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HUMAN RESOURCES MANAGERIAL PRACTICES OF PRINCIPALS FOR THE IMPLEMENTATION OF ENTREPRENEURSHIP STUDIES IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study appraised principals' managerial practices for the implementation of entrepreneurship studies in public and private secondary school in Anambra State.One research question and one hypothesis were tested. The study utilized the descriptive survey research design. The population of the study comprised sixteen thousand, seven hundred and twenty-seven (16,727) respondents. This is made up of 481 principals and 9,697 teachers from the 481 private secondary schools and 256 principals and 6,293 teachers from the 256 public secondary schools in Anambra state. The sample size for the study was 1,332 respondents drawn from public and private secondary schools in Anambra state. Data werecollected using a questionnaire titled "Principals' Managerial Practices for Entrepreneurship Implementation Questionnaire (PMPEIQ)" which was duly validated by five experts who are all lecturers in the Faculty of Education, Nnamdi Azikiwe University, Awka. The internal consistency of the instrument was ascertained using Cronbach Alpha. This yielded reliability co-efficient of 0.84for the instrument. The data were collected directly by the researchers with the help of six research assistants. Mean scores were used to answer the research questions while z - test was used to test the hypotheses at 0.05 level of significance. The study revealed that principals of secondary schools in Anambra seek the entrepreneurship teachers' ideas about students' performance in entrepreneurship subjects and whereas public secondary school principals do not nurture co-operative work environment among entrepreneurship teachers, private secondary school principals do not give awards to entrepreneurship teachers whose

students perform well in external examinations. Based on these findings, it was among others recommended that public secondary schools principals in Anambra State should nurture co-operative work environment among entrepreneurship teachers in their schools while principals in private secondary schools should not only reward their teachers adequately, they should also mobilize PTA to provide learning resources for the teaching of entrepreneurship studies in their schools.

Keywords: Human Resources; Managerial Practice; Implementation; Entrepreneurship Studies.

Introduction

The role of education in national development has received considerable attention from the government and private sector organizations or individuals. The acceptance of education as the means for upward social mobility has increased the demand for it. This is evident in the expansion of education in the country such as the introduction of the Universal Basic Education (UBE) programme, National Open University and the increasing number of private schools in the country.

The efforts at solving the unemployment problems in the country resulted in the renewed interest in entrepreneurship studies (Nwangwu, 2007). According to Nwankwo, (2006) entrepreneurship study is an integral part of general education designed to equip students with entrepreneurial skills that will make them self-reliant, self-employable, creative and innovative. Entrepreneurship studies as provided in Federal Republic of Nigeria, (FRN) (2011) is taken as core subject in the secondary school curriculum. In this study, entrepreneurship studies therefore, is an aspect of the school curriculum which should be properly managed in order to achieve the desired result of job creation in the country.

Part of the school programme of entrepreneurship studies require some managerial practices like proper planning, coordination, supervision, direction and evaluation. School principals who are managers in their schools need to ensure that the entrepreneurship study is well

implemented in order to achieve one of the main objectives of secondary education which is to prepare the students for useful living in society.

Entrepreneurship study is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds (Okeke, 2009). Thus, entrepreneurship study enables the recipient to develop the willingness and ability to explore and exploit investment opportunities, establish and manage a successful business enterprise.

The Federal Republic of Nigeria (FRN, 2011) enumerated the entrepreneurship subjects as follows: auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning refrigerator welding and fabrication engineering craft practice, electrical installation and maintenance work. Others, according to the document include radio, TV and electrical work, block laying, brick laying and concrete work, painting and decorating, plumbing and pipe fitting, machine woodworking, carpentry and joinery, furniture making, upholstery, catering and craft practice, garment making, textile trade, dyeing and bleaching, printing craft practice. Further provisions are cosmetology, leather goods manufacturing and repair, keyboarding, short hand, data processing, store keeping, book keeping, GSM maintenance, photography, tourism, mining, animal husbandry, fisheries, marketing, and salesmanship, etc.,

The Federal Ministry of Education (FME, 2000) articulated the objectives of entrepreneurship education to include:

1. Offer functional education for the youths so as to enable them to be self-employed and self-reliant.
2. Offer graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. Provide university/college graduates with adequate training in risk management.
4. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.

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5. Offer graduates adequate training in the acquisition of skills that will enable them meet the manpower needs of the society.
6. To stimulate both individual and economic growth of rural and less developed areas.
7. Provide both small and medium business enterprises with the opportunity of recruiting graduates who will be trained and tutored in the skills relevant to the management and operation of small business centres.
8. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.

The above goals cannot be achieved without proper management and implementation at the school level. Furthermore, Obi (2004) presents management in education as the planning, organizing, staffing, coordinating and directing the affairs of educational institutions towards achieving educational objectives. In the same vein, Adeola (2004) averred that school management is the arrangement and utilization of available human and material resources for the achievement of educational goals. Resources are very important in school management. Hence Katz (2004) asserted that resources include all the things that help a person to do things effectively and efficiently. Educational administration's resources include all the things the educational administrator needs to effectively and efficiently perform his job. For these resources to produce the desired results, good managerial practices are therefore needed.

Managerial practices therefore are the ability of school managers to effectively channel the resources available in a school towards the attainment of the school objectives. In view of this, Hoyle (1999) affirmed that managerial practices include the degree to which an organization approximates to achieving its goals. They are concerned with the relationship between the inputs and the outputs. Thus, managerial practices in secondary schools would entail the extent to which school managers harmonize material and human resources available to them to achieve the goals of the school system.

For the purpose of this study, human resourcesmanagerial practices will be considered as the extent to which school principals effectively and efficiently manage the human, infrastructural, financial and learning resources in their schools in order to implement entrepreneurship studies in their schools. The frame of reference in educational management includes human resource management, infrastructural resource management, school financial resources management and learning resources management (Gilbert, 1995). In using such a frame of reference in this study, managerial practices in human resource management, for instance, are concerned with type and style of leadership employed by the principals towards the teachers in the school by way of allocation of duties and workload, delegation of tasks, use of rewards and incentives, the style of supervision employed, the involvement of teachers in management and decision making. Managerial practices in financial resources refer to accountability and prudence in the disbursement of funds or salaries, for programmes, stationeries (Adesina 1990), raising funds for the school and providing measures for proper internal accounting in the school (Allison 2001). Managerial practices in infrastructural and learning resources management are concerned with the efficient development of plans for orderly growth and improvement of school plant and facilities, allocation of instructional materials and equipment needed for teaching and learning, and supervising the utilization of these resources by staff and students (Babalola, 2006).

Personal observation by the researchers show that some school principals in Anambra State may not be effective in the management of their schools. Some teachers do not come to school regularly, while some do not perform their functions in the school very well. Some students play truancy as well as engage in some delinquent behaviour.

The above situation therefore creates an ugly state of affairs between the real and ideal school situations. This kind of situation can affect the teaching and learning of entrepreneurship studies. The course is a practical one and as a result requires dedication and commitment. Where teachers and students alike are

not dedicated or committed to teaching and learning processes, there is the likelihood that the school programme in general and entrepreneurship studies in particular may not be properly implemented.

The researcherswere motivated by the above lapses to study the human resources managerial practices of principals in private and public secondary schools in Anambra State for some reasons. Firstly, Ede (1999) observed that the roles of the public-school principals as the heads of secondary schools have multiplied over the years as a result of astronomical increase in students' population especially with recent increase in urbanization, population growth, and changing societal values. These developments have brought about multifarious activities and duties for the principal and the school itself. That is why in most public secondary schools in Anambra State, the appointment of two vice-principals, one for academics and the order for administration respectively, has become necessary.

Secondly, despite the measures and the affordability of the public schools, the trend mostly in Anambra State is towards a desire to send one's children to private schools. According to Abatam (2005:2) "families that can afford it send their children to these private schools while those that cannot, continue managing the public schools that are poorly supervised, and managed, leading to a growing resentment for public schools". Equally, Babalola (2004) added that the mushrooming of private schools in Nigeria today is a consequential reaction of the people to the ways governments have organized and managed public-owned schools in Nigeria, especially following the take-over of schools by the government in the 1970s. Hence, Ezekwesili (2006) stated that teachers in public schools have more professional experience and higher, qualifications than their counterparts in the private schools, yet, teachers in public schools are less productive, less committed and less effective compared with those in private schools. The third reason is that most students do not like choosing career in entrepreneurship studies. They prefer other subjects to entrepreneurship studies. Against this

background, it is important to appraise the human resources managerial practices of the principals in charge of these public and private schools in the implementation of entrepreneurship studies.

Research question

The Researchquestionguided the study:

What are the human resources managerial practices of principals for the implementation of entrepreneurship studies in public and private secondary school in Anambra State?

Null Hypothesis

The study tested the hypothesis at 0.05 level of significance:

Principals of public and private secondary schools do not differ significantly in their mean ratings on human resources managerial practices for the implementation of entrepreneurship studies in Anambra State.

Research Method

The descriptive survey research design was adopted for this study. The area of this study is Anambra state. There are twenty (20) Local Government Areas and is made up of six education zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha, Otuocha education zones. The population for this study is sixteen thousand, seven hundred and twenty seven (16,727) respondents. The sample size for this study is 1,332 respondents drawn from public and private secondary schools in Anambra state. The Researcher developed two instruments titled "Principals' Managerial Practices for Entrepreneurship Implementation Questionnaire (PMPEIQ)" and "Teachers' Appraisal of Principals Managerial Practices for Entrepreneurship Implementation Questionnaire (TAPMPEIQ)" for data collection. Each of the instruments was structured on a 4-point scale. The face and content validity of the instrument were determined byfive (5) experts comprising three lecturers in Educational Management and Policy, one lecturer in Measurement and Evaluation and one lecturer in Vocational Education, all in Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the

questionnaire was determined by 30 respondents made up of 10 principals and 20 teachers in Enugu State. The scores obtained from the respondents were collated to determine the Correlation co-efficientof the instrument as 0.84. The researchers administered the instruments directly to the respondents with the help of six research assistants

Mean scores were used to answer the research questions while z- test was used to test the hypotheses at 0.05 level of significance.

Presentation of Results

The results were presented according to the research question and hypothesis.

Research Question 1: What are the human resources managerial practices of principals for the implementation of entrepreneurship studies in public and private secondary school in Anambra State?

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Table 1:Mean Ratings on Principals' Engagement in Human Resources Managerial Practices for Implementing Entrepreneurship Studies

	Principals' Engagement in Human Resources Managerial Practices for Implementing Entrepreneurship Studies	**Public School (N = 468)**		**Private School (N = 864)**	
S/N	**Items**	Mean	Remark	Mean	Remark
1	Encouraging entrepreneurship teachers' participation in decision making on procurement of entrepreneurship teaching materials.	2.44	Disagree	3.12	Agree
2	Use threats on entrepreneurship teachers in the school in order to get them committed to the implementation of entrepreneurship studies.	2.57	Agree	3.15	Agree
3	Give awards to entrepreneurship teachers whose students perform well in external competitions.	2.48	Disagree	2.15	Disagree
4	Taking time to identify entrepreneurship teachers whose students perform well in external competitions.	2.51	Agree	2.50	Agree
5	Nurturing cooperative work environment among entrepreneurship teachers in my school.	2.00	Disagree	2.44	Disagree
6	Imposing my entrepreneurship	2.15	Disagree	2.44	Disagree

	implementation decision plans on my entrepreneurship teachers.				
7	Communicating entrepreneurship goals to be achieved by entrepreneurship teachers in my school.	3.62	Agree	2.86	Agree
8	Seeking out entrepreneurship teachers ideas about students' performance in entrepreneurship subjects.	3.20	Agree	3.27	Agree
9	Encouraging entrepreneurship teachers to use their discretion in selecting entrepreneurship teaching materials for students.	2.03	Disagree	3.17	Agree
	Mean of Means	2.44	Disagree	2.79	Agree

The analysis displayed in table 1 shows that the mean of means for public school is 2.44 (disagree) while that of private school is 2.79 (agree). This shows that respondents in public schools disagree on the human resources managerial practices of principals while their counterparts in private schools agree with the human resources practices of principals for the implementation of entrepreneurship studies.

Item by item analysis shows that items 1 to 9 have mean ratings ranging from 2.00to 3.20 for public schools and 2.15 to 3.27 for private schools. In both schools, item 8 with the highest mean rating at 3.20 for public schools and 3.27 for private schools shows that principals in public and private secondary schools in Anambra State seek at entrepreneurship teachers' ideas about students' performance in entrepreneurship subjects. Item 5 with the lowest mean of 2.00 for public schools indicate that principals in public schools in the area do not nurture co-operative work environment among

entrepreneurship teachers in their schools. On the other hand, in private schools, item 3 with the lowest mean of 2.15 for private schools indicates that principals of private school do not give awards to entrepreneurship teachers whose students perform well in external competitions.

Testing Null Hypothesis

Hypothesis1: Principals of public and private secondary schools do not differ significantly in their mean ratings on human resources managerial practices for the implementation of entrepreneurship studies in Anambra State.

***Table 2: z-test Appraisal of public and private school Principals' mean responses* on human resources managerial practices for the implementation of entrepreneurship studies in Anambra State**

	Public School (N=442)		**Private School (N =816)**					
	Mean	**SD**	**Mean**	**SD**	**Df**	**z-cal**	**z-crit**	**Decision**
Human Resources Managerial Practices	2.47	1.40	2.94	2.12	1256	2.21	1.96	Significant

The result in table 5 reveals that the calculated z (2.21) was greater than the critical value of z (1.96) at alpha level of 0.05 and degree of freedom (df) 1256. This means that the difference in the mean responses of public and private school principals' responses on human resources managerial practices for the implementation of entrepreneurship studies in Anambra State is significant. Therefore, the null hypothesis was rejected.

Discussion of Findings

Data analysis for research question one revealed that principals of secondary schools in Anambra State seek entrepreneurship teachers' ideas about students' performance in entrepreneurship subjects. Further findings revealed that public secondary school principals do not nurture co-operative work environment among entrepreneurship teachers. It was also found that private school principals do not give awards to entrepreneurship teachers whose students perform well in external examinations. The analysis of data for the hypothesis revealed that principals of public and private secondary schools differ significantly in their mean ratings on human resources managerial practices for the implementation of entrepreneurship studies in Anambra State.

The findings of this study agree with Adebola (2004) who found that showing concern for students' performance in school subjects is a significant part of human resource practices of both principals and teachers. Again, in support of the findings of this work, Akpotolwo and Amadi (2006) found that most public secondary school principals do not nurture co-operative work environment among entrepreneurial teachers in their schools. Again, a study by Olof (2004) revealed that the major motive behind the establishment of private schools is economic advancement which results in rare use of rewards to motivate teachers and students for higher performance. Based on Olof's findings, it is therefore not surprising only private school principals do not give awards to entrepreneurship examinations. Abatam (2005) also corroborated the findings of this study when he found that public and private secondary school principals differ significantly in their mean ratings on human resources managerial practices for the implementation of entrepreneurship studies in Anambra State.

Conclusion

The conclusion in this study is that managerial practices are very important in the implementation of entrepreneurship studies in secondary schools. However, absence of co-

operative work environment among entrepreneurship teachers in public secondary schools and inadequate motivation of entrepreneurship teachers in private secondary schools are among the human recourse challenge to the implementation of entrepreneurship studies in secondary schools in Anambra State.

Recommendations

Based on the results of this research, the following recommendations were made:

1. Public secondary schools' principals in Anambra State should nurture co-operative work environment among entrepreneurship teachers in their schools.
2. Principals in private secondary schools should give awards to entrepreneurship teachers whose students perform well in external examinations implies that excellent performance may not be enhanced or encouraged due to lack of motivation.

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