their fields including ICT literacy and teachers must teach traditional subjects in new ways that acknowledge our digital future (Ifeluni, 2015). Furthermore, quality teachers with certain sterling characteristics which according to Oke, Ogundele and Mainoma (2017) are knowledge of the subject matter, good planner, excellent classroom manager with interpersonal relationship with staff and students, humility, commitment and models to the next generation.

However, there are some discrepancies in the placement of teachers in relation to their training. This has resulted in gross inefficiency among teachers. Agabi (1999) observed that there are inadequate teachers who are inappropriately distributed and wrongly placed in relation to their training. This results in work overload and

inefficiency. In addition, Ofiemu and Kolawole (2016) noted that many of the teachers were not computer literate and were not in the habit of accessing the internet for new ideas about their subject but continue to use and repeat the same old, archaic learning materials and methodologies for their students.

Similarly, when teachers work in unconducive environment, inadequate teaching facilities and are poorly motivated, they would be naturally unwilling to put in their best. In support of this view, Nakpodia (2019) observed that many teachers are poorly motivated such that the primary job of the teacher has become part time with divided loyalty. These issues must be resolved before a seamless implementation of the curriculum can be achieved for the acquisition of adequate entrepreneurship skills.

Curriculum Implementation involves planning the curriculum into syllabuses, schemes of work, preparing lesson notes and instructional materials, the personality of the teacher and the actual interaction with learners. (Amadioha, 2014). Curriculum implementation also involves the practice of formally approving courses of study, syllabuses, scheme of work and lessons to be delivered to students. The curriculum is learner-based because the learner acquires the intended skills, knowledge and ideas that are specifically aimed at enabling the learner to function effectively as an entrepreneur. The teacher occupies a pivotal place in the implementation of the curriculum. It is the responsibility of teachers to understand the depth, scope and content of the subject matter, the quality and quantity of instructional materials needed, the teaching methods best suited for learners and the level of motivation required. Similarly, the role of principals in supervision is very important in the implementation of the curriculum. Through regular supervision, principals ensure that effective teaching and strict compliance is observed in the implementation of the curriculum. However



there are gaps in the effective implementation of the curriculum arising from inadequate professional teachers and instructional materials. Ahmadi and Lukman (2015) observed that there are inadequate qualified specialist teachers in ICT and technical subjects who are capable of translating the curriculum into reality. When teachers are few, they are compelled to teach subjects that are not in their areas of specialization. They further noted that in most secondary schools in Nigeria, there are dilapidated buildings, inadequate tables and chairs and other instructional materials which have negative effects on the effective implementation of the secondary school curriculum. In the same way, Amadioha (2014) has emphasized political factors which include the instability, educational philosophy of government in power, frequent changing of ministers, commissioners, and civil service rivalry. These reasons explain why Akanbi and Jekayinfa (2019) noted that the curriculum implementation process is faulty and stated that it is one of the reasons why the curriculum and its implementation does not reflect educational policies as stated on paper.

### Statement of the Problem

One of the objectives of secondary education is to provide technical knowledge and vocational skills necessary in agricultural, industrial, commercial and economic developments. This is aimed at equipping secondary school granduands with entrepreneurial skills to make them self-reliant upon graduation. To achieve this requires an effective school leadership, quality teachers and effective implementation of the curriculum. However, the researcher has observed some ineffective leadership skills among principals. There are inadequate teachers, inadequate teaching materials, inadequate teacher development programmes and poor implementation of the curriculum. The result is the production of students with inadequate skills incapable of self-development and entrepreneurship. The

problem of study is: How can secondary education be effectively managed to achieve the goals of secondary education for entrepreneurship?

### Research Questions

- (i) What leadership skills do principals need to achieve the objectives of management of secondary education for entrepreneurship skills development?
- (ii) What qualities of teachers are needed to achieve the implementation of the current curriculum in secondary schools education for the development of adequate entrepreneurship skills?
- (iii) Has the implementation of the curriculum met the objectives of secondary education for entrepreneurship skills development?

### Research Method

The research was carried out in Ukwuani Local Government Area of Delta State. The study population was 1014 comprising all the 752 senior secondary III students from the ten public secondary schools, 10 principals and 253 teachers in the local government area during 2019/2020 academic year. This set of students was considered appropriate for the study because they have spent more than five years in school and were familiar with the concept under study. Purposive sampling technique was used to select a sample size of 140 respondents. 100 students (10 from each school), 30 teachers (three from each school) and all the 10 principals in the local government area made up the sample for the study. A well validated 24 item test questionnaire titled, "Management of Secondary Schools for Entrepreneurial Skills Acquisition (MSSESA)" with a four point scale of, Strongly Agreed, Agreed, Disagreed and Strongly Disagreed, was used for data collection. The test retest method was used to administer the same questionnaire on a different set of students outside the study area

to ensure a good understanding of the study objectives. The reliability of the test items was determined using Cronbach Alfa statistics which yielded “r” .88 (for leadership qualities expected of principals), “r” .76 (qualities expected of teachers) and “r” .89 (impact of curriculum on secondary school education). The researcher and one research assistant administered the instrument in all the ten schools. All the 140 copies of the questionnaire were retrieved.

Descriptive statistics such as the mean and standard deviation were used to answer the three research questions. The decision rule for acceptance was, 2.5 and above was Agreed and below 2.5 was Disagreed.

### Research Question 1

What leadership skills do principals need to achieve the objectives of management of secondary education for entrepreneurship skills development?

**Table 1:** Mean and Standard Deviation on Principals' Leadership Quality needed to Achieve the Objectives of Secondary Schools.

		N = 140		
S/No	Leadership skills Expected of principals	MEAN	SD	DECISION
1	Provide conducive learning environment	2.81	0.70	Agree
2	Involves staff in decision making	2.70	1.08	Agree
3	Motivates staff to put in their best	3.24	0.74	Agree
4	Monitors teaching process	3.17	0.79	Agree
5	Monitors students learning process	2.83	1.43	Agree
6	Has good communication skills	3.76	0.58	Agree
7	Has interpersonal relationship with staff	3.38	0.61	Agree
8	Recommends teachers for skills development	2.93	0.39	Agree
9	Ensures that teachers work according to school goals	3.52	0.62	Agree
	GRAND MEAN	3.15		

Table 1 revealed that items 1 – 9 had mean score range of 2.70 – 3.58 and a total grand mean of 3.15 which was above the benchmark of 2.50. All the items under leadership traits expected of principals were accepted as effective leadership traits. This shows that the respondents considered these leadership skills of principals adequate to achieve the objectives of secondary school education.

### Research Question 2

What qualities of teachers are needed to achieve the implementation of the current curriculum in secondary school education for the development of adequate entrepreneurship skills?

**Table 2:** Mean and Standard Deviation on Quality of Teachers needed to Achieve the Implementation of the Curriculum in Secondary Schools.

			N = 140	
S/No	QUALITIES EXPECTED OF TEACHERS	MEAN	SD	DECISION
10	Good knowledge of subject matter	2.99	0.82	Agree
11	Uses innovative teaching methods	2.74	0.93	Agree
12	Creates interest in students	2.83	0.90	Agree
13	Makes sure he/she is being understood	2.96	0.71	Agree
14	Refers to latest development in the field	2.82	0.92	Agree
15	Uses adequate teaching aids	2.74	0.69	Agree
16	Completes syllabus within stipulated time	2.98	0.81	Agree
17	Excellent classroom manager	2.81	0.88	Agree
18	Inspires students to excel	3.29	0.86	Agree
	<b>GRAND MEAN</b>	2.91		

The result in Table 2 indicates that items 10 - 18 had mean score range of 2.74 – 3.29 which were above the benchmark of 2.50 and were regarded as Agreed. All the items had a total grand mean score of 2.91. This showed that all the respondents considered these qualities adequate for teachers needed to attain the objectives of

secondary school education.

### Research Question 3

Has the implementation of the curriculum met the objectives of secondary education for entrepreneurship skill development?

**Table 3:** Mean and Standard Deviation on the Knowledge Acquired in Secondary Schools to Achieve the of Entrepreneurial Skills

			N = 140	
S/No	IMPACT ON SECONDARY SCHOOL EDUCATION	MEAN	SD	DECISION
19	Knowledge gained will empower students	2.42	1.04	Disagree
20	Help reduce poverty among grandaunts	1.91	0.84	Disagree
21	Provide adequate skills for tertiary education	2.71	0.67	Agree
22	Helped to develop creativity among students	2.39	0.92	Disagree
23	Exposed students to innovative skills	1.91	0.84	Disagree
24	Exposed students to knowledge in job creation	1.59	1.00	Disagree
25	Helped reduce impact of unemployment	1.98	0.85	Disagree
26	Enabled students to be self employed	1.67	0.47	Disagree
	<b>GRAND MEAN</b>	2.07		

Table 3 showed that items 19, 20, 21, 22, 23, 24, 25 and 26 had mean score range of 1.59 – 2.71 and a total grand mean of 2.07 which was below the benchmark of 2.50.

This implied that knowledge acquired in secondary school education was considered inadequate to achieve all the objectives of secondary education.

## **Discussion of Findings**

The finding revealed the leadership skills needed in secondary schools as; providing a conducive learning environment, involving staff in decision making, motivation of staff, monitoring teaching and students' learning process, good communication skills, interpersonal relationship with staff, recommending teachers for skill development and ensuring that teachers are working according to school objectives and a good role model. The mean values for each item exceeded the critical value of 2.5. All the items in section 1-9 were accepted; this indicates that secondary schools need effective principals who are equipped with leadership skills and know how and when to apply them to achieve the desired objectives. This finding is in line with Osuji and Koko (2019) that secondary school principals' administrative practices are important especially in the areas of supervision of instructional materials, teachers' pedagogical skills, creating a conducive learning environment for teaching and learning. Osagie and Momoh (2016) stated that effective principals who can transform schools with effective communication skills, a vision that encourages hard work and expresses important goals and team spirit are ideal in secondary schools. Furthermore, when teachers are involved in decision making, there is a feeling of cooperation and togetherness. Uthman and Kassim (2016) reported that involving teachers in decision making is well justified because they come together in helping the principal to build the school environment with the sole intension of achieving success.

The finding also revealed that the mean values of the study exceeded the critical value of 2.5. This implies that teachers who are very knowledgeable in their subject areas, use innovative teaching methods, who create interest in students, make sure that he/she is understood, refer to the latest developments in the field, use adequate teaching aid, complete the syllabus within the stipulated

time, an excellent classroom manager and an inspiration to students. In consonance with this finding, Ofiemu and Kolawole (2017) note that competent and professionally trained teachers are part of the essential foundation for a good educational system and attainment of national objectives. This view as acknowledged by Illoabunachi and Afangideh (2016) who stated that quality teachers who posses unique qualities, including a passion for their subjects and the ability to transfer into the learners excellent communication and interpersonal skills, are needed for entrepreneurship and socio economic growth of a nation.

The result further revealed that the critical mean scores for item 19- 26 were below 2.5 while only item 21 was above 2 .5. This implies that secondary school education has not provided adequate knowledge for empowerment, poverty reduction, creativity, innovation, nor; reduced the impact of unemployment and enabled students to be self employed upon graduation. The findings corroborates the report of Osuji and Koko ( 2019) that knowledge gained in secondary education has not equipped the recipients with the much needed entrepreneurial skills needed for self actualization, neither has it afforded them innovative and problem solving skills to adapt to modern challenges in dynamic communities.

## **Conclusion**

The acquisition of appropriate skills is synonymous with entrepreneurship. The effective management of secondary schools needs leaders who understand and know how to communicate a vision for success and provide a suitable learning environment for teaching and learning.

Similarly, quality teachers who have a good mastery of their subject methodology and inspire students to reach beyond their dreams are needed in secondary education today. Also, strict implementation of the curriculum will greatly enhance the achievement of secondary school objectives for the acquisition of entrepreneurship skills.



## Recommendations

The following recommendations are made from the findings.

- 1) The Government should appoint principals who demonstrate skills, knowledge and attitudes of leadership capable of transforming secondary schools.
- 2) The Government of Delta State should employ quality teachers who are competent in ICT and adequate mastery of the subject area to inspire students for excellence.
- 3) There should be regular supervision of schools by principals and Ministry of Education officers to ensure adequate availability and utilization of instructional materials and strict implementation of the curriculum.

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