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

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Abstract

The study appraisedthe financial resources managerial practices of principals for the implementation of entrepreneurship studies in public and private secondary school in Anambra.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 is 1,332 respondents drawn from public and private secondary schools in Anambra state. The internal consistency of the instrument was ascertained using Cronbach Alpha. This yielded reliability co-efficient 0.80 of the instrument. The data were collected directly by the researcher 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. However, while 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. The study concluded that human finance resources must be effectively and efficiently handle for the overall success of entrepreneurship studies. 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. Furthermore, public and private secondary school principals should explore alternative sources of income generation for funding entrepreneurship in their schools instead of depending on government or parents for fund. Implications of the findings were drawn and suggestions for further studies.

Keywords: Finance; Resources; Managerial Practices; Principals; Implementation; Entrepreneurship.

Introduction

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. Again, Nigeria advocates for the philosophy of education that could cater for the needs of her citizens especially in the provision of job opportunities to reduce the alarming rate of unemployment in the country especially among school leavers.

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. The school principals who are managers in their schools need to ensure that the entrepreneurship studies are 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). It goes beyond business creation to include increasing students' ability to anticipate and respond to societal changes. 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.
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.

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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. In the school system, the goal of management is to integrate productive efforts for proper maximization or utilization of resource inputs and to get optimum output from the input. Furthermore, Obi (2009) 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 resources managerial practices were 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).

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 researchers are motivated by the above lapses to study the financial 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 financial resources managerial practices of the principals in charge of these public and private schools in the implementation of entrepreneurship studies.

Research question

The following research question guided the study.

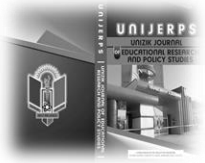
1. What are the financial resources managerial practices of principals for the implementation of entrepreneurship studies in public and private secondary school in Anambra State?

Null Hypothesis

The study was tested by the following hypothesis at 0.05 level of significance:

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

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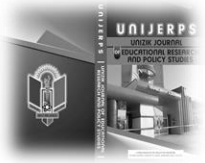
Research Method

The descriptive survey research design was adopted for this study. The area of this study is Anambra state. There are twenty (21) Local Government Areas in the state and 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 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. The face and content validity of the instrument were determined by five 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. A reliability co-efficient of 0.80 obtained for the instrument. 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

Research Question 1: What are the financial 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 Financial Resources Managerial Practices for Implementing Entrepreneurship Studies

	Principals' Engagement in Financial Resources Managerial Practices in the Implementation of Entrepreneurship Studies	**Public School (N = 468)**		**Private School (N = 864)**	
S/N	**Items**	Mean	Remark	Mean	Remark
1	Soliciting the support of private organizations in funding the procurement entrepreneurship teaching facilities.	2.44	Disagree	2.42	Disagree
2	Delegating vice-principals to prepare school budgets on entrepreneurship studies.	2.48	Disagree	2.46	Disagree
3	Having confidence in the entrepreneurship teacher entrusted with funds for the purchases of entrepreneurship teaching materials.	2.51	Agree	2.44	Disagree
4	Making negotiations for supplementary sources of funds for the implementation of entrepreneurship studies in my school.	2.40	Disagree	2.31	Disagree
5	Supervising the utilization of funds sent to school committees for the execution of entrepreneurship projects in the school.	2.49	Disagree	2.53	Agree
6	Using personal discretion to surcharge entrepreneurship teachers that absent him or herself from school.	2.51	Agree	2.40	Agree
7	Playing consultancy roles during entrepreneurship budget preparation.	2.45	Disagree	2.46	Disagree

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8	Ensuring proper accountability by any staff delegated to procure any entrepreneurship teaching materials for the school.	2.52	Agree	2.54	Agree
9	Imposing levies on students for the procurement of entrepreneurship teaching materials.	2.47	Disagree	2.72	Agree
	Mean of Means	2.46	Disagree	2.48	Disagree

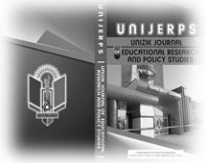
From the results in tables, the mean of means for public and private schools is 2.46 and 2.48 respectively. This indicates both public and private school principals and teachers disagree on the financial resource managerial practices of the principals.

In public schools, item 8 with the highest mean rating of 2.52 for public schools indicates that principals in public schools ensure proper accountability by any staff delegated to procure any entrepreneurship teaching materials for the schools. In the same vein, item 9 with the highest mean of 2.72 for private schools indicates that principals in private secondary schools impose levies on students for the procurement of entrepreneurship teaching materials.

Conversely, item 4 has the lowest mean of 2.40 and 2.31 for public and private secondary schools respectively. This indicates that public and private secondary school principals do not make negotiations for supplementary sources of fund for the implementation of entrepreneurship studies in their schools.

Hypothesis 1: Principals of public and private secondary schools do not differ significantly in their mean ratings on financial resources managerial practices for the implementation of entrepreneurship studies in Anambra State.

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***Table 2: z-test Appraisal of public and private school Principals' mean responses* on financial 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**
Financial Resources Managerial Practices	2.46	0.86	2.48	0.74	1256	1.78	1.96	Not Significant

The result in table 2 shows that the z-cal value of 1.78 was less than the critical value z-value of 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 financial resources managerial practices for the implementation of entrepreneurship studies in Anambra State is not significant. Therefore, the null hypothesis was not rejected.

Discussions

Based on the data analysis for the research question, it was found that principals of public secondary schools ensure accountability of fund meant for the procurement of entrepreneurship teaching materials but their counterparts in private secondary schools impose levies on students for the procurement of entrepreneurship studies teaching materials. Furthermore, findings of the study reveal that principals in public and private secondary schools neither differ in their mean ratings on financial resource managerial practices nor negotiate for supplementary sources of fund for the implementation of entrepreneurship studies.

The findings of this study are very revealing. First, since schools are funded by the government with public fund, they should account for the fund received. Second, since proper accountability of fund is a basis for further financial allocations to the school, it is therefore imperative to let

the government and the general public know how money allocated was spent. For private schools, the major aim of their establishment is for the economic advancement of the owners. Any other aim or goal is secondary. As a result, they do not render any financial account to the public. The only accountability the render is their ability to deliver in terms of high academic tone which serves as the basis of their survival. Private secondary schools levy students because it is their primary source of income. This explains why private schools charge high fees when compared with public schools.

The findings of this study were supported by Olisa (2006) who found that public secondary schools render financial account each year to the government. Okechukwu (2007) also found that public schools normally render account to the government and such accounts have helped the government to check embezzlement or diversion of public funds by some corrupt school heads.

This study has revealed one major weakness of most school managers. This weakness is the inability to explore alternative sources of fund. This is the bane of education in Nigeria. Principals who are unable to explore alternative sources of funding their schools will always experience lack of finance or under funding. Anekwe (2004) found that secondary school principals starved their schools financially by failing to negotiate with donor agencies or philanthropic for funding their schools.

Conclusion

From the interpretation of data and discussion of the findings of this study, the following conclusions are made: The human infrastructure finance must be effectively and efficiently handled for the overall success of entrepreneurship studies. The findings of the study showed that finance is not efficiently practiced in either or both public and private secondary schools in Anambra State.

Implications of the Study

One of implication of the findings is for the government. Giving private individuals license to establish schools is not enough. The levies imposed on the students should be looked into by the government to avoid imposing two much financial burdens on parents. Again, since government alone cannot finance education, government needs to encourage and direct school principals to

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explore alternative sources of funding their schools.

Recommendations

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

1. The government should moderate levies imposed on students by private school owner to ensure that unnecessary financial burdens are not suffered by parents.
2. Public and private secondary school principals should explore alternative sources of income generation for funding entrepreneurship in their schools instead of depending on government or parents for fund.

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