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STRATEGIC PLANNING AND EFFECTIVE EDUCATIONAL ADMINISTRATION FOR ENHANCING ENTREPRENEURSHIP EDUCATION: AN INGREDIENT FOR NATIONAL ECONOMIC DEVELOPMENT AND GROWTH

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ABSTRACT
This paper investigated effective educational administration for enhancing entrepreneurship education as an ingredient for national development. The study aimed at identifying the educational administrative strategies and learning facilities strategies that enhance entrepreneurship education for national development. Two research questions and two null hypotheses guided the study. The descriptive survey design was adapted for the study. A 50 items questionnaire titled "Educational Administration for Enhancing Entrepreneurship Education Questionnaire (EAEEEQ)" which has 0.84 reliability coefficient using the Cronbach Alpha Analysis was used to collect data. Single percentage of responses was used to answer the research questions while the chi-square analysis was used to test the hypotheses. It was revealed among others that educational administrators collaborate to make entrepreneurship education effective, administrative of learning facilities strategies are not significantly adequate due to administrative strategies. It was recommended that there is need to properly administration of entrepreneurship education to boost better development of individuals to promote national development.

Keywords: Educational, Administration, Entrepreneurship, Education and National Development.

Introduction
Strategic planning should be a systematic and comprehensive analytical process that sees the internal and external environment of an institution and provides viable alternatives for to funding of education (Ojowu in Solomuwe, 2013) for effective administration. According to Uvah (2004), the functionality of strategic planning as the economy and prudent management, survival competition, national development, funding opportunities, environmental changes and financial autonomy. The

requirement of strategic planning for consideration of sources of funds for plan implementation encourages an institution to reposition visit to diversify the sources of funding and generate more revenue for its operation through effective and efficient administration. It also encourage the institutions to be more cost conscious, focused and efficient. Therefore, it is recommended that each of the through tiers of government should establish a direct rate of strategic planning.

Administration is the process that is concerned with using of principles, methods and practices to establish develop and execute the goals, policies, plans and procedures in a manner that would enable educational objectives to be achieved. In educational administration, all the activities are directed towards the accomplishment of the goals of teaching and learning all who work in the educational institutions have the obligation to contribute towards the accomplishment of these goals. Thus, the educational administrator, whether in the ministry of education, the school board or in single school is essentially an organiser and implementer of plans, policies and, programmes meant for specific educational objectives. The educational administrator may contribute in one way or the other in planning, policy making and programme designing, yet his major role rests with the effective and efficient implementation of such plans, policies and programme for self-reliance course like entrepreneurship education for national development.

Administration is any organization deals with the efforts of the people towards the achievement of stated goals it is the total process of though which appropriate human and material resources are made available and effective for accomplishing the purpose of the enterprise Ozigi, (1986) administration concerns planning activities which aim at the fulfilment of the goals of a particular organisation. Implying that it is the responsibility of the head teacher of a school to plan the activities by which the staff and pupils will be able to achieve the goals for which the school was established. Denga (1986) maintain that administration involves the process of directing, coordinating and modifying the achievement of organisation goals. He further stated that educational organisation is therefore concerned with using methods, principles and practices to establish, develop and execute the policies, plans and procedure necessary to achieve the objectives of education. This means the arrangement of human and material resources available for education carefully and systematically using them for the achievement of educational objectives similarly Anashie and Uko (2015) viewed administration as the guidance

or direction of human financial and material resources towards the achievement of organisation goals. Administration, according to Nwankwo in Okorji and Unachukwu (2014) is a careful and systematic arrangement and use of human and material resources, situations and opportunities for the achievement of specify objectives. Educational administration is a specialized activity which requires the smooth running of the whole educational enterprise composed of human and material resources in an organised manner to constructive and fruitful direction. According to Nwogbo (2014) Educational Administration is concerned with performance of executive duties, the carrying out of plans, policies and decisions and controlling the efforts of employees in the day to-day running of an educational organisation to achieve set goal. In line with the above Ukeje (1992) and Nwankwo (2000) opined that, educational administration consists of a series of actions taken to achieve the goals of the educational system. For the goals to be achieved, the action must be accurately determined and efficiently executed. Thus, the future of Nigerian education lies mainly on the availability of the right calibre and number of executed leadership which means that the future of Nigerian education depends very largely on the professionalization of teaching and production of executive leaders in education. In other hand, educational entrepreneurship encompasses all the processes involved in bringing together the factors of production such as land, labour and capital for the purpose of providing a product or service for public consumption (Nwangwu, 2007). According to Akintola (2001), an entrepreneur is a person who takes business risks, takes financial responsibility, dictates the pace of the business, earn the interest alone and also bear the loss alone including his personal assets.

Similarly, Bawuah, Buanne and Hinson (2006) maintained that entrepreneurship is the process of harnessing innovative and creative ideas coupled with organisational and management skills in planning, organizing and directing people, money and resources as an avenue for meeting and identified need and the creation o wealth. Kimanoi (2003) defined entrepreneurship as the process of creating by sinless enterprise capable of entering new or established markets by developing resources and people in a unique way. Kimanoi sees an entrepreneur as a person who creates and manages by the recognition of opportunities (needs, wants, problems and challenges), develops people and manage resources in order to take advantage of the very high aptitude who pioneers change, possesses characteristics found in only a very small fraction of the population and wanting to work for himself or her (Quick MBA. Com.2000). The business diction any defines entrepreneurship as the capacity

and willingness to develop, organize and manage a business venture along with any of its attending risks and profits.

Entrepreneurship according to Douglas and Shephered (2002)"entrepreneurs are often described in terms of the strength or weakness or their attitude in choosing one job over another? They argue that it is equally important to focus on the significance, nature and influence of these attitudes on such choices. Entrepreneurship education is specialised training given to students of vocational and technical education to acquire the skills, ideas and the managerial abilities and capabilities for self-employment rather than bring employed for pay (Osuala 2004). He further stated that entrepreneurial education as a programme or part of programme that prepares individuals to undertake the formation and or operation of small business enterprises which also include financial operations for the purpose of performing all business functions relating to a product or service with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit involved is the conduct of a private enterprise. Entrepreneurship education lays the foundation and arms individuals with appropriate skills to be self-reliant by recognizing business opportunities and having the confidence to take quard3d and informed risk in pursuing such opportunities (Glazor, 2017). Entrepreneurship education is a carefully planned process that ventures into the acquisition of entrepreneurial competencies. This implies that this type of education will equip the learner with skills on decision making, acquisition of new ideas and establishing new business relationship among others (Nwankwo, Nwachukwu and Allia, 2010).

Entrepreneurship therefore encourages the production of more goods and services. It also helps in providing new jobs and income for employees and owners it also helps in providing infrastructural facilities. Hence entrepreneurship fosters economic growth and development in the society (Okeke, 2008). Entrepreneurial tasks according to Schumpeter in Okechukwu (2009) referred to the creation of five basic "new combinations" which include: Introduction of a new product, introduction of a new method of production, the opening of a new market; the conquest of a new source of supply and the carrying out of a new organization of industry.

Entrepreneurship has several advantages to national economic development and growth. These include; enormous personal financial gain, self- employment, offering

more job satisfaction and flexibility of the work force; employment for other industries, especially in rural areas or regions disadvantaged by economic change, such as globalization effects; encouragement of the processing of local materials into finished goods for domestic, consumption as well as for export; income generation and increased growth, healthy consumption which encourages higher quality product, more goods and services available, development of new markets, promotion of the uses of modern technology in small-scale manufacturing to enhance higher productivity, encouragement of more research/studies on development of machines and equipment for domestic consumption.

Others include; development of entrepreneurial qualities and attitude among potential entrepreneurs to bring about significant changes in the rural areas, freedom from the dependency on the job offered by others, the ability to have great accomplishments, reduction of the informal economy and emigration of talent may be stopped by a better domestic entrepreneurship climate. Entrepreneurship education demands a strong leadership for it to successes. The traditional role of school administrators has emphasized the maintenance of administrative control, performance of administrative routines and commitment to rules for solving school problems. The school administrator needs to be versatile, competent and must have an idea of what entrepreneurship education is all about for him to guide the programme to a successful.

Economic development means more than economic growth, and therefore for a clear understanding of the term economic development, the meaning of economic growth must be known. Economic growth is usually defined as the role of expansion of the national income or total volume of production of goods and services of a country (Tawiah in Okeke, 2008). Economic development refers to an increase or expansion of the national income or total volume of production of foods and services of a country, accompanied by improvement in the social, political and economic lives of the people inhabiting in the country (Ike, 2000). A country develops economically when she contrives to produce more goods and services. If the produces less, sand her production keeps on going up and sown, the country is not developing. Development has to increase steadily and it is usually planned through economic planning.

Purpose of the study

The main purpose of the study is to investigate effective educational administration for enhancement of entrepreneurship education as an ingredient for national development. Specifically, the study seek to:

1. Identified educational administrative for enhancing entrepreneurship education for national development.
2. Highlight learning facilities strategies for enhancing entrepreneurship education for national development.

Research questions

The following research question were posed to direct the study

1. What educational administrative strategies that enhance entrepreneurship education for national development?
2 Which teaching / learning strategies enhance entrepreneurship education for national development?

Research hypotheses

The following hypotheses were tested at 0.05 level of significance

Ho_1: Educational administrative strategies that enhance entrepreneurship education for national development does not significantly depend on location

Ho_2: Teaching/learning administrative strategies that enhance entrepreneurship education for national development does not significantly depend on location.

Research Method

The design for the study is descriptive survey. The study area is the three education zones of Cross River State which comprises Calabar, Ikom and Ogoja zones. The population of the study is all the Public Secondary Schools in Cross River State. The purposive sampling technique was used to select 210 teachers and principals across the three education zones. The instrument titled 'Educational Administrative for Enhancing Entrepreneurship Education for National Development (EAEEEND)' was used for data collection contain 25 items structured a four likert scale. The instrument was face-validated by three experts each from Educational Administration and Planning, Measurement and Evaluation and entrepreneurship units. The data was analysed using simple percentages to ensure the research questions while chi-square statistics was used to test the hypotheses. The null hypothesis was accepted if the calculated chi-square value was less than the critical chi-square value at $p<0.05$ and rejected if calculated chi-square value was greater than the critical chi-square value.

Results Presentation

Research question 1: what educational administrative strategies that enhance entrepreneurship education for national development?

Table 1: Educational administration strategies used to enhance entrepreneurship education for National development.

S/N	No of item	Item	Yes		No		Decision
			F	%	F	%	
1	1	Experts from ministry supervise entrepreneurship teaching	161	35.6	291	64.4	Not accepted
2	2	Experts from examination bodies inspect entrepreneurship teaching regularly	401	88.7	51	11.3	Accepted
3	3	Team of entrepreneurship specialists handles the recruitment of entrepreneurship teachers for the ministry of education.	32	7.1	420	92.9	Accepted
4	4	Entrepreneurship teachers are sponsored to attend professional conferences and workshops	292	64.6	160	35.4	Accepted
5	5	Entrepreneurship teachers are sponsored to belong to professional entrepreneurship teachers association	51	11.3	401	88.7	Accepted
6	6	Entrepreneurship teachers are provided with private offices for preparation.	32	7.1	420	92.9	Accepted
7	7	Mostly qualified teachers are employed to teach entrepreneurship education in school	420	92.9	32	7.1	Accepted
8	8	The school engages experts for in-house capacity building workshop for entrepreneurship teachers.	131	29.0	321	71.0	Accepted
9	9	Entrepreneurship teachers are sponsored to attend in-service programmes.	152	33.6	300	66.4	Accepted

10	10	Entrepreneurship teachers are given study grants	160	36.4	292	64.6	Accepted
11	11	Authorities reprimand and discipline teachers for unsatisfactory performance	430	95.1	22	4.9	Accepted
12	12	Entrepreneurship teachers sponged to undertake inter-school join assessments of Entrepreneurship education outcome	122	27.0	330	93.0	Accepted
13	13	Orientation of fresh and less experienced Entrepreneurship teachers is organised regularly.	291	64.4	161	35.6	Accepted
14	14	Authorities take serious account of teacher's regularity and punctuality in promotion of Entrepreneurship teachers.	132	29.2	320	70.8	Accepted

Table 1 over 50% of the despondent responded "YES" in 5 items while respondents gave "NO" responses above 50% in 9 items

Research question 2: Which leaching/learning administrative strategies are used to enhance entrepreneurship education for national development?

Table 2: teaching and learning administration strategies used to enhance entrepreneurship education for National development.

S/N	No of item	Item	Yes		No		Decision
			F	%	F	%	
1	1	related entrepreneurship teachers from neighbouring schools discuss together how to handle entrepreneurship contents	153	33.8	299	66.2	Not accepted
2	2	Entrepreneurship students go on excursions.	255	56.4	97	43.6	Not accepted
3	3	Extra hour are given on the school time table for entrepreneurship subjects.	102	22.6	350	77,4	not Accepted
4	4	Entrepreneurship students participate in entrepreneurship quizzes and projects competitions	392	86.7	60	13.3	Not Accepted
5	5	Entrepreneurship students have access to ICT services in the school.	32	7.1	420	92.9	Not Accepted

6	6	There is functional board for entrepreneurship news and cut out in the school.	52	115	400	88.5	Not accepted
7	7	Simulation of entrepreneurship activities are not used teach entrepreneurship.	27	6.0	425	94.7	Not accepted
8	8	Entrepreneurship teachers contribute to choice of entrepreneurship text books recommended to students.	22	4.9	490	95.1	Not accepted
9	9	Entrepreneurship students are usually grouped for guided inquiry.	187	41.4	265	58.6	Not accepted
10	10	Students are exposed to practical activities in every entrepreneurship lesson.	160	35.4	292	64.6	Not accepted
11	11	Students are motivated to put in more efforts in studying entrepreneurship subjects through prizes.	300	66.4	152	33.6	Not accepted
12	12	Senior entrepreneurship teachers supervise practical work.	492	887.9	50	11.1	Not accepted
13	13	Entrepreneurship education lessons are related to school immediate environment.	132	29.2	320	70.2	Not accepted
14	14	In-house training are organised for entrepreneurship teachers on new methodologies and innovation in teaching.	59	13.1	393	86.9	Not accepted

In table 2, over 50% of the respondents answered "Yes" responses in each of 4 items while in each of the remaining 10 items the respondents gave a "No" answer.

Ho_1: Educational administrative strategies that enhance entrepreneurship education for national development does not significantly depend on location

Table 3: x^2 table for the respondent educational administration strategies on location.

Response	**Location**		**Row total**	**Df**	**X^2Cal**	**X^2Cril**	**Decision**
	Rural	**Urban**					
Yes No Total	1408 (1369.7) 1788 (1826.3) 3196	1304 (1342.3) 1828 (1789.7) 3132	1712 3616 6328	1	3.77	3.84	Accepted

In table 3calculated chi-square value (3.77) is less than the critical chi-square value (3.84) for DF=1 at p< 0.05. Therefore, Ho_1 was accepted. This implies that educational administrative strategies are not dependent in location.

Ho_2: Teaching/learning administrative strategies that enhance entrepreneurship education for national development does not significantly depend on location.

Table 4: X^2 table for dependence of teaching/learning administrative strategies on teacher

Response	Gender		Row total	Df	X^2Cal	X^2Cril	Decision
	Male	Female					
Yes No Total	1420 (1372.9) 1675 (1722.1) 3095	1387 (1434.1) 1846 (1798.9) 3233	2712 3616 6328	1	5.15	3.84	Not accepted

In table 4calculated show that the calculated chi-square value (5.15) is greater than the chi-square value (3.84) for DF=1 at p< 0.05. Hence Ho_2 was not accepted. This indicates that the teaching/learning administrative strategies depend teachers.

Discussion of findings

Research question 1 was directed to identify educational administrative strategies enhance entrepreneurship education for national development. Items 1-28 were a list of 14 educational administrators (principals) administrative strategies that could enhance entrepreneurship education for national development out of these the respondents accepted that the schools practiced 5 items (2, 4,7,11 and 13). It was found that experts from school quality assurance inspect entrepreneurship educational teaching. Entrepreneurship education teachers are sponsored to attend professional conferences and workshops, mostly qualified teachers are employed to teach entrepreneurship education, authorities reprimand entrepreneurship teachers for unsatisfactory performance and orientation of fresh and less experienced entrepreneurship teachers is organised regularly. This is agreement with study of Nwankwo, Nwachukwu and Allia (2010), that entrepreneurship education demands a strong leadership for it to successes. The traditional role of school administrators has emphasized the maintenance of administrative control, performance of administrative routines and commitment to rules for solving school problems. The school administrator needs to be versatile, competent and must have an idea of what

entrepreneurship education is all about for him to guide the programme to a successful.

Similarly, table 2 the research question sought to identify the teaching and learning administrative strategies that enhance entrepreneurship for national development item 1-14 of the instrument contained some teaching learning strategies that can enhance entrepreneurship education for national development. The respondents accepted that school praises strategy numbers 2,4,11 and 12 it was therefore revealed that entrepreneurship education student go on excision, participate in quizzes and project competitions students are also motivated to put in more efforts studying entrepreneurship subjects through prises and senior entrepreneurship teachers supervise practical work. Dange (1986) maintained that educational organisation is therefore concerned with using methods, principles and practices to establish, develop and execute the policies, plans and procedure necessary to achieve the objectives of education. This means the arrangement of human and material resources available for education carefully and systematically using them for the achievement of educational objectives similarly. Osuala (2004). Added that entrepreneurial education as a programme or part of programme that prepares individuals to undertake the formation and or operation of small business enterprises which also include financial operations for the purpose of performing all business functions relating to a product or service with emphasis given to the social responsibilities, legal requirements and risks for the sake of profit involved is the conduct of a private enterprise. Entrepreneurship education lays the foundation and arms individuals with appropriate skills to be self-reliant by recognizing business opportunities and having the confidence to take quard3d and informed risk in pursuing such opportunities (Govzor, 2017).

Conclusion

Educational administrators has important role to play in promoting national development though their administrative strategies in enhancing entrepreneurship education programmes in the nation education system so as to arrest the problem of unemployment to enable the youth be self-dependent and contribute meaningfully to the national economic development and growth.

Recommendations

1. The government should place much emphasis on entrepreneurship education through recruitment of capable and experience teachers.
2. Government, organization and individuals should find entrepreneurship education adequately.
3. The in-service training for teachers who are already in service to also boost the unit.

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