
Effective School Administration to Create Entrepreneurship Spirit Among Students Towards Achieving Vision-2020 Objectives in Nigeria

By

DR NNEKA G. NWAKA

*Department of Educational Foundations And Administration,
Nwafor Orizu College of Education, Nsugbe,
Anambra State.*

Abstract

The study aimed at identifying specific activities that can create entrepreneurship spirit among students to enhance achievement of Vision 2020 in Nigeria. The study sought the views of a sample of secondary school teachers and principals in Anambra State using two research questions and two null hypotheses. A-15 item researcher-developed questionnaire was used for data collection. The instrument was validated and reliability tested. Means, standard deviation and t-test were used for data analysis. Findings indicated that entrepreneurship spirit among the students would make them change attitudes/values towards the entrepreneurship function and prepare them for a dynamic labour market among others. Among the recommendations made was that government should live up to expectation by providing the schools with the enabling resources in order to aid them in the match towards achievement of Vision 2020 objectives in Nigeria.

Introduction

It has been noted that nations which have recorded tremendous feats in the world heavily relied on the instrumentality of education (Akuh, 2008). In affirmation, World Bank Group (2004) observed that education is the foundation of all societies and globally competitive economies. It is the instrument for reducing poverty and inequality, improving health, enabling the use of technologies, creating and spreading knowledge. Succinctly, the government of Nigeria saw education as an instrument for national development and that it shall continue to be highly rated in the national development plans because it is the most important instrument of change (FRN, 2004) No wonder, Clodfeller in Igbiazaka (2009) contended that in this 21st century, education is poised to integrate business, entrepreneurship and technology so that the student should have a sound educational foundation for seizing opportunities.

Therefore, the question for Entrepreneurial and Functional Education (EFE) as a means for achieving the national objectives of Vision 2020 (V-2020) in Nigeria

cannot be over-emphasized. EFE is a weapon for acquiring technological skills, relevant knowledge and habits for surviving in the changing world as well as necessary for providing opportunity and facility to achieve maximum potential and provides the country with adequate and competent manpower (Yar'Adua, 2009). Since education, according to Nwaka (2009), is the only fast-track for sustainable development in any society then, it must have an agency and a driver(s) which is the school and the school administrator/ teachers respectively. This is because it is the school that is charged with the responsibility of planning for, implementing and the development of skills and knowledge among the learners under an effective school administration/teaching. Based on the following, if Nigeria should achieve V-2020 through EFE, priority attention should be paid to efficient and effective administration of the available resources in the secondary schools as well as effective teaching. This is in order to pave a smooth avenue for creating an entrepreneurial spirit among the students at that stage so that they would develop the mind-set for entrepreneurship and would not depart from it in the future.

In the secondary schools, the students will be exposed early to the world of business/work, the knowledge of the role of entrepreneurship and values attached to creativity, spirit of initiative, functionality and independence. To this effect, the secondary school curriculum and instruction should be strengthened. A commitment must be made to the Nigeria's core values and school administrators should make efforts to improve practice in the classrooms through effective monitoring and evaluation. To achieve this, government must live up to expectation; endeavour to provide the necessary and adequate human and material resources. The administrator in his own part, has the role of preparing the school environment to be responsive, relaxed, warm, non-threatening and accepting; leading the school through the principle of collective and democratic leadership; transparency and accountability as the only way to achieve the visions for all Nigerians. Principals function more effectively when in collaboration with the subordinates e.g. teachers and the school communities. In a relaxed atmosphere, students are more likely to come forth with creative responses and behaviour.

V-2020 (V2020) is a comprehensive frame work designed to stimulate economic growth in the country. The vision is aligned with the goals of National Development Plan (NDP). One of the main goals of V-2020 is to place Nigeria in the top 20 leading economies of the world by the year 2020. To achieve this objective, Nigeria would like to compete with nations like the United States, Japan, Germany, China, and the United Kingdom which have traditionally maintained the top five ranking of the International Monetary Fund (IMF)

President Yar'Adua's seven-point agenda supports V-2020. Thus, the Federal Government of Nigeria expects that with V-2020 in view, Nigeria would achieve among others an enabling and suitable environment for education to achieve the desired national reforms and human development objectives; reform and restructure education

sector and develop the citizenry to acquire skills and knowledge that would prepare them for the world of work (Chukwuemeka, 2009, and Soludo, 2007); a modern and vibrant education system, which provides for every Nigerian the opportunity and facility to achieve his maximum potential and provide the country with adequate and competent manpower etc. hence, the introduction of Entrepreneurship Education (EE). EE is that aspect of education that develops entrepreneurial spirit and mind-set in the individual. In other words, it prepares an individual for occupational fields and for effective participation in the world of work as well as preparation for responsible citizenship and a tool for promoting environmentally sound sustainable development and a way of alleviating poverty for individuals (Nwaka, 2009). EE emphasizes functionality. Functional education concerns acquisition of practical skills. Anyone equipped with the relevant entrepreneurial skills, values and ideals would venture into small scale business such as tailoring, trading, fishing, barbing, packaging of garri and soap making etc. (Ukwanyi and Eteng, 2009). Increase of human capital through education could be the catalyst for the social and economic development of Nigeria. When human capital is developed, the result is a dynamic economy, an adequate standard of living, and there is a general increase in positive attitude about the future. (Abdulahi, 2007)

In order to achieve the ideals of V-2020, the nation needs to make a shift in mind-set and in thinking. This shift would begin at the secondary level of education. This is in order to catch the Nigerians young because development of human capital will be the greatest challenge facing V-2020 and the nation at large. Hence, the need to look inwards, into how secondary schools are administered, how teachers implement reforms, the problems administrators and teachers experience in the course of implementing the educational reforms (e.g. entrepreneurship education) in school with a view to solving them in order to boast and strengthen their commitment to creating entrepreneurship spirit among the pupils towards realizing the vision goals.

The time to take the bull by the horns is now. EE has been talked about so much. We must ensure the nation's talk about abundant potentials in the citizenry becomes a reality by creating entrepreneurial spirits among the youths from the secondary schools, where the foundation for life challenges should be firmly laid that the students will be prepared for useful living within the society. An entrepreneurial mind set is widely considered as an overall attribute necessary for innovation friendly societies. Therefore, both the teachers and principals should collaboratively work towards inculcating this spirit of job creation and global competitiveness in Nigerian students.

Statement of the Problem

Every youth possesses a huge treasure of imagination and ideas, an awesome store of talents, so much skill, creativity and an ability to invent, however, too much of these are buried and deferred. Raison de tat may be that these young individuals are

misguided and the right spirit not developed in them at the right time or that they were not exposed to the appropriate learning experiences and opportunities. It is no wonder then that the National Economy on Empowerment Development Strategies (NEEDS) in the 2004 policy set reforms that focus on four in-put strategies re-orienting values; reducing poverty; creating wealth and generating employment of the individual. Thus, this is an implication that the individuals should be prepared effectively through education in order to be set for development via effective school administration.

Therefore, to ensure successful creation of entrepreneurial spirit among the students in order to enhance achievement of V-2020, the school administrator has a role to play. Thus, the problem of this study put in a question form is how can entrepreneurial spirit be created in students of secondary schools in view of the awesome lack of necessary and adequate number of human and material resources, threatening this level of education as well as the failing standard of education coupled with the deplorable living condition of the citizenry?

Purpose of the Study

The purpose of the study was to examine how secondary school administrators can create entrepreneurial spirit among students in order to enhance achievement of V-2020 objectives in Nigeria. Specifically, the study examined the specific activities which can be carried out with a view to creating entrepreneurship spirit among secondary school students as well as the influence of entrepreneurship spirit among students on achievement of vision 2020.

Research Questions

The following research questions guided the study:

1. What specific educational activities can principals use to create entrepreneurship spirit among students to enhance achievement of V-2020 objectives in Nigeria?
2. To what extent can entrepreneurship spirit among the students enhance achievement of V-2020 objectives?

Hypothesis

Two null hypotheses were formulated and tested at the 0.05 level of significance:

H₀₁: There is no significant difference between the mean ratings of teachers and principals on the specific educational activities principals can use to create entrepreneurship spirit among students to enhance achievement of V-2020 objectives.

H₀₂: There is no significant difference between the mean ratings of teachers and principals on the extent students' entrepreneurship spirit can enhance achievement of V-2020 objectives in Nigeria.

Methodology

Descriptive survey research design was used in this study to collect data from teachers and principals of the studied secondary schools. The study was carried out in the three educational zones of Anambra State of Nigeria. The zones are Awka, Aguata and Onitsha.

The target population consisted of all the principals and teachers of secondary schools in the three zones. There are 148 principals and 3,890 secondary school teachers. (Statistics Department, Anambra State Education Commission, 2008). Stratified random sampling due to location of schools was used to select 74 (50%) principals and 389 (10%) secondary school teachers. This formed a sample size of 463 respondents.

The instrument used for data collection was a questionnaire titled Creating Entrepreneurship Spirit to achieve V-2020 Objectives (CESVO). The respondents were expected to indicate their extent of agreement to the specific activities for creating entrepreneurship spirit towards achieving V-2020 objectives. The weightings of the response were Strongly Agreed (SA)–4, Agreed(A)–3, Disagreed(D)–2 and Strongly Disagreed(SD)–1.

The measurement and evaluation lecturers in the University of Nigeria, Nsukka established the face and content validity of the instrument. Their suggestions guided the final draft of the instrument.

To test for reliability, the researcher administered copies of the instrument to 10 principals and 20 teachers from secondary schools in Ihiala education zone. Their mean ratings to the items were collated and computer analyzed using Cronbach Alpha coefficient, which gave a value of 0.86. Thus, the instrument was considered reliable for the study.

The researcher distributed copies of the questionnaire with the help of three trained assistants to the principals and teachers. Face-to-face technique was adopted such that in each of the schools, the respondents were allowed some hours to fill the copies of the instrument. At last, all the copies of the instrument was retrieved and used for the study.

Mean scores and Standard Deviations (SD) were used in answering the research questions. Items with mean scores of 2.50 and above were accepted while items with mean scores less than 2.50 were rejected. The null hypotheses were tested using t-test at 0.05 significance level.

Results

Research Question 1

What specific educational activities can principals use to create entrepreneurship spirit among students in order to enhance achievement of V-2020 in Nigeria?

Table1: Mean and Standard Deviation on the Specific Educational Activities

Nos	Educational Activities	Principals			Teachers		
		X	SD	Dec.	X	SD	Dec.
1	Teaching students the rudiments of entrepreneurship and problem solving skills.	2.96	0.92	A	2.85	1.20	A
2	Establishment of entrepreneurship development clubs	3.10	0.82	A	3.02	1.06	A
3	Organizing workshops, seminar to sensitize students	3.12	1.04	A	3.33	0.81	A
4	Promotion of science and technology	3.33	0.93	A	2.96	1.11	A
5	Motivating students to work alone and in their own ways not being so insistent	2.89	1.03	A	2.73	0.78	A
6	Provision of real life experiences in the teaching process	3.28	0.88	A	2.93	0.74	A
7	Organization of students business plan competitions	3.02	1.09	A	3.08	1.03	A
8	Organizing lectures to be delivered by some role models in the school community	2.88	1.01	A	2.67	0.90	A
9	Review of curriculum and teaching methods	3.19	1.11	A	2.96	1.11	A
10	Excursion and industrial visits	3.48	0.85	A	3.08	1.03	A
11	Exposing students to various vocations that Can guarantee self-reliance using local methods	3.17	0.99	A	2.65	0.96	A
12	Inculcation of modern ICT in teaching and learning	3.28	0.88	A	2.96	1.20	A
13	Relating school experiences to work practice.	2.99	0.98	A	2.75	1.01	A
	Grand Mean	2.91	0.96	A	3.15	1.07	A

Data on Table I showed that all the activities were rated above 2.50. This is an indication that both principals and teachers agreed that the listed educational activities can be used by principals to create entrepreneurial spirit among students to enhance achievement of V-2020 objectives.

Research Question 2

To what extent can entrepreneurship spirit among student enhance achievement of vision 2020 objectives?

Table 2: Mean and SD on the Extent Entrepreneurship Spirit Among Students Can Enhance Achievement of V-2020 Objectives.

Nos	Variables	Principals			Teachers		
		x	SD	Dec.	x	SD	Dec.
1	Ability to recognize opportunities in one's life	3.85	1.66	GE	3.34	0.98	GE
2	Ability to pursue such opportunity by generating new ideas	3.03	1.15	GE	3.29	1.20	GE
3	Ability to think in a creative and critical manner	3.04	0.95	GE	3.25	1.09	GE
4	Prepare them for dynamic labour market	3.48	1.18	GE	3.29	0.80	GE
5	Inspired to life coping skills	3.36	0.60	GE	3.26	0.78	GE
6	Inspired to farm, fish, weld etc	3.04	0.95	GE	3.0	1.05	GE
7	Develop positive attitude to life	3.19	0.96	GE	3.97	1.08	GE
8	Enhanced interpersonal relationship	3.03	1.15	GE	3.06	1.05	GE
9	Value for work, cleanliness, truth and honesty	3.0	1.01	GE	3.09	1.20	GE
10	Inspire strong desire for innovation	3.29	1.06	GE	3.89	1.08	GE
11	Inspired to achieve potentials maximally	3.09	0.97	GE	3.15	1.18	GE
12	Inspired to take personal risks	3.04	0.95	GE	3.08	0.99	GE
13	Inspired to live transparently	2.89	1.01	M	2.85	0.84	M
14	Mobilized to action in the visionary process	3.98	1.18	GE	3.96	1.06	GE
	Grand Mean	3.23	1.13	GE	3.11	1.03	GE

Key: GE =Great Extent.. M =Moderately.

Data on Table 2 showed that items 1,2,3,4,5,6,7,8,9,11,12 and 14 greatly enhance achievement of V-2020 while item 13 moderately enhances the achievement of V-2020. This indicates that development of entrepreneurship spirit greatly enhances achievement of V-2020 objectives although inspiration to live transparently moderately enhances the achievement of V-2020.

Ho₁: There is no significant difference between the mean rating of teachers and principals on the specific educational activities principals can use to create entrepreneurship spirit among students to enhance achievement of V-2020 objectives.

Table 3: T-Test Analysis on Principals And Teachers’ Mean Ratings on the Specific Educational Activities

Respondents	N	X	SD	DF	t-critical	t-cal	Dec
Teachers	389	3.15	1.07	461	1.96	1.04	Ho1 accepted
principals	74	2.91	0.96				

From table 3 above, the t-calculated (1.04) is less than t-critical (1.96) at 0.05 level of significance and 461degree of freedom; hence the null hypothesis was not rejected. This shows that there is no significance difference between the principals and teachers in their opinion on the specific educational activities principals can use to create entrepreneurship spirit among students in order to enhance V-2020 objectives achievement.

Ho₂: this is no significance difference between the mean ratings of teachers and principals on the extent entrepreneurship spirit among the students can enhance achievement of V-2020 in Nigeria.

Table 4: T-Test of Difference between Principals and Teachers on the Extent Students’ Entrepreneurship Spirit Can Enhance Achievement Of V-2020

Respondents	N	X		DF	t-critical	t-cal	Dec
Teachers	389	3.11	1.03	461	1.96	0.98	H _{O2} Accepted
Principals	74	3.23	1.13				

Table 4 showed that t-calculated (0.98) is less than t-critical (1.96) at 0.05 level of significance. Therefore, the null hypothesis was rejected. This suggests that there is no significant difference between the mean ratings of principals and teachers on the extent students’ entrepreneurship spirit can enhance achievement of V-2020.

Discussion of Findings

The result of this study revealed that organizing workshops and seminars to sensitize students and teaching students the rudiments of entrepreneurship problem solving skills, integration of modern ICT in teaching and learning and establishment of entrepreneurship development clubs among others can create entrepreneurship spirit among students. This is in line with the findings of Amuseghan and Tayo-Olajubutu. (2009) who observed that establishment of entrepreneurship development centers; establishment of some clubs; organizing business plan competitions; industrial visit and excursions are specific activities which can be carried out with a view to creating an entrepreneurship culture in Nigeria. Also, it should be noted that access to ICT is a key factor in generation of wealth. It should be appreciated that creation of entrepreneurship spirit is dependent upon the individual school administrator’s role to set conditions and generate conditions for learning.

Results on Table 2 revealed that both teachers and principals opined that entrepreneurship spirit among students to a great extent enhances the achievement of V-2020 objectives based on their grand means of 3.11 and 3.23 respectively. This is in line with Ukwuayi and Eteng (2009) who noted that entrepreneurship education prepares the youth to be responsible enterprising individuals, who become entrepreneurs and employers of labour and contribute to economic development. The entrepreneurship spirit or mind-set of the students would change the outer aspects of their lives in such a way that they are empowered to face global changes/financial risks undaunted, create job for themselves or create job opportunities from within the existing ones. In other words, entrepreneurship spirit would engender responsible citizenship; promote environmentally sound sustainable development and a way to achieving V-2020.

The two null hypotheses which were not rejected because their t-calculated values, which were less than the t-critical at 0.05 levels of significant at 461 degree of freedom confirmed the above findings.

Conclusion

The significant role of principals in creating entrepreneurial spirit among Nigerian students in this era of knowledge-driven economy is widely recognized. This is because the inner potentials of the individual students are unlocked through the various educational activities they are exposed to in the schools. Thus, they will become skillfully empowered, entrepreneurially-oriented and creatively nurtured to contribute to environmentally sound sustainable development through their occupations and other areas of their lives. In other words, effective creation of entrepreneurial spirit in the secondary school students, the future hopes and the life wire of the nation will transform them; equip them for useful living towards contributing to the economic growth and achievement of V-2020 objectives in Nigeria.

Recommendation

Based on the findings and the issues raised, the following recommendations are made:

- i. Government should improve the education sector of the economy in order to build an effective human capital that will drive development and growth of this nation towards the match to actualization of V-2020 objectives in Nigeria.
- ii. The today principals should be oriented to be conversant with the goals of V-2020 so that they would effectively provide opportunities for students to acquire entrepreneurial skills that will sustain them for life and enhance achievement of the vision goals.

References

- Abdulahi, A. (2007). The vision 2020: can we achieve it. Retrieved on 20/09/2010 from <http://www.ifla.org/iv/vision2020/index.htm>.
- Aku, E. A. (2008). Issues and challenges with educational and national building in Nigeria. *Knowledge Review* 17(2) pp 117-120.
- Amuseghan, S. A. & Tayo-Olajubutu, O. (2009). Spinning off an entrepreneurship culture among Nigerian university students: prospects and challenges. *African Journal of business management*. 3 (3) pp 80-88.
- Chukwuemeka, E. A. (2009). Youth empowerment and development in Nigeria through art. Nwafor Orizu *Journal of Education Research and development* 1(1) pp 360-364
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC.
- Igbinazaka, S. (2009). The relevance, trends and challenges of information communication technology in production management and entrepreneurship. *Knowledge Review* 18(1) pp 62-67
- Nwaka, N. G. (2009). Managing entrepreneurship education for sustainable development: challenges. A paper presented at the Nigeria association for educational administration and planning (NAEAP) National conference at Women development centre, Awka 22nd -23rd September, 2009.
- Soludo, C. C. (2007). Nigeria economic: can we achieve the vision of 2020 <http://www.centbank.org./out>.
- The World Bank group, (2004). Global data monitoring information system. Retrieved on 12/04/2008 from <http://adpwest.worldbank.org/EmisIglDmis>.
- Ukwayi, G. U. & Eteng, W.S. (2009). Looking to entrepreneurship education during the economic crisis for sustainable development in Nigeria. A Paper presented at national conference of Nigeria association for educational administration and Planning at Women development Centre, Awka 22nd-26th Sept., 2009.
- Yar'Adua, U. M. (2009) President Yar'Adua's seven-point agenda supports the goal of the national council. A speech at the inauguration of the national council on vision 2020 at Abuja 20th February, 2009.