

## Principal's Entrepreneurial Success Factors and Capacity Development in Public Secondary Schools in Rivers State

**DAPPER, IDONGESIT VICTOR**

dapperidong@yahoo.com

**RICHARD ANIETIE**

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education

Paper presented at the 6th Annual Conference of the Faculty of Education, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria. Held from 18<sup>th</sup> -23<sup>rd</sup> July, 2021 at the University Auditorium.

---

### Abstract

The study investigated principal's entrepreneurial success factors and capacity development in public secondary schools in Rivers State. Three research questions and three hypotheses were formulated to guide the study. The study adopted a correlational design with a population of 286 and through a stratified random sampling technique, a sample of 166 was determined which is 58% and of the population. An instrument captioned "Principal Entrepreneurial Success Factor Questionnaire (PESFQ)" with a reliability coefficient of 0.863 was obtained using Pearson product Moment Correlation Coefficient. Mean scores and standard deviation was used to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypotheses. The study revealed that to a high extent, the principals can assess, enjoy and face risks, have passion for their creative opinions when teachers and students, develop corporate skills like business acumen, commercial awareness, managerial ability. It however concluded that principal entrepreneurial success factor is a contributory factor to building the right entrepreneurial capacity development. Hence, it was recommended that the principal should ensure that he demonstrates creativity and innovation in the management of schools and in making decisions that would be emulated by the teachers and the students.

**Keywords:** Principal, Entrepreneurial, Success Factors, Capacity Development.

---

### INTRODUCTION

The world is fast changing, and the need for education has changed over time. In the 21<sup>st</sup> century, the needs of the society have drastically changed from value utilization to value creation. This is however possible when efforts are made to massively changes perspectives of school administrator to act as entrepreneur in other to achieved the desired result. Entrepreneurship is frequently seen as a way of life due to the capacity to make an educated decision and accept responsibility for the repercussions of the action that results from that choice. According to Agomuo (2002) in Edobor and

Imade (2013), entrepreneurship is the act of integrating creative and original ideas with managerial and organizational abilities in order to combine people, money, and resources to address an identified need and therefore generate wealth.

Definitively, entrepreneurship is the capacity and willingness to create, organize, and manage a business operation, including all of its risks, in order to profit. Entrepreneurship is all about self-development and self-reliance, which will lead to job prospects. Erikson (2002) defines entrepreneurship as the capacity to search out investment possibilities and build a business based on such chances. While Robert in Fayolle and Gailly (2004), described entrepreneurship as the process of producing something unique and valuable by dedicating the required time, effort, and social risk in exchange for monetary and personal fulfilment. The most visible manifestation of entrepreneurship is the establishment of new firms. This implies that a principal who is an entrepreneur must be able to seize opportunities and take calculated risk. This also implies that the individual also must develop over time the needed entrepreneurial capacity. Entrepreneurial capacity, on this note, is conceived as an individual's ability to identify, recognize, and absorb possibilities, and this has been proposed in the entrepreneurship literature as a crucial individual feature for becoming an entrepreneur (Izedonmi & Okafor, 2010).

Management and entrepreneurship are intertwined. Although not all entrepreneurs are strong leaders or managers, leadership and management abilities are crucial to entrepreneurship's success. In actuality, entrepreneurship is a method of general management that begins with the identification of opportunities and ends with the tasks of planning, organizing, leading, and controlling (Kautonen, et al., 2014). Educational management, according to Randolph and Posner (1979), is concerned with the internal operations of educational institutions as well as their connections with their environment, i.e., the communities in which they are located and the governing bodies to whom they are nominally accountable. In order to lead their institutions, school principals will have to engage with both the internal and exterior environments. To be successful, entrepreneurship need an understanding of each of these contexts. Changing world education system can only be feasible if the transformation goal and the day-to-day realities of people who work in the system are in sync.

In the school context, the school leader is strategic in developing a crop of student with the desired entrepreneurial capacity. In some literature, the leader of a school has been referred to as a school manager, school head, head teacher, principal, educational leader, rector, head of school, teaching principle, superintendent of the school, and deputy principal (Samuelsson Boston, 2014). These terms, however, have various meaning when it comes to the responsibilities or position of the leader. For the sake of this study, the person in charge of guiding the school is referred to as the principal. The principal influences practices in a variety of ways as the administrative, pedagogical, and visionary leader. The principal's development efforts are the most important aspect in describing the school's entrepreneurial teaching methods. The yearly plan is one of the school's primary structures and procedures (Luthje, & Franke, 2003). By including entrepreneurship education into the plans, the principal can assure its effective execution.

The principal influences practices in a variety of ways as the administrative, pedagogical, and visionary leader. The principal's development efforts are the most important component in understanding the school's entrepreneurial teaching methods. The yearly plan is one of the school's key structures and procedures (Larty, 2005, Adedapo & Yomi-Akinola, 2017). By including entrepreneurship education into the plans, the principal can assure its effective execution. The yearly plan serves as the foundation for delivering enterprise theme days, optional entrepreneurship courses, or enterprise-oriented periods of work placement or on-the-job training to instructors. Furthermore, entrepreneurial theme lessons can help students develop innovation, teamwork, and project

management (Man et al., 2002, Ajzen, 1991, Asad, et al., 2014). Other consequences might include a single teacher's independent entrepreneurial education efforts or the students' own initiatives. However, even these actions will, in the long run, need the consent of the principal. In the same manner, Abd-Elmoteleb & Saha, (2013) believe that skills and competencies obtained in any field of business education encourage entrepreneurship training and equip business education students with the necessary competencies and abilities to create and operate their own small companies. Skills, on the other hand, are defined as the knowledge, behaviours, and attitudes necessary to effectively perform a position, particularly in the field of business operations.

### **STATEMENT OF THE PROBLEM**

In a continuously changing world, society expects schools to educate students for jobs. These educational standards must be delivered by educators and their respective school administration teams. Principals have the responsibility of not only arousing and motivating educators within the school to achieve sustained commitment and exceptional performance for the greater good of the school and the community it serves, but they also have the additional responsibility of being a part of the school's management in terms of, among other things, school finances, as members of the post primary school board.

The current state of thing in the polity and economy today has made it very clear to state that the government and its agencies cannot provide job for the teeming population of over two hundred and fifty million (150) citizen. These statistics is forecasted to increase reasonably higher to the tone of four hundred million in 2050 (Statista.com, 2021). The need to re-strategize the educational system is very sacrosanct to improve on the educational provisions to ensure that the students produced from the school are made to acquire the needed entrepreneurial capacity that will rather make them opportunity takers and job providers which will lead to the development of the national economy. However, the achievement of this goal depends on the school management strategies that in adopted by the principal. Evidence has shown that most principals regrettably lack do not demonstrate success factors that is needed to projects an entrepreneurial culture in the school. The principals are seen as dependent on their routine roles in the school. Though the government has introduced certain entrepreneurial subjects, like marketing, animal husbandry, etc, but without the needed entrepreneurial success factor demonstrated by the principal, the subjects and major managerial decision cannot transcend to behaviours that can be copied and practiced by teachers and students. Hence, if this trend continues, it implies that the students will be turned into the society as prepared job seeker which is not the basics of the 21<sup>st</sup> century curriculum. Hence, it is based on this background that the study investigates principal's entrepreneurial success factors and capacity development in public secondary schools in Rivers State.

### **OBJECTIVE OF THE STUDY**

The main objective of the study is to investigate principal's entrepreneurial success factors and capacity development in public secondary schools in Rivers State. But specifically, the study will:

1. Find out the extent creativity as principal entrepreneurial success factor influences capacity development in public secondary schools in Rivers State.
2. Find out the extent risk orientation as principal entrepreneurial success factor influences capacity development in public secondary schools in Rivers State.
3. Find out the extent leadership as principal entrepreneurial success factor influences capacity development in public secondary schools in Rivers State.

## **Research Questions**

1. To what extent does creativity as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State?
2. To what extent does risk orientation as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State?
3. To what extent does leadership as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State?

## **Hypotheses**

1. There is no significant relationship between creativity as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.
2. There is no significant relationship between risk orientation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.
3. There is no significant relationship between leadership as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.

## **LITERATURE REVIEW**

### **Principal and Entrepreneurship**

Principals must develop abilities in four important critical areas to be a successful entrepreneur: operational, management, financial management, and personal abilities. Entrepreneur capacity building entails the development of all four capacity aspects in order to offer the ingredients for a great entrepreneurial success soup. The entrepreneurial capacity is influenced by certain factors among others which include the overall economic climate, the school's neighbourhood, and its current financial situation. Government policies and some restrictive legislative measures have a particularly strong impact on schools (Department of Education, 1996 in Adeyemi, 2010).

The principal has to demonstrate the entrepreneurial success factors in the school, based on the daily decisions that are taken to run the schools. The principal of the school is supposed to look at the school in wholesome perspectives and encourage the teachers to train or infuse the entrepreneurial aspect of lessons to students in order to wet their appetite for doing business or being reasonably engaged and functional after formal school duration. It's important not to generalize too much about entrepreneurs, since it's all so tempting to dismiss them as a separate breed. It's important to remember that entrepreneurs come in different forms and sizes, with nothing in common with them other than their entrepreneurial activities. For the private sector, seven entrepreneurial success criteria have been discovered (Bagheri, et al., 2013). They are creativity and innovation, risk orientation, leadership, human relations, attitude, perseverance and commitment.

### **Success Factors for Principal Entrepreneurship and Capacity Development**

This study is going to consider three success factors which will include creativity and innovation, risk orientation and leadership.

### **Creativity**

The primary determinant of success is creativity. Creativity is the ability to generate fresh and useful ideas in order to solve any problem or take advantage of any opportunity (Abari et al., 2016). Adjusting or refining current methods or products, seeing possibilities, and identifying solutions to

issues are all examples of creativity. Essentially, it entails the generation of new concepts. Innovation is at the heart of each new concept implementation. Ideas are refined, issues are identified, and solutions are found through creativity (Bird, 1989: 56). In the long run, any organization's success is defined by its ability to originate, develop, and implement strong ideas (Abubakar, 2017, Eburu, 2015). As a result, the same may be said for the school. People that are creative are open to new ideas and approaches to the organization, and they focus on what may be done differently to ensure the organization's success (Abari et al., 2016). To put it another way, successful entrepreneurs take the initiative to address issues in novel ways. Creativity is the foundation of innovation, and innovation leads to change in the organization. Creativity is demonstrated by an individual's capacity to think creatively, while innovation is the use of creative talents in the creation of something new (Ekpoh & Edet, 2011).

As a result, if school administrators are serious about bringing about educational reform, they must embrace the domain of creativity and innovation when it comes to school management. Many school principals may think they are incapable of filling the position because they are not creative or inventive. Individual abilities, on the other hand, may be increased by education, training, and practical experience, even if they are intrinsic to some level (Gibson, 2011). As a result, school management teams must sit down and honestly assess their strengths and shortcomings in terms of their competencies, as well as seek help to address any recognized inadequacies (Afalayan, 2009). The following qualities, among others, are critical in order to successfully engage in entrepreneurship. The first is financial knowledge and strategic planning skills. Both of these, on the other hand, will be addressed in greater depth in combination with subsequent considerations. It's enough to state that they're significant at this point. Other key talents are time management and administrative skills, in addition to these.

### **Risk orientation**

The second determinant of entrepreneurial success is a willingness to take risks. The willingness to accept risks include the willingness to take advantage of possibilities that have been found, even if there is a danger of financial loss. There is a definite link between invention and risk-taking preparedness, and a fear of taking chances stifles innovation. Successful entrepreneurs do not take risks all of the time, but they do feel it is occasionally important to take calculated risks (Alumod & Nwite, 2009). Entrepreneurs rated themselves highly for their capacity to solve issues, their tolerance for conflict and stress, their willingness to take calculated risks, and their ability to function in the face of uncertainty (Kpee & Kaegon, 2009). Entrepreneurs manage their organizations' risk by assuming control and participating in all parts of the business, including management. As part of their professional responsibilities, a principal is exposed to risk and the responsibilities that come with it (Uzoka, 2008). As a result, principals must become risk-averse.

### **Leadership**

The third determinant of entrepreneurial success is leadership. Being at ease with people and having excellent personal relationships, confronting issues, being open to differing points of view, trusting people, and giving praise where it is due, are all traits associated with leadership (Abari, et al., 2016). Any organization's culture and vision have a direct influence on what it accomplishes, and because the entrepreneur is active at all levels, teamwork and cross-functional leadership methods are frequently necessary. As a result, the school principal must have the capacity to influence employees so that they will work freely and passionately to achieve the school's objective (Uzoka & Adetoro,

2008). To be able to lead, the principal must be able to communicate effectively. The conveyance of knowledge is referred to as communication. As a result, the principal must convey information related to the school's mission, objectives, policies and strategies, and working conditions to the people in such a way that strong human connections between management and employees are fostered (Abubakar, 2017).

## **Theoretical Framework**

### **Social Learning Theory**

This study is based on social learning theory by Bandura and Walters (1963). The main proposition of this theory is that learning and social behaviour theory that claims that new behaviours may be learned by watching and copying others. It claims that learning is a social cognitive process that may proceed only through observation or direct teaching, even in the absence of motor reproduction or direct reinforcement. Besides seeing practical behaviour, learning also takes place via observing rewards and penalties, a process called as reinforcement. It will most likely continue if a specific conduct is consistently rewarded; vice versa, when a particular behaviour is continually penalized, it will most likely cease. The idea adds on classic behavioural theories, in which behaviour is regulated only by strengthening, by focusing on the vital functions of several internal processes in the student. This theory relates to the current study because, through observable behaviour of the principal as an entrepreneur, the teachers and students can copy such behaviour, so far the principal keeps repeating the behaviour. Such behaviour as related to this study includes; creativity and innovation, risk orientation and leadership. Hence to improve the capacity development of the teacher and students, the principal must continually reinforce this entrepreneurial behaviour.

### **Methodology**

The design of the study is correlational design, because the researchers intend to establish a relationship between two variables. The population of the study is 286 principals in rivers state. The sample of the study is 166 which is 58 % of the entire population of the study. Among this numbers, the composition of the sample was 94 (56%) male and 74 (44%) female. The instrument of the study was a research questionnaire tagged "Principal Entrepreneurial Success Factor Questionnaire (PESFQ). The instrument was face and content validated. On the content validation, the questionnaire was given to experts in the field of education management and also to experts in the department of test and measurement and the contributed and advice was considered. Pearson Product Moment Correlation Coefficient was used to determine the correlation coefficient of the instrument which was at 0.863. The instrument was personally administered by the researcher to ensure immediate retrieval. The data collated was analyzed, hence, mean scores and standard deviation was used to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypotheses.

### **Data Analyses**

#### **Answers to Research Questions**

**Research Question 1:** To what extent does creativity as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State?

**Table 1:** mean scores and standard deviation of creativity as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State.

S/n	Item	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_1$	Sd <sub>2</sub>	Mean Set	Decision
1.	I can assess, enjoy and face risks.	3.11	0.76	2.88	0.69	2.99	HE
2.	I have passion for their creative opinions by teachers and students.	3.62	0.90	3.30	0.81	3.46	VHE
3.	I develop corporate skills like business acumen, commercial awareness, managerial ability, vision and strategy.	3.12	0.76	3.11	0.76	3.11	VHE
4.	I possess interpersonal skills, ability to sell an idea, negotiate and network.	3.20	0.78	2.90	0.70	3.05	VHE
5.	I demonstrate original ideas and the flexibility and self-confidence to take these to market.	3.55	0.88	3.21	0.79	3.38	VHE
<b>Total</b>		<b>3.32</b>	<b>0.8</b>	<b>3.08</b>	<b>0.74</b>	<b>3.19</b>	<b>VHE</b>

**Criterion mean = 2.50**

**VHE=Very High Extent, HE=High Extent, LE=Low Extent, VLE=Very Low Extent**

Table 1 show that all the items are above the mean criterion of 2.5, hence to a Very high extent, the principals can assess, enjoy and face risks, have passion for their creative opinions by teachers and students, develop corporate skills like business acumen, commercial awareness, managerial ability, vision and strategy, possess interpersonal skills, ability to sell an idea, negotiate and network, demonstrate original ideas and the flexibility and self-confidence to take these to market, in demonstration of creativity and innovation as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State.

**Research Question 2:** To what extent does risk orientation as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State?

**Table 2:** mean scores and standard deviation of risk orientation as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State

S/n	Item	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_1$	Sd <sub>2</sub>	Mean Set	Decision
1.	I'm quite cautious when I make plans and when I act on them.	3.04	1.74	3.22	1.79	3.13	VHE
2.	I follow the motto, 'nothing ventured, nothing gained.	3.41	1.84	2.90	1.70	3.02	VHE
3.	I've not much sympathy for adventurous decisions.	3.16	1.77	3.72	1.92	3.44	VHE
4.	If a task seems interesting I'll choose to do it even if I'm not sure whether I'll manage it.	3.23	1.79	3.21	1.79	3.22	VHE
5.	My decisions are always made carefully and accurately.	2.87	1.69	2.68	1.63	2.77	HE
<b>Total</b>		<b>3.14</b>	<b>1.76</b>	<b>3.14</b>	<b>1.76</b>	<b>3.11</b>	<b>VHE</b>

**Criterion mean = 2.50**

Table 2 shows that all the items indicate that to a very high extent, risk orientation as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State. This statement includes the principals are quite cautious when they make plans and when they act on them, follow the motto, 'nothing ventured, nothing gained, they have not much sympathy for adventurous decisions, if a task seems interesting they choose to do it even if I'm not sure whether they will manage it and they decisions are always made carefully and accurately.

**Research Question 3:** To what extent does leadership as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State?

**Table 3:** mean scores and standard deviation of leadership as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State

S/n	Item	$\bar{x}_1$	Sd <sub>1</sub>	$\bar{x}_2$	Sd <sub>2</sub>	Mean Set	Decision
1.	I usually know ahead of time how people will respond to a new idea or proposal.	3.13	1.76	2.55	1.59	2.84	HE
2.	I am effective at problem solving.	3.23	1.79	2.32	1.52	2.77	HE
3.	When problems arise, I immediately address them.	3.32	1.82	2.11	1.45	2.71	HE
4.	Managing people and resources is one of my strengths	3.20	1.78	2.33	1.52	2.76	HE
5.	In my work, I enjoy responding to people's requests and concerns.	3.11	1.76	3.25	1.80	3.18	VHE
<b>Total</b>		<b>3.19</b>	<b>1.78</b>	<b>2.56</b>	<b>1.57</b>	<b>2.85</b>	

**Criterion mean = 2.50**

Table three shows that all the items were above the mean criterion of 2.5, however to demonstrate the principals' responses on leadership as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State. Hence, to a very high extent leadership as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State.

### Test of Hypotheses

**Table 4:** Significance relationship between creativity as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.

		C	CD
<b>Creativity</b>	Pearson Correlation	1	.706**
	Sig. (2-tailed)		.000
	N	166	166
<b>Capacity Development</b>	Pearson Correlation	.704**	1
	Sig. (2-tailed)	.000	
	N	166	166

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the significant relationship between creativity and innovation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State. The null hypothesis 1 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.704\*\*. Hence, there is significant relationship between creativity and innovation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.

**Table 5:** significant relationship between risk orientation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.

		<b>R/O</b>	<b>CD</b>
<b>Risk Orientation</b>	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	166	166
<b>Capacity Development</b>	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	166	166

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the significant relationship between risk orientation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State. The null hypothesis 2 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.822\*\*. As a result, there is a significant relationship between risk orientation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.

**Table 6:** significant relationship between leadership as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.

		<b>Leadership</b>	<b>CD</b>
<b>Leadership</b>	Pearson Correlation	1	.861**
	Sig. (2-tailed)		.000
	N	166	166
<b>Capacity Development</b>	Pearson Correlation	.861**	1
	Sig. (2-tailed)	.000	
	N	166	166

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From Tables 6, the null hypothesis 3 is rejected because the sig. (2-tailed) value 0.000 is less than 0.01 with correlation coefficient of 0.861\*\*. However, it can be stated alternately that there is significant relationship between leadership as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State.

## DISCUSSION OF FINDINGS

The study revealed that to a high extent, the principals can assess, enjoy and face risks, have passion for their creative opinions when teachers and students, develop corporate skills like business acumen, commercial awareness, managerial ability (Edobor & Imade, 2013), vision and strategy, possess

interpersonal skills, ability to sell an idea, negotiate and network, demonstrate original ideas and the flexibility and self-confidence to take these to market, in demonstration of creativity and innovation as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State. These findings find backing with the opinion of Afalayan (2009) as a result, school management teams must sit down and honestly assess their strengths and shortcomings in terms of their competencies, as well as seek help to address any recognized inadequacies.

The study revealed that to a high extent risk orientation as principal entrepreneurial success factor influence capacity development in public secondary schools in Rivers State. This statement includes the principals are quite cautious when they make plans and when they act on them, follow the motto, 'nothing ventured, nothing gained, they have not much sympathy for adventurous decisions, if a task seems interesting they will choose to do it even if they are not sure whether they will manage it and they decisions are always made carefully and accurately. This set of findings aligns with the opinion of Abari, et al., (2016) that people that are creative are open to new ideas and approaches to the organization, and they focus on what may be done differently to ensure the organization's success.

The study revealed further that to a high extent the principals usually know ahead of time how people will respond to a new idea or proposal, and this finding aligns also with the opinion of Alumod and Nwite (2009). They are effective at problem solving; this point aligns with the findings of Ekpoh and Edet (2011). When problems arise, they immediately address them, managing people and resources is one of their strengths, in their work, they enjoy responding to people's requests and concerns.

On the tested hypotheses, the study revealed that there is significant relationship between creativity and innovation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State. It further revealed that there is a significant relationship between risk orientation as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State. Finally, the study revealed that that there is significant relationship between leadership as principal entrepreneurial success factor and capacity development in public secondary schools in Rivers State

## **CONCLUSION**

Principal entrepreneurial success factor is a contributory factor to building the right entrepreneurial capacity development. Education is not only important for economic growth, but it also helps the school to enhance quality of life and contribute to a peaceful, productive, and democratic society. One of the most essential long-term investments a country can make is in education. As a result, the government has made a clear commitment to education in terms of the advantages it will bring to society, and is thus required to support it. However, this financing is not always adequate, and schools must find methods to augment these resources. Principals, school management teams, and school governing bodies who embrace the skills and practices of entrepreneurship may have an improved opportunity to gain extra support to allow students to more actively participate in their education and, as a result, build self-esteem and improve their chances of a more prosperous future.

## **RECOMMENDATIONS**

1. The principals should ensure that they demonstrate creativity and innovation in the management of schools and in making decisions that would be emulated by the teachers and the students.

2. The principals should demonstrate appropriate risk orientation by ensuring that better opportunities in schools are seized and utilized to the advancement of the school.
3. The principals should imbibe better leadership skills to ensure that the needed capacity for entrepreneurial development capacity is transferred to the students and teachers as members of the society.

## REFERENCES

- Abari A. O., Mohammed M. O. B., & Olufemi J. E. (2016). Creating jobs and reducing unemployment among Nigerian university graduates through entrepreneurship education. *International Journal of Innovative Business Strategies (IJIBS)*, 2(1).
- Abd-Elmoteleb, M., & Saha, S. K. (2013). The role of academic self-efficacy as a mediator variable between perceived academic climate and academic performance. *Journal of Education and Learning*, 2(3), 117.
- Abubakar, S. A., (2017). Entrepreneurship education and intention of Nigerian university students: Evidence from literatures. *International Journal of Operational Research in Management, Social Sciences & Education*, 3 (2).
- Adedapo, A. A. & Yomi-Akinola, O. G., (2017). Imperative of entrepreneurship education for university students: The case study of University of Ibadan. *Unilag journal of humanities UJH 2017*
- Adeyemi, T. (2010). Principals leadership styles and teachers job performance in senior secondary schools in Ondo State, Nigeria. *International Journal of Educational Administration and Policy Studies*, 2(6), 83-91.
- Afalayan, T. (2009). Unemployment Youth association of Nigeria campaign against unemployment. citizen advocate (Abakaliki) Newspaper. September 30 p. 4.
- Ajzen, I., (1991). The theory of planned behaviour. *Organizational behaviour and human decision processes* 50, 179- 211
- Alumod B. E. & Nwite, O. (2009). *Managing entrepreneurship education for sustainable unemployment alleviation in Nigeria*. Paper presented at the National conference 2009 of NAEAP held at Unizik Awka, Nigeria.
- Asad, A., Ali, H. M & Islam, U. (2014). The relationship between entrepreneurship development and unemployment reduction in Pakistan. *Global journal of management and business research*, 15 (9)
- Bagheri, Pihie, Z. A., & Krauss, S. E. (2013). Entrepreneurial leadership competencies among Malaysian university student entrepreneurial leaders. *Asia Pacific Journal of Education*, 33(4), 493-508.
- Bandura A & Walters R H. (1963). *Social learning and personality development*. Holt, Rinehart & Winston.
- Boston, K., M., Kallaste, K., Venesaar, U. & Kiis, A. (2014). Entrepreneurship education at university level & students' entrepreneurial intentions. *Procedia -Social and Behavioural Sciences* 110, 658-668
- Eburu, D. (2015). Effect of entrepreneurship education on entrepreneurial intention of university in Turkey, Istanbul University, Istanbul Education, Enterprise Education, and Education for Small Business Management. *Journal of Business Venturing*, 9, 179-187.
- Edobor, S.E. & Imade, T.P. (2013). Regenerating entrepreneurial education for poverty eradication, self-reliance & national development. *Journal of Teacher Perspective*, 7(2), 276-283.
- Ekpoh, U.I. & Edet, A.O. (2011). Entrepreneurship education and career intentions of tertiary education students in Akwa Ibom and Cross River States, Nigeria. *International Education Studies*, 4(1), 172-178.
- Erikson, T. (2002). Entrepreneurial capital: the emerging venture's most important asset and competitive advantage. *Journal of Business Venturing*, 17(3), 275-290
- Fayolle, A. & Gailly, B. (2004). Using the theory of planned behaviour to assess entrepreneurship teaching programs: a first experimentation. Int Conference, Naples (Italy), 5-7 July.

- Gibson, S., Harris, M. L. & Burkhalter, T. M. (2011). Comparing the entrepreneurial attitudes of university and community college students. *Journal of Higher Education Theory and Practice*, 11 (2), 11-17.
- Izedonmi, P. F., & Okafor, C. (2010). The effect of entrepreneurship education on students' entrepreneurial intentions. *Global Journal of Management and Business Research*, 10(6), 49-60.
- Kautonen, T., Down, S., & Minniti, M. (2014). Ageing and entrepreneurial preferences. *Small Business Economics*, 42, 579-594.
- Kpee, G. G. & L. E. S. Kaegon (2009). *The commercialization of knowledge production among students of the University of Port Harcourt: The praxis and provisions*. Paper presented at planning (NAEA P) at Nnamdi Azikiwe University, Awka, September, 22- 26.
- Larty, R. (2005). Entrepreneurship among graduates: Towards a measured response. *Journal of Management Development*, 24(3), 223-238
- Luthje, C. & Franke, N. (2003). The making of an entrepreneur: testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33(2), 135-147
- Man, T.W., Lau, T. & Chan, K. F. (2002). The competitiveness of small and medium enterprises: a conceptualization with focus on entrepreneurial competencies. *Journal of Business Venturing*, 17(2), 123-142
- Randolph, W.A., & Posner, B.Z. (1979). Designing meaningful learning situations in management: A contingency, decision-tree approach. *Academy of Management Review* 4(3), 459-467.
- Uzoka, E. N. & Adetoro, J. A. (2008). *Capacity building through higher education: A panacea for youth unemployment in Nigeria*. Paper presented at the 3rd regional conference on higher education for youth empowerment opportunities, capabilities and second chance at international institute of tropical agriculture, Ibadan Nigeria 18-21st August.
- Uzoka, F.A. (2008). Challenges of entrepreneurship in Home Economic Education. *Nigeria Journal of Teacher Education* 4 (2), 98-106.