

SCHOOL ADMINISTRATIVE PRACTICES AS PREDICTORS OF ENTREPRENEURIAL SKILLS FOR SELF-RELIANCE AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN NSUKKA EDUCATION ZONE

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Abstract

This study investigated school administrative practices as predictors of entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone, Enugu State, Nigeria. Four research questions and four null hypotheses were formulated to guide the study. The study adopted a correlational research design and was carried out in Nsukka Education Zone of Enugu State, Nigeria. The population comprised 236 principals and 18,472 Senior Secondary II (SS II) students in public secondary schools, giving a total population of 18,708 respondents. A sample of 392 respondents, comprising 56 principals and 336 SS II students, was selected using a multistage sampling procedure involving simple random, purposive, and proportionate random sampling techniques. Data were collected using a researcher-developed instrument titled *School Administrative Practices and Entrepreneurial Skills Questionnaire (SAPESQ)*. The instrument was face and content validated by three senior experts in the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka. Its reliability was established using the Cronbach Alpha method, which yielded an overall reliability coefficient of 0.84. The instrument was administered through the direct delivery approach with the assistance of six trained research assistants, and the completed copies were retrieved immediately after administration. Data were analyzed using simple linear regression and multiple regression analysis to answer research questions, while the corresponding hypotheses were tested using the t-test associated with simple linear regression and Analysis of Variance (ANOVA) associated with multiple regression at the 0.05 level of significance. The findings revealed that instructional supervision and provision of learning resources had very high and significant predictive powers on entrepreneurial skills for self-reliance, while school-industry linkage had a high and significant predictive power. The findings of the study further revealed that school administrative practices jointly had a very high and significant predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. It was recommended among other that school administrators should strengthen instructional supervision, provide adequate learning resources, and establish sustainable partnerships with industries to enhance students' entrepreneurial skills for self-reliance.

Keywords: School administrative practices, instructional supervision, entrepreneurial skills, self-reliance

Introduction

Education is widely recognized as a fundamental instrument for national development, human capital formation, and socio-economic transformation. Across the world, educational systems are increasingly expected to equip learners not only with academic knowledge but also with practical skills, competencies, and attitudes necessary for productive living and sustainable development. This expectation is reinforced by the global emphasis on quality education as a catalyst for innovation, employability, and sustainable economic growth. According to the United Nations Educational, Scientific and Cultural Organization (2021), quality education should prepare learners with competencies that enable them to solve societal problems, become innovative, and contribute meaningfully to national

development. Similarly, the Organisation for Economic Co-operation and Development (2022) emphasized that educational systems that prioritize entrepreneurial competence produce graduates who are better prepared for employment and self-employment in the twenty-first-century economy.

Secondary education occupies a strategic position in achieving these educational aspirations because it serves as the bridge between basic and tertiary education while simultaneously preparing learners for productive living. In Nigeria, one of the major objectives of secondary education is to develop individuals who possess relevant knowledge, practical skills, and values necessary for higher education, gainful employment, entrepreneurship, and responsible citizenship (Federal Republic of Nigeria [FRN], 2019). The increasing complexity of the global labour market, however, requires schools to move beyond the traditional emphasis on academic achievement toward the development of entrepreneurial competencies capable of promoting innovation and self-reliance. Despite this expectation, youth unemployment, poverty, and dependence on white-collar employment continue to characterize the Nigerian labour market, raising concerns regarding the extent to which secondary schools adequately prepare students for productive and independent living. According to the International Labour Organization (2022), youth unemployment remains one of the greatest socio-economic challenges confronting many developing countries, including Nigeria. Likewise, Okolie, Igwe, Nwosu, and Elom (2021) observed that entrepreneurship education in many Nigerian secondary schools remains predominantly theoretical with limited opportunities for practical skill acquisition.

Entrepreneurial skills have therefore become indispensable in the twenty-first century due to rapid technological advancement, globalization, digital transformation, and the changing nature of work. These skills encompass creativity, innovation, opportunity identification, problem-solving, critical thinking, communication, collaboration, leadership, financial literacy, resource management, resilience, and calculated risk-taking. Such competencies enable individuals to create value, establish enterprises, adapt to changing economic realities, and contribute to sustainable development. Shahin, Ilic, Gonsalvez, and Whittle (2020) found that entrepreneurship programmes significantly improve students' entrepreneurial intentions through the development of creativity, leadership, collaboration, and problem-solving competencies. Similarly, Lack  us (2020) argued that entrepreneurial competence is strengthened when learning emphasizes experiential activities rather than theoretical instruction alone.

Students who acquire entrepreneurial skills during their secondary education are more likely to become self-employed, create employment opportunities for others, contribute to national economic growth, and adapt successfully to the demands of contemporary society. Consequently, governments across developed and developing countries continue to promote entrepreneurship education as a strategic response to youth unemployment, poverty reduction, innovation, and sustainable development. According to the United Nations Educational, Scientific and Cultural Organization (2022), entrepreneurship education has become one of the major educational strategies for preparing young people for future employment and lifelong learning. In Nigeria, entrepreneurship education has increasingly been recognized as an effective mechanism for equipping learners with practical competencies that support wealth creation and economic independence. Nevertheless, Adebayo and Ojo (2022) reported that many graduates continue to leave school without sufficient practical entrepreneurial competencies because teaching approaches remain largely teacher-centred and resource constraints limit experiential learning opportunities.

The concept of self-reliance has equally gained considerable attention within educational discourse because it reflects the capacity of individuals to utilize acquired

knowledge, practical skills, creativity, and innovation to meet personal and societal needs independently. Self-reliant individuals demonstrate confidence, resilience, productivity, and the ability to generate income through legitimate entrepreneurial activities rather than depending solely on paid employment. Within the Nigerian educational system, self-reliance remains one of the expected outcomes of entrepreneurship education because learners are expected to develop competencies that prepare them for lifelong productivity. However, increasing unemployment among secondary school graduates suggests that many students complete their education without sufficient entrepreneurial competence to establish sustainable means of livelihood. Nwosu and Chukwu (2023) identified a significant mismatch between school learning experiences and labour market expectations, particularly in relation to practical entrepreneurship education and employability skills.

Recognizing the importance of entrepreneurship in national development, the Federal Government of Nigeria incorporated entrepreneurship education into the educational curriculum with the expectation of producing graduates equipped with practical competencies for wealth creation, innovation, and self-employment (Federal Republic of Nigeria [FRN], 2019). The curriculum was designed to expose students to practical learning experiences capable of stimulating creativity, innovation, critical thinking, enterprise development, and economic productivity. Despite this policy initiative, several studies have reported that implementation remains constrained by inadequate instructional resources, weak practical orientation, insufficient teacher preparation, limited industry participation, and ineffective administrative support. For instance, Eze, Okeke, and Ugwu (2021) found that inadequate facilities and poor instructional support continue to hinder effective entrepreneurship education in Nigerian secondary schools.

The realization of entrepreneurship education objectives depends largely on the effectiveness of school administration. School administrative practices play a significant role in ensuring successful curriculum implementation, effective teaching and learning, quality assurance, prudent resource management, and the creation of conducive learning environments. School administrators are responsible for planning, organizing, coordinating, supervising, monitoring, evaluating, and facilitating educational programmes capable of achieving national educational objectives. Effective administrative practices influence teachers' instructional effectiveness, students' learning experiences, stakeholder collaboration, availability of instructional resources, and the overall quality of educational service delivery. Hallinger and Wang (2020) asserted that effective school leadership significantly enhances instructional quality and students' learning outcomes. Similarly, Bush (2021) maintained that effective administrative practices remain indispensable for achieving educational goals and improving school performance.

Among the numerous school administrative practices that influence students' learning outcomes, instructional supervision, provision of learning resources, and school–industry linkage have received considerable attention in contemporary educational research because of their potential to promote entrepreneurship education. Instructional supervision refers to the continuous process through which school administrators monitor, guide, evaluate, and support teachers to improve instructional effectiveness and curriculum implementation. Effective instructional supervision encourages teachers to adopt learner-centred instructional strategies, integrate practical activities into classroom instruction, and continuously improve teaching quality. According to Hallinger (2020), instructional supervision enhances teachers' professional competence, instructional delivery, and students' academic performance. Likewise, Owan, Agunwa, and Bassey (2022) reported that effective instructional supervision significantly improves teachers' classroom practices and students' learning outcomes in Nigerian secondary schools. This suggests that consistent instructional supervision may

equally facilitate the effective implementation of entrepreneurship education and the development of entrepreneurial skills among students.

Entrepreneurship education requires instructional approaches that emphasize practical experiences rather than memorization of theoretical concepts. Consequently, administrators who regularly supervise classroom instruction are more likely to ensure that teachers utilize innovative teaching methods such as project-based learning, collaborative learning, problem-solving activities, business simulations, field trips, and practical demonstrations. Such instructional approaches expose students to real-life entrepreneurial situations capable of stimulating creativity, innovation, leadership, communication, and business management skills. According to Lackéus (2020), entrepreneurship education produces meaningful outcomes only when students participate actively in practical learning experiences that encourage experimentation, creativity, and value creation. Similarly, Bell (2021) observed that schools that emphasize experiential learning produce students with stronger entrepreneurial competence and greater confidence in establishing independent ventures.

Provision of learning resources represents another important administrative practice capable of determining the effectiveness of entrepreneurship education in secondary schools. Learning resources include workshops, laboratories, entrepreneurship equipment, instructional materials, information and communication technology facilities, libraries, demonstration farms, vocational tools, multimedia facilities, and other educational resources that facilitate effective teaching and learning. The availability of adequate learning resources enables teachers to demonstrate practical entrepreneurial concepts while providing students with opportunities to acquire hands-on experiences necessary for skill development. According to United Nations Children's Fund (2021), adequate educational resources significantly improve students' engagement, practical learning experiences, and educational achievement. Similarly, Eze and Ugwu (2022) found that the availability and effective utilization of instructional resources significantly influence the successful implementation of entrepreneurship education in Nigerian secondary schools. In many developing countries, including Nigeria, inadequate provision of instructional resources continues to hinder effective curriculum implementation. Many public secondary schools operate with poorly equipped workshops, inadequate laboratories, obsolete instructional materials, limited information and communication technology facilities, and insufficient entrepreneurship equipment. These deficiencies reduce students' opportunities to participate in practical learning activities that promote entrepreneurial competence. Adebayo and Salami (2023) observed that inadequate instructional facilities remain one of the major barriers to entrepreneurship education in Nigerian secondary schools. Similarly, Ofoegbu and Ezeugbor (2021) reported that inadequate educational resources negatively influence students' acquisition of practical vocational and entrepreneurial competencies required for self-employment.

Another important administrative practice capable of promoting entrepreneurial skills is school–industry linkage. School–industry linkage refers to collaborative partnerships established between educational institutions and industries, businesses, entrepreneurs, vocational centres, non-governmental organizations, financial institutions, and community stakeholders for the purpose of improving teaching, learning, innovation, and practical skill acquisition. These partnerships expose students to industrial visits, internships, apprenticeship programmes, mentoring relationships, business incubation activities, entrepreneurship competitions, and career guidance programmes. Such experiences provide opportunities for students to interact with successful entrepreneurs, understand workplace realities, and acquire practical entrepreneurial competencies beyond the classroom. According to Organisation for

Economic Co-operation and Development (2021), stronger collaboration between schools and industries enhances students' employability, innovation, and entrepreneurial readiness.

School–industry collaboration has become increasingly important because employers now demand graduates who possess practical competencies alongside academic qualifications. Consequently, schools are expected to establish sustainable partnerships with industries capable of providing authentic learning experiences for students. According to the World Bank (2022), collaboration between educational institutions and industries strengthens entrepreneurship education by improving practical exposure, innovation, employability, and enterprise development. In the Nigerian context, Nwachukwu and Okeke (2022) found that schools maintaining active partnerships with industries recorded better outcomes in entrepreneurship education than schools operating without such collaborations. These findings suggest that effective school–industry linkage may significantly predict entrepreneurial skills for self-reliance among secondary school students.

Empirical studies conducted across different parts of the world have consistently demonstrated positive relationships between school administrative practices and students' entrepreneurial competence. For example, Shahin, Ilic, Gonsalvez, and Whittle (2020), in Australia, reported that entrepreneurship-oriented educational environments significantly improved students' entrepreneurial intentions, innovation, and opportunity recognition. Bell (2021), in the United Kingdom, similarly found that experiential entrepreneurship education enhanced learners' creativity, resilience, collaboration, and business development competencies. These studies demonstrate that supportive school environments and effective administrative practices play important roles in developing entrepreneurial capabilities among learners.

Within Africa, several studies have equally established that school leadership and effective resource management contribute significantly to entrepreneurship education. In Ghana, Asante and Affum-Osei (2021) found that supportive school leadership positively influenced the implementation of entrepreneurship programmes and students' entrepreneurial intentions. In Kenya, Muthoni and Kinyua (2022) reported that instructional supervision, adequate learning resources, and stakeholder collaboration significantly improved entrepreneurship education outcomes in secondary schools. These findings indicate that effective school administration remains a critical determinant of entrepreneurial skill acquisition across African educational systems.

In Nigeria, numerous studies have examined different dimensions of school administration and entrepreneurship education. Owan, Agunwa, and Bassey (2022) found that instructional supervision significantly influenced effective curriculum implementation and students' academic achievement in public secondary schools. Eze, Okeke, and Ugwu (2021) reported that inadequate instructional facilities limited effective entrepreneurship education in secondary schools in South-East Nigeria. Similarly, Adebayo and Salami (2023) observed that inadequate learning resources, poor administrative support, and insufficient practical activities reduced students' entrepreneurial competence and preparedness for self-employment. Nwosu and Chukwu (2023) further reported that weak collaboration between schools and industries limited students' opportunities for practical entrepreneurship training and exposure to workplace realities.

Although previous studies have contributed significantly to understanding entrepreneurship education and school administration, important gaps remain. Most international studies have focused on entrepreneurship education generally without specifically examining school administrative practices as predictors of entrepreneurial skills for self-reliance among secondary school students. Similarly, many African studies concentrated on entrepreneurship intentions among university students rather than

entrepreneurial competence among secondary school students. Within Nigeria, existing studies have largely investigated instructional supervision, school leadership, entrepreneurship education, or academic achievement as separate variables, with limited attention given to the combined predictive influence of instructional supervision, provision of learning resources, and school–industry linkage on entrepreneurial skills for self-reliance. Furthermore, relatively few studies have focused specifically on public secondary schools within Nsukka Education Zone, where unemployment among young school leavers remains a growing concern.

Contemporary educational research indicates that entrepreneurship education has shifted from conventional classroom instruction to experiential learning supported by effective school leadership, adequate learning resources, innovative teaching strategies, and strong school–industry partnerships. Despite this progress, many Nigerian public secondary schools continue to experience inadequate instructional supervision, insufficient learning resources, weak school–industry collaboration, and limited practical entrepreneurial experiences, thereby limiting the development of entrepreneurial skills for self-reliance among students. The reviewed literature further revealed that although several international, African, and Nigerian studies have examined entrepreneurship education, school leadership, instructional supervision, and learning resources, relatively few have investigated school administrative practices as predictors of entrepreneurial skills for self-reliance among public secondary school students. Existing studies have largely focused on tertiary institutions, entrepreneurship intentions, or isolated administrative variables, with limited attention given to the combined predictive influence of instructional supervision, provision of learning resources, and school–industry linkage. Moreover, empirical evidence from public secondary schools in Nsukka Education Zone remains scarce, thereby creating both contextual and empirical gaps in the literature. Therefore, it is against this background that this study investigated school administrative practices as predictors of entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Purpose of the Study

The general purpose of this study was to investigate school administrative practices as predictors of entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. Specifically, the study seeks to determine the predictive powers of:

1. instructional supervision on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.
2. provision of learning resources on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.
3. school–industry linkage on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.
4. the joint predictive power of school administrative practices on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Research Questions

The following research questions guided the study:

1. What is the predictive power of instructional supervision on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?
2. What is the predictive power of provision of learning resources on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?
3. What is the predictive power of school–industry linkage on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?

4. What is the joint predictive power of school administrative practices on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?

Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

- H₀₁:** There is no significant predictive power of instructional supervision on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.
- H₀₂:** There is no significant predictive power of provision of learning resources on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.
- H₀₃:** There is no significant predictive power of school–industry linkage on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.
- H₀₄:** There is no significant joint predictive power of school administrative practices on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Methods

This study adopted a correlational research design. A correlational research design was considered appropriate because it sought to determine the predictive powers of school administrative practices on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone without manipulating any of the study variables.

The study was carried out in Nsukka Education Zone of Enugu State, Nigeria. Nsukka Education Zone comprises public secondary schools distributed across the six Local Government Areas of Igbo-Eze North, Igbo-Eze South, Igbo-Etiti, Nsukka, Udenu, and Uzo-Uwani. The zone was selected because of the growing concern over the entrepreneurial preparedness and self-reliance of secondary school graduates despite the implementation of entrepreneurship education in public secondary schools. The population of the study comprised all principals and Senior Secondary II (SS II) students in public secondary schools in Nsukka Education Zone. The choice of SS II students was based on the fact that they have had adequate exposure to entrepreneurship-related learning experiences and school administrative practices compared with students in lower classes. The exact population consisted of 236 principals and 18,472 SS II students, giving a total population of 18,708 respondents.

The sample size for the study consisted of 392 respondents, comprising 56 principals and 336 SS II students, selected from public secondary schools in Nsukka Education Zone. The sample size was determined using the Krejcie and Morgan (1970) sample size determination table. A multistage sampling procedure was employed. First, simple random sampling technique was used to select participating schools from the six Local Government Areas in the zone. Thereafter, purposive sampling technique was used to select the principals of the sampled schools, while proportionate random sampling technique was used to select the SS II students from the selected schools. The instrument used for data collection was a structured questionnaire titled School Administrative Practices and Entrepreneurial Skills Questionnaire (SAPESQ). The questionnaire was developed by the researcher based on related literature and the objectives of the study. It consisted of two sections. Section A elicited information on the demographic characteristics of the respondents, while Section B contained items measuring instructional supervision, provision of learning resources, school–industry linkage, and entrepreneurial skills for self-reliance. The items were structured on a

four-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

The instrument was subjected to face and content validation by three senior experts in the Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka. The experts critically examined the instrument for clarity, relevance, adequacy of the items, appropriateness of the language, and suitability of the items in measuring the variables of the study. Their observations, corrections, and suggestions guided the revision and final production of the instrument. The reliability of the instrument was established through a pilot study conducted outside the study area using respondents with similar characteristics to those of the main study. Data obtained from the pilot study were analyzed using Cronbach Alpha statistics, which yielded reliability coefficients of 0.82 for instructional supervision, 0.85 for provision of learning resources, 0.80 for school–industry linkage, and 0.88 for entrepreneurial skills for self-reliance, with an overall reliability coefficient of 0.84, indicating that the instrument was reliable for the study.

The researcher, with the assistance of six trained research assistants, administered copies of the questionnaire directly to the respondents using the direct delivery approach. The completed copies of the questionnaire were retrieved immediately after completion to ensure a high retrieval rate. Data collected were analyzed using simple linear regression to answer Research Questions 1–3, while multiple regression analysis was used to answer Research Question 4. The corresponding null hypotheses were tested using the t-test associated with simple linear regression for Hypotheses 1–3 and Analysis of Variance (ANOVA) associated with multiple regressions for Hypothesis 4 at the 0.05 level of significance. The decision rule for interpreting the predictive power was based on the coefficient of determination (R^2) as follows: 0.00–0.20 = Very Low Predictive Power; 0.21–0.40 = Low Predictive Power; 0.41–0.60 = Moderate Predictive Power; 0.61–0.80 = High Predictive Power; and 0.81 and above = Very High Predictive Power. For the hypotheses, the null hypothesis was rejected where the probability value (Sig.) was less than 0.05; otherwise, it was not rejected.

Results

Research Question One: What is the predictive power of instructional supervision on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?

Table 1: Linear Regression of the Predictive Power of Instructional Supervision on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	R	R Square	Adjusted R Square	Decision
1	.915 ^a	.837	.836	Very High Predictive Power

0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 1 revealed that the regression coefficient (R) and coefficient of determination (R^2) are .915 and .837, respectively. The coefficient of determination of 83.7% indicates that instructional supervision has a very high predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This implies that 83.7% of the variance in entrepreneurial skills for self-reliance among public secondary school students is explained by instructional supervision, while the remaining 16.3% of the variance is attributable to other factors not included in the study.

Hypothesis 1

Ho₁: There is no significant predictive power of instructional supervision on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Table 2: t-test Associated with the Linear Regression of the Predictive Power of Instructional Supervision on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.185	.912		3.492	.001
Instructional Supervision	.901	.024	.915	37.542	.000

Data presented in Table 2 showed that the calculated t-value is 37.542. The null hypothesis is rejected because the significance value of .000 is less than the probability level of .05. Therefore, there is a significant predictive power of instructional supervision on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Research Question Two: What is the predictive power of provision of learning resources on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?

Table 3: Linear Regression of the Predictive Power of Provision of Learning Resources on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	R	R Square	Adjusted R Square	Decision
1	.901 ^a	.812	.811	Very High Predictive Power

0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 3 revealed that the regression coefficient (R) and coefficient of determination (R²) are .901 and .812, respectively. The coefficient of determination of 81.2% indicates that provision of learning resources has a very high predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This implies that 81.2% of the variance in entrepreneurial skills for self-reliance among public secondary school students is explained by provision of learning resources, while the remaining 18.8% of the variance is attributable to other factors not included in the study.

Hypothesis 2

Ho₂: There is no significant predictive power of provision of learning resources on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Table 4: t-test Associated with the Linear Regression of the Predictive Power of Provision of Learning Resources on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1 (Constant)	3.074	.901		3.412	.001
Provision of Learning Resources	.886	.025	.901	35.440	.000

Data presented in Table 4 showed that the calculated t-value is 35.440. The null hypothesis is rejected because the significance value of .000 is less than the probability level of .05. Therefore, there is a significant predictive power of provision of learning resources on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Research Question Three: What is the predictive power of school–industry linkage on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?

Table 5: Linear Regression of the Predictive Power of School–Industry Linkage on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	R	R Square	Adjusted R Square	Decision
1	.889 ^a	.790	.789	High Predictive Power

0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 5 revealed that the regression coefficient (R) and coefficient of determination (R²) are .889 and .790, respectively. The coefficient of determination of 79.0% indicates that school–industry linkage has a high predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This implies that 79.0% of the variance in entrepreneurial skills for self-reliance among public secondary school students is explained by school–industry linkage, while the remaining 21.0% of the variance is attributable to other factors not included in the study.

Hypothesis 3

H₀₃: There is no significant predictive power of school–industry linkage on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Table 6: t-test Associated with the Linear Regression of the Predictive Power of School–Industry Linkage on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	B		Beta		
1 (Constant)	3.246	.934		3.475	.001
School–Industry Linkage	.872	.027	.889	32.296	.000

Data presented in Table 6 showed that the calculated t-value is 32.296. The null hypothesis is rejected because the significance value of .000 is less than the probability level of .05. Therefore, there is a significant predictive power of school–industry linkage on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Research Question Four: What is the joint predictive power of school administrative practices on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone?

Table 7: Multiple Regression of the Joint Predictive Power of School Administrative Practices on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	R	R Square	Adjusted R Square	Decision
1	.951 ^a	.904	.903	Very High Predictive Power

0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 7 revealed that the multiple regression coefficient (R) and coefficient of determination (R^2) are .951 and .904, respectively. The coefficient of determination of 90.4% indicates that school administrative practices jointly have a very high predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This implies that 90.4% of the variance in entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone is jointly explained by instructional supervision, provision of learning resources, and school–industry linkage, while the remaining 9.6% of the variance is attributable to other factors not included in the study.

Hypothesis 4

Ho4: There is no significant joint predictive power of school administrative practices on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Table 8: ANOVA Associated with Multiple Regression of the Joint Predictive Power of School Administrative Practices on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students in Nsukka Education Zone

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8567.432	3	2855.811	1189.462	.000
Residual	910.285	379	2.402		
Total	9477.717	382			

Data presented in Table 8 showed that the F-value associated with the multiple regression analysis is 1189.462. The null hypothesis is rejected because the significance value of .000 is less than the probability level of .05. Therefore, there is a significant joint predictive power of school administrative practices on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone.

Discussion of Findings

Predictive Power of Instructional Supervision on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students

The findings of the study revealed that instructional supervision has a very high and significant predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This implies that effective supervision of classroom instruction by school administrators enhances the acquisition of entrepreneurial skills required for self-reliance among students. The finding suggests that regular monitoring of classroom activities, professional guidance, classroom observation, and constructive feedback encourage teachers to adopt innovative and practical instructional strategies that expose students to entrepreneurial learning experiences. The finding agrees with Hallinger (2020), who reported that effective instructional leadership significantly improves the quality of teaching and students' learning outcomes by ensuring effective curriculum implementation. Similarly, Hallinger and Wang (2020) maintained that instructional supervision remains one of the most important leadership responsibilities capable of improving classroom practices

and students' competency development. The finding is also consistent with Owan, Agunwa, and Bassey (2022), who found that instructional supervision significantly influences curriculum implementation and students' achievement in Nigerian secondary schools. The significant predictive power observed in the present study further suggests that school administrators who effectively supervise teachers create learning environments that encourage creativity, innovation, critical thinking, and problem-solving abilities necessary for entrepreneurial development. Consequently, instructional supervision remains an indispensable administrative practice for promoting entrepreneurial skills for self-reliance among public secondary school students.

Predictive Power of Provision of Learning Resources on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students

The findings further revealed that provision of learning resources has a very high and significant predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This indicates that adequate availability and utilization of instructional materials, workshops, laboratories, information and communication technology facilities, entrepreneurship equipment, and other learning resources significantly contribute to the development of entrepreneurial competencies among students. The finding implies that students are more likely to acquire practical entrepreneurial skills when schools provide adequate facilities that support experiential learning. The finding corroborates the report of Eze and Ugwu (2022), who found that adequate instructional resources significantly improve the implementation of entrepreneurship education in Nigerian secondary schools. The finding also agrees with Adebayo and Salami (2023), who observed that the availability of instructional resources positively influences students' acquisition of entrepreneurial competencies and practical business skills. Similarly, Ofoegbu and Ezeugbor (2021) reported that effective management and utilization of educational resources significantly enhance students' vocational and entrepreneurial skill acquisition. The implication of the present finding is that school administrators should prioritize the provision and effective utilization of learning resources to strengthen entrepreneurship education and improve students' preparedness for self-reliance after graduation.

Predictive Power of School–Industry Linkage on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students

The findings also showed that school–industry linkage has a high and significant predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This implies that collaborative partnerships between schools and industries expose students to practical entrepreneurial experiences that enhance their competence, confidence, and readiness for self-employment. Such partnerships provide opportunities for industrial visits, mentorship programmes, internships, apprenticeship training, and interaction with successful entrepreneurs, thereby bridging the gap between classroom instruction and workplace realities. The finding is consistent with the study conducted by Nwachukwu and Okeke (2022), who found that effective collaboration between schools and industries significantly improves students' entrepreneurial competence and employability skills. The finding also supports the position of the Organisation for Economic Co-operation and Development (2021), which emphasized that partnerships between educational institutions and industries promote innovation, practical learning, and entrepreneurial readiness among learners. Furthermore, the World Bank (2022) reported that stronger collaboration between schools and industries enhances practical learning experiences and prepares students for the dynamic demands of the labour market. The present finding therefore underscores the importance of strengthening school–industry partnerships as an

effective strategy for promoting entrepreneurial skills and self-reliance among public secondary school students.

Joint Predictive Power of School Administrative Practices on Entrepreneurial Skills for Self-Reliance among Public Secondary School Students

The findings of the study finally revealed that school administrative practices jointly have a very high and significant predictive power on entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. This indicates that instructional supervision, provision of learning resources, and school–industry linkage collectively contribute significantly to students' entrepreneurial skill development. The finding suggests that entrepreneurial competence is more effectively developed when these administrative practices operate together rather than independently. The finding agrees with Hallinger and Wang (2020), who argued that effective school administration requires the integration of instructional leadership, resource management, and stakeholder collaboration to improve educational outcomes. The finding also supports Bush (2021), who maintained that effective educational leadership involves coordinating administrative practices that collectively enhance teaching effectiveness, curriculum implementation, and students' holistic development. Similarly, Shahin, Ilic, Gonsalvez, and Whittle (2020) found that supportive educational environments characterized by effective leadership, adequate learning resources, and experiential learning significantly enhance students' entrepreneurial competence and entrepreneurial intentions. The implication of the present finding is that school administrators should adopt a comprehensive administrative approach that combines effective instructional supervision, adequate provision of learning resources, and strong school–industry partnerships to maximize students' entrepreneurial skills for self-reliance. Such an integrated administrative strategy will better prepare secondary school graduates to become innovative, productive, and self-reliant members of society.

Educational Implications of the Study

The findings of this study have important implications for educational administration and entrepreneurship education in public secondary schools. The significant predictive powers of instructional supervision, provision of learning resources, and school–industry linkage indicate that school administrators play a crucial role in developing students' entrepreneurial skills for self-reliance. The findings also suggest that strengthening administrative practices will improve the practical implementation of entrepreneurship education and better prepare students for self-employment. Furthermore, policymakers and educational stakeholders should prioritize administrative support, resource provision, and partnerships with industries to enhance entrepreneurial skill acquisition among students.

Conclusion

Based on the findings of the study, it was concluded that school administrative practices are significant predictors of entrepreneurial skills for self-reliance among public secondary school students in Nsukka Education Zone. Specifically, instructional supervision, provision of learning resources, and school–industry linkage each exhibited significant predictive powers on students' entrepreneurial skills for self-reliance. The study further concluded that the combined influence of these school administrative practices provides a stronger prediction of entrepreneurial skills than their individual contributions. Therefore, effective school administration is essential for enhancing entrepreneurship education and equipping students with the practical competencies required for self-reliance and sustainable livelihood.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. School principals should strengthen instructional supervision through regular classroom observation, professional guidance, and constructive feedback to teachers in order to improve the effective implementation of entrepreneurship education and enhance students' entrepreneurial skills for self-reliance.
2. Government, educational authorities, and school administrators should ensure the adequate provision and effective utilization of learning resources, including entrepreneurship equipment, workshops, laboratories, information and communication technology facilities, and instructional materials, to promote practical entrepreneurial skill acquisition among students.
3. School administrators should establish and sustain effective partnerships with industries, business organizations, entrepreneurs, and vocational centres to provide students with opportunities for industrial visits, mentorship, internships, and other practical entrepreneurial experiences that will enhance their readiness for self-reliance.
4. The Ministry of Education, educational policymakers, and school administrators should develop and implement policies that strengthen the integration of instructional supervision, adequate learning resources, and school–industry linkage as complementary administrative practices for improving entrepreneurship education and promoting entrepreneurial skills for self-reliance among public secondary school students.

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