



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIP BETWEEN ENTREPRENEURIAL LEADERSHIP
PRACTICE, SCHOOL CULTURE AND SCHOOL EFFECTIVENESS WITH
TEACHER EMPOWERMENT IN SECONDARY SCHOOLS OF ZAMFARA
STATE, NIGERIA***

ABBAS SANI DAHIRU

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STATE, NIGERIA**

By

ABBAS SANI DAHIRU

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillments of the Requirements for the Degree of Doctor of Philosophy**

June 2017

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DEDICATION

This thesis is dedicated to my parents, Alhaji Sani Dahiru and Hajiya Lubabatu Sani Dahiru for their prayers, support and encouragement. May Allah (SWT) continue to reward them abundantly, AMEEN.



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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the Degree of Doctor of Philosophy

RELATIONSHIP BETWEEN ENTREPRENEURIAL LEADERSHIP PRACTICE, SCHOOL CULTURE AND SCHOOL EFFECTIVENESS WITH TEACHER EMPOWERMENT IN SECONDARY SCHOOLS OF ZAMFARA STATE, NIGERIA

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June 2017

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Previous studies on teacher empowerment argued for strong educational leadership as an antecedent of teacher empowerment in schools. Rarely do studies examine leadership styles such as entrepreneurial leadership practice as a leadership style that enhance teacher empowerment, as well as the effects of school culture and characteristics of effective schools on these relationships, particularly among Secondary schools. Therefore, this study determined the relationship between entrepreneurial leadership, school culture and school effectiveness with teacher empowerment among secondary schools in Zamfara State, Nigeria. The study employed correlational research design, using validated self-administered questionnaires. A total of 395 questionnaires were distributed using Cochran formulae for sample size determination. However, 358 valid responses were returned representing 91 percent. The collected data were analysed using descriptive statistical tools such as percentage, mean and standard deviation, while seven (7) research hypotheses were formulated and tested using inferential statistical tools. Pearson correlation and multiple regression analysis were employed in analysing the data. The descriptive analysis revealed that the levels of all the variables examined in this study were moderate. Based on this result, the researcher concluded that entrepreneurial leadership, school culture, effective schools and teacher empowerment were all significantly related. Furthermore, characteristics of effective schools appeared to be the best predictor of teacher empowerment. Hence, research model confirms the theory that entrepreneurial leadership, school culture and effective schools leads to the actualization of teacher empowerment. Conclusively, these findings can be used by policy makers and administrators to improve their entrepreneurial leadership, school culture and characteristics of effective schools to enhance teacher empowerment among secondary schools in Zamfara State, Nigeria.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

HUBUNGAN ANTARA KEPIMPINAN KEUSAHAWANAN, BUDAYA SEKOLAH DAN SEKOLAH EFEKTIF DENGAN PEMERKASAAN GURU DI SEKOLAH-SEKOLAH MENENGAH DAERAH ZAMFARA, NIGERIA

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Kajian-kajian lepas berkaitan pemeraksanaan guru memperdebatkan kekuatan kepimpinan pendidikan sebagai anteseden terhadap pemeraksanaan guru di sekolah. Namun begitu, kajian berkaitan hubungan gaya kepimpinan seperti amalan gaya kepimpinan keusahawanan sebagai gaya kepimpinan yang dapat meningkatkan pemeraksanaan guru, serta kesan budaya sekolah dan ciri-ciri sekolah yang berkesan terutamanya dalam kalangan sekolah-sekolah menengah masih kurang mendapat perhatian. Oleh itu, kajian ini bertujuan untuk mengenalpasti hubungan antara kepimpinan keusahawanan, budaya sekolah, dan sekolah efektif dengan pemeraksanaan guru di sekolah-sekolah menengah Daerah Zamfara, Nigeria. Reka bentuk kajian ini adalah reka bentuk kajian korelasi dengan menggunakan set soal selidik yang telah disahkan. 395 borang soal selidik telah diedarkan menggunakan formula Cochran sebagai penentu saiz sampel. Walaubagaimanapun, hanya 358 mewakili 91 peratus soal selidik diperoleh semula. Data dianalisis secara deskriptif untuk peratusan, min dan sisihan piawai, manakala tujuh (7) hipotesis kajian diuji menggunakan peralatan statistik inferensi. Korelasi Pearson dan regresi pelbagai digunakan dalam penganalisan data jenis inferensi. Kajian diskriptif menunjukkan bahawa tahap bagi semua pemboleh ubah berada pada tahap sederhana. Berdasarkan dapatan kajian, pegkaji membuat kesimpulan bahawa kepimpinan keusahawanan, budaya sekolah, sekolah berkesan dan pemeraksanaan guru adalah saling berkaitan secara signifikan. Tambahan pula, ciri-ciri sekolah berkesan merupakan peramal terbaik bagi pemeraksanaan guru. Oleh itu, model kajian mengesahkan teori bahawa kepimpinan keusahawanan, budaya sekolah dan sekolah berkesan menghasilkan pemeraksanaan guru sebenar. Kesimpulannya, dapatan kajian boleh digunakan oleh pembuat polisi dan para pentadbir untuk meningkatkan kepimpinan keusahawanan, budaya sekolah dan ciri-ciri sekolah berkesan bagi meningkatkan pemeraksanaan guru di sekolah-sekolah menengah Daerah Zamfara, Nigeria.

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I certify that a Thesis Examination Committee has met on 7 June 2017 to conduct the final examination of Abbas Sani Dahiru on his thesis entitled "Relationship between Entrepreneurial Leadership Practice, School Culture and School Effectiveness with Teacher Empowerment in Secondary Schools of Zamfara State, Nigeria" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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LIST OF ABBREVIATIONS

EL	Entrepreneurial Leadership
ELQ	Entrepreneurial Leadership Questionnaire
FGN	Federal Government of Nigeria
JAMB	Joint Admissions and Matriculation Board
NECO	National Examinations Council
OCAI	Organizational Culture Assessment Instrument
SC	School Culture
SE	School Effectiveness
SEQ	School Effectiveness Questionnaire
TE	Teacher Empowerment
TLI	Tucker – Lewis Index
UBE	Universal Basic Education
WAEC	West African Examinations Council

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Teacher empowerment is increasingly gaining attention from researchers and practitioners across educational contexts due to its positive relations with a number of school related outcomes that include characteristics of effective schools, leadership style, school culture, teaching quality, innovation, job satisfaction and overall attainment of the goals and objectives of schools (Lee, Yin, Zhang, & Jin, 2011). It is assumed that teachers are autonomous professionals who are keen to perform their best at work when they feel intrinsically motivated and contented (Wan, 2005). Furthermore, empowering teachers in a school system encourages effectiveness in teaching and learning situation which will promote overall school effectiveness. Teacher empowerment is the act in which teachers build up the ability to take full responsibility of their individual development and solve their own challenges (Short & Johnson, 1994).

Teacher empowerment encompasses areas that include autonomy to plan curricula including employing innovative teaching, student evaluation strategies and reading materials for students. Teacher empowerment is inclined to four factors: voices, action, tradition and unity. Teacher empowerment is an indispensable element towards the attainment of the overall goals and objectives of educational system (Short & Johnson, 1994). It involves having trust over teachers regarding their sincerity, honesty and suitable skill in performing their capacity in conducting their duty autonomously, devoid of any form of supervision. It provides ample opportunity for the teachers to be innovative. Empowerment also ensure participation of teachers in the decision making process (Knapp, Copland, & Talbert, 2003). Teacher empowerment policies influence the intensity of teacher motivation which results to rapid accomplishment of the goals of the school effectiveness. Anxiety on integrity of teachers makes schools administrators working at different levels to restrict teacher empowerment. Rising suitable strategies for empowerment of the teacher requires immediate concentration of the stakeholders involved in the quality of school education as no curriculum can be applied successfully without devoted effort of the teachers (Lucey & Hill-Clarke, 2008).

However, advocates see an imperative need for school leaders to promote an effective school system in order to facilitate teacher empowerment effectively (e.g., Blase & Blase, 1996; Blase & Blase, 1997; Rinehart, Short, Short, & Eckley, 1998; Vecchio, Justin, & Pearce, 2010). School effectiveness is concerned with the structures and culture of an institution and expressing the manners in which plans, policies and practices help in improving the overall objectives of the school and teacher effectiveness at the classroom level (Hargreaves, 2001). It encompasses the overall achievements of the students in all the three domains of learning (Bagobiri, Asimiran,

& Basri, 2014). School effectiveness is the level at which school is able to accomplish its pre-determined objectives with a view to solving the obstacles that might hinder the smooth running of the school (Timilehin, 2010).

A School can be regarded as more effective when it performs better in achieving its objectives. The fact that the determination of an effective school is unanimously considered as a relative endeavour should also be understood clearly. The comparison of schools is usually done on the basis of a criteria for effectiveness and not by other standards (Scheerens, 1999). Educators generally believe that strong educational leadership is among the factors that define effective schools, since it is widely established that, no secondary school can be successful in the absence of strong principals' leadership (Leithwood & Jantzi, 2006). Educational leadership is not only vital in the realization of empowered teachers but also by extension in the realization of comprehensive development in the school system (Osagie, 2013). The present study have acknowledge the vital capacity of a positive and strong educational leadership in bringing about positive in school system. Despite the fact that previous researches have stressed the important role that educational leadership play towards the realization of an effective school system (Harris, 2006), but it is still apparent that education leaders encounter problems that ranges from underfunding, lack of facilities and lack quality manpower among others (Ezeani, 2012).

In the face of the above mentioned challenges faced by educational leaders, educational leadership in schools appears to be lacking standard. It was observed that educational leaders are lacking the skills to address new and unexpected challenges that are hindering the development of education. Walker and Carr-Stewart (2006) consider such problems as unprepared transformations necessitated by dynamic nature of the society. Therefore, this calls for the need for the school leaders to adopt a new leadership practice that would help in realizing the goals and objectives of their respective schools by the use of innovativeness and creativity of which other leadership practices failed to address (Olasode, 2015). Hence the more innovative and widely advocated the leadership practice, more specifically entrepreneurial leadership practice became imperative (Olasode, 2015).

The concept of entrepreneurship is an emerging concept in the arena of educational leadership. It is referred to as an innovative process of new vision, change and creation. It entails the display of some acts that are not traditionally common or being practiced in the course of managing an organization (Ezeani, 2012). Furthermore, according to Anyakoha (1995) entrepreneurship encompasses exploration and identification of new opportunities that can only be explored by an innovative mind. Entrepreneurship is a process of wealth creation by making use of creative thinking in order to bring about new inventions that are aimed at achieving organizational goals (Thomas, 2012). Educational administration is a collection of programmes and activities of educational organization that are aimed towards the attainment of school objectives (Ezeani, 2012). In other words, the central focus of educational leadership is the upliftment of teaching and learning processes thereby ensuring effectiveness. Therefore, the role of the school leader in entrepreneurial leadership process of confidence building, being

proactive and his ability to effectively communicate the vision of the school to all stakeholders will translate to an efficient school system that supports and empower teachers (Ezeani, 2012).

Entrepreneurial leadership is a different and unique approach to leadership that is vital in overcoming challenges and problems of the present day organizations (Gupta, MacMillan, & Surie, 2004). It enables leaders to effectively administer and direct their organization with the aim of addressing the organizational problems in a more creative and innovate ways (Bagheri, Pihie, & Krauss, 2013). Many principals still consider the act of leadership in a traditional way instead of applying modern ways of problem solving which entrepreneurship leadership is advocating for; this attitude has hampered effective school management. Even though governments at all levels in Nigeria have indicated the willingness to improve the traditional ways of managing schools particularly as it affects funding, regular supervision, provision of the required facilities, improving discipline in schools and improving the welfare of teachers and students among others; yet it is evidently clear that majority of school leaders are not willing to imbibe the culture of entrepreneurial leadership (Akinola, 2001). Entrepreneurial leadership has shown effective strength in developing the global economy; therefore it is of paramount importance for schools to also enjoy the benefits of the innovative and proactive leadership.

School culture is an important component in the process of school improvement, it encompasses the policies, traditions, attitude as well as norms in a school setting which can be shaped, maintained, improved, and through the principal's leadership and teachers (Rinehart, Short, & Eckley, 1998). An efficient process for enhancing an acceptable school culture for change includes empowering various stakeholders to establish relationships that will encourage the commitment of staff to maintain the success of students and the overall success of the school. School culture as a structure of mutual orientations (rules, ethics, and implied assumptions) that unites the school and provides it with a distinctive feature (Hoy, Tarter, & Kottkamp, 1991).

School cultures are multifaceted grids of conducts and formalities that are established over time as all stakeholders work collectively and tackled with predicaments and successes of school .Cultural norms are highly stable, have an influential effect on accomplishments, and figure the manner in which people behave and conduct their selves. Schools are dynamic environments as they contain a bulk of standards, values, beliefs and conducts that are built as a result of the interactions among people with the sole aim of confronting and solving organizational problems. There is the need to view educational establishments as multifaceted social entities gummed collectively by a common and distinct feature (Deal & Peterson, 1990). Hence, there is the need for the personals to embrace and understand the symbolic webbing for the attainment of the school goals. The measure of a school's culture is a complex quest (Roach & Kratochwill, 2004). Schools witness inevitable and rapid inflow of staff and students. The distinct features of schools, in disparity to personal enterprises led a lot of researchers to describe school culture in different ways which sometimes differ with the cultural conditions of other non-educational organizations. Ainscow, Hopkins,

Southworth, and West (1994) presented some denotations of culture, in relation to schools that include: the observed behaviours, the behaviours that takes place among a group of teachers, the behaviours mostly adopted by the school, the guidelines that determines the approach to teaching as well as the non-physical and unwritten rules and regulations that must be internalized by new teachers.

Therefore, the present study is being conducted to highlight more on the relationship between entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment both theoretically and empirically.

1.2 Secondary Education in Nigeria

The significance of secondary education in the system of education cannot be overemphasized. It affords prospect for the child to obtain added awareness, traits, and skills, beyond the basic level of education in addition to its role as the bridge between primary and higher education. A key factor that calls for the acquisition of secondary education in Nigeria is that the education offered at the primary level appears to be grossly inadequate for a child to gain everlasting literacy, numeracy and communicative skills that he/she is expected to acquire at the end of the schooling programme (Matthew, 2013).

Secondary Education in Nigeria had been in existence for a long period is aged, having developed along with western education, that was brought by Christian missionaries in 1842 (Adesina, 1982). At the early stage, only primary education got the attention of the Christian missionaries due to the fact that it served as medium to persuade the children into Christianity. Secondary education only received attention of the government a long period after the expansion of primary education, particularly when the urge for graduates of primary schools to advance their education in secondary schools became evident.

The first secondary school (CMS Grammar School, Bariga Lagos) was founded by the Church missionary society in the year 1859. In the year 1909 the colonial government, complemented the efforts of the Christian Missions by establishing the Kings College Lagos, which was the first government owned secondary school in Nigeria (Adesina, 1982). Several decrees, bye laws and edicts were formulated with a view to improve the standard of secondary education in Nigeria. During the period of the Colonial Governments in Nigeria, there was only little number of secondary schools to deliver secondary education for those that are keen to acquire it. Statistics showed that the number of secondary schools increased from 161 in 1955 to 275 in 1956, 297 in 1957, 303 in 1958, 305 in 1959 and 311 in 1960.

During the initial period, only three forms of secondary schools were accepted in Nigeria, The recognized forms were: Grammar secondary school, Commercial secondary school and Modern secondary school. Nonetheless, currently the system of

secondary school education in Nigeria is influenced by the introduction of 6-3-3-4 system of education. i.e., six years in primary school, three years of junior secondary school, three years in senior secondary school as well as four years in University (Akporehe, 2011). Primary and junior secondary schools were made compulsory and free for all school going age citizens of the country and serves as a linking bridge to senior secondary schools (Arikewuyo, 2009). The senior secondary school ends with the Senior School Certificate Examination (SSCE), which prepares the students for tertiary education. Curriculum of secondary education in Nigeria is made up of six core subjects with other three subjects serving as elective. Basic subject includes: English; Mathematics; one out of the foremost Nigerian languages (Hausa, Igbo and Yoruba); one subject out of (Biology, Chemistry, Physics or Integrated science); one subject out of (English literature, History, Geography or Social studies); Agricultural Science or Vocational subject; with additional of three elective subject of which may include Islamic Religious Studies/Christian Religious Studies with other two elective subjects which resulted to the total of nine subjects at the senior secondary school level (W. Akinola, 2013). The Management and administration education in the 21st century has witnessed an impressive and notable milestone as Nigeria, took comprehensive control of their destiny in education. Certainly there are several encouraging developments in education in Nigeria presently.

Nigeria has achieved more in education when compared with the previous decade of British colonial administrative rule of the country. This period that can be termed as home-based. The management of education in Nigeria was confronted with numerous issues regarding the national policies on education, basic education, secondary education, the Universal Basic Education (UBE), tertiary education and also the policy frameworks for the regulation of education. Governments at all levels have sustained the allocation of over 30% of their budgetary provisions to education.

Due to the reforms in the Nigerian educational system, presently there exist several types of secondary schools; they include Government secondary schools, Government technical colleges, commercial secondary schools, comprehensive secondary schools, government science colleges and teachers colleges (Arikewuyo, 2009). The above mentioned categories of secondary schools are aimed at meeting up the academic achievements of students based on their competencies, to make them to be useful citizens and play their own roles towards the developments of the nation (Federal Ministry of Education, 2006).

1.3 Problem Statement

In Nigeria, education is considered as a vital tool in the realization of national goals. The National Policy on Education (FGN, 2004) is a document in which the goals and government policies on education are being enshrined. Nigerian educational system is going through several transformations in recent times which are aimed at enhancing the effectiveness of the system. These transformations comprise the switch from 6-3-3-4 system to 9-3-4 system of education and the inclusion of information technology in the school curriculum at both primary and secondary school levels. The effective

take off of these transformations, depend on a new set of activities by education planners and school administrators. In order to achieve this, the government itemized some goals and objectives with the aim of bringing about development in the country's educational sector.

In the realization of the set goals and objectives, the critical role of the school principal in the provision of an efficient and effective leadership is of paramount importance, moreover, leadership is said to be an influencing process that hinges on quality of interaction between the principal and the teachers, through the principal behaviour when he/she interacts with the teachers, this makes it critical for principals to deploy management practice and effective teacher empowering culture in their schools. As such, the style of leadership adopted by a school principal occupies an important position in school management. One of the recent management practice adopted by leaders in modern organizations and schools in recent years is the empowerment of staff (Randolph & Kemery, 2011). Role of teacher empowerment in institutions of learning need not to be debated, because teachers are at the centre of learning process, executing the set mission and visions of the schools within the instituted framework, standards, morals values and expectations (Ahadi, Turiman, Ismail, & Omar, 2011). Moreover, Lee & Nie, 2013; Short & Rinehart, (1992) Opined that teachers sense of empowerment found to be enhanced by principals when teachers realise that, a culture of shared administrative structures are in place, teacher autonomy is encourage, they are involved in decision making and principals demonstration of trust, support and offering atmosphere for innovation, creativity and risk-taking while recognizing and rewarding excellence among teachers enhances an effective school system. In view of the foregoing it might not be out of place to also state that, entrepreneurial leader's influence and effectiveness of school would largely be dependent upon how the teachers perceive and interpret the leader's empowering behaviours (e.g., Lee & Nie, 2014; Randolph & Kemery, 2011).

However, the ability of the school principals to provide an effective leadership has been the great concern to many stakeholders in education (Adeyemi, 2010). Particularly the inability to demonstrate authenticity and integrity in their empowering behaviours creates a condition of distrust and disrespect making teacher empowerment and on the overall realization of the goals and objectives of schools difficult. Also, worrisome is the neglect of entrepreneurial leadership which resulted in disempowered teachers in the schools, producing school graduates who are lacking the knowledge and skills to fit favourably in the global world (Ezeani, 2012). It seems however that many principals are yet to consider teacher empowerment as one of the central role of their leadership practices in the realization of an effective school system. As such, some of them seem to find it challenging to create a school culture to effectively facilitate the activities of their schools (Kotur & Anbazhagan, 2015).

Nigeria had since lost her academic excellence because the rate of failure in examinations keeps on developing every academic year. This can be seen from the performance of students in the national examinations such as West African examinations council (WAEC) as well as the Joint admissions and matriculation

Board (JAMB). The May/June WAEC results for the entire country showed that 30.99% of 1,540,250 and 38.81% of 1,695,878 Candidates that sat for the examination obtained five credit grades including English and Mathematics in the year 2011 and 2012 examinations respectively (Akinola, 2013). The above mentioned rate of failure in external examinations is attributed to the failure of leadership of schools in discharging their duties effectively, occasioned by lack of teacher empowerment.

It is against this background that there is an increased agitation on principals of secondary schools in Zamfara State to provide effective leadership and this lead the government to set up an experts committee that was saddled with the responsibility of assessing and reviving secondary education in the state. Zamfara State has been generally regarded as one of the most educationally backward States in the country. During the period 2009 through 2012, eighty-three thousand, three hundred and thirteen (83,313) candidates sat for the NECO exams but only four-thousand and ninety nine (4,099), representing 4.92%, candidates scored five credits or more including English Language and Mathematics. In addition, there are other numerous challenges facing secondary education in the State which include dilapidated structures, crumbling educational facilities and poor educational administration (State, 2014). The summary of the performance of students in external examinations for a period of four years can be seen in the figure below:

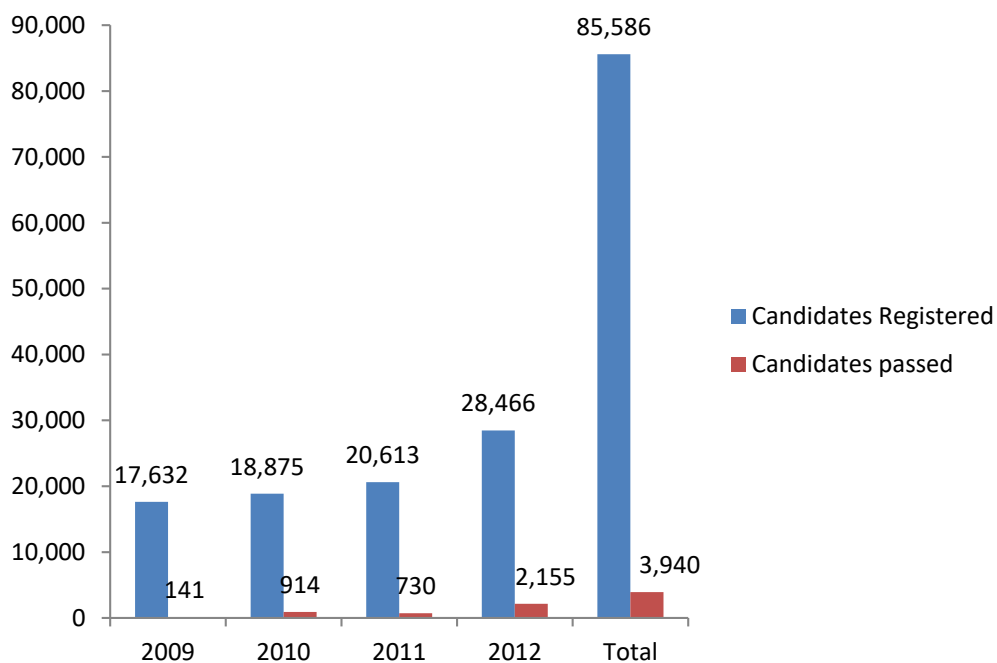


Figure 1.1 : Four-year (2009 – 2012) Summary of NECO Performance of Students in Public Secondary Schools

According to the report of a committee set up by the Zamfara state government to revitalize the secondary education in the state (State, 2014) the following findings are identified as the possible causes for ineffectiveness in secondary schools of Zamfara state:

Principals appointed by the Ministries not on merit resulting in the appointment of unsuitable persons, some principals lack competence, initiative and human relation, there are absentee Principals, who run the schools from their houses, most principals do not teach, because they assume they are posted simply to administer the schools and lastly, cash allocation to schools is grossly inadequate, Also noted was the traditional and hierarchical nature in structure and management in the schools. Principal occupies top level management as leaders assisted by subject heads and heads of department or both depending on the nomenclature adopted, thus teachers often find it difficult to work more closely with the supervisors in solving challenges and problems related to personal and routine classroom and student management (State, 2014).

Numerous challenges being encountered in the process of school administration that include; agitations for the improvement of the standard of education in public schools, dynamic nature of the environment, and increased shortages in school resources and funds as well as the quest for the knowledge and skills to handle school leadership values necessitates the need for school principals to adopt entrepreneurial leadership characteristics (Pihie, Asimiran, & Bagheri, 2014). According to Ezeani (2012) secondary school principals do not use their creativeness to identify new approaches to develop their schools.

As recent as in 2014, Education For All (EFA) Global Monitoring Report (GMR), describe Nigerian education system as one of the worst globally (UNESCO, 2014), suggesting that a lot need to be done, particularly in administration of schools by leaders through deployment of global best practices and management skills driven by entrepreneurial skills aim at offering effective teacher empowerment culture. Currently in Nigeria, principals do not use entrepreneurial skills to identify and internalize new approaches such as teacher empowerment to better their schools. This fairly sad situation continues to take place in spite of the great expectation by the public and the people of Nigeria on the schools' role in the transformation of the younger generation.

Additionally, a gap in knowledge still exist, even though quite a lot of empirical researches in Nigeria, and in developed nations such as UK, USA, Netherlands, China, Malaysia and Australia on teacher empowerment were noted. Many other countries have wrongly defined teacher empowerment based on academic outcomes and achievement of students, but in the real sense, academic achievement is only an aspect of the evidence that should be considered concerning teacher empowerment (Hoy & Miskel, 2013; Lezotte & Snyder, 2011). Secondly, although there exist record of research on teacher empowerment in Nigeria, there is theoretical gap in the literature

on entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment in educational context with particular reference to secondary schools as most of the existing researches on entrepreneurial leadership are based on the Profit making ventures and not in educational settings (Zaelani, 2012). Similarly, most studies could not take in to account the interplay among entrepreneurial leadership, effective schools, school culture and teacher empowerment concurrently. This resulted in major gap in theory as regard to other antecedent such as teacher empowerment in schools which principals and policy makers need to know since available records to this research reveals no any research on relationship between entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment. There was a need to investigate its practicability in the Nigerian secondary school context of Zamfara state. Moreover, Nie and Lee (2014) disclosed that empirical outcomes related to empowerment in education especially of teachers are still scarce. In response, this study examined whether there is a significant relationship between the school principals' entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment, with the view to fill the gaps by adding to existing body of knowledge.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of the study is to determine the relationship between entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment among secondary schools in Zamfara State-Nigeria.

1.4.2 Specific Objectives

The specific objectives of this study are based on the fundamental desire to:

1. To determine the levels of teacher empowerment, entrepreneurial leadership, school culture and characteristics of effective schools.
2. To determine the relationship between entrepreneurial leadership and teacher empowerment.
3. To determine the relationship between school culture and teacher empowerment.
4. To determine the relationship between characteristics of effective schools and teacher empowerment.
5. To determine the relationship between characteristics of effective schools and entrepreneurial leadership.
6. To determine the relationship between characteristics of effective schools and school culture.
7. To determine the relationship between entrepreneurial leadership and school culture.
8. To determine the best predictor (characteristics of effective schools, entrepreneurial leadership and school culture) of teacher empowerment.

1.5 Research Questions

The research on relationship between characteristics of effective schools, entrepreneurial leadership, school culture and teacher empowerment among secondary schools in Zamfara state – Nigeria will seek to find answers to the following research questions:

1. What are the levels of teacher empowerment, entrepreneurial leadership, school culture and characteristics of effective schools?
2. Is there a significant relationship between entrepreneurial leadership and teacher empowerment?
3. Is there a significant relationship between school culture and teacher empowerment?
4. Is there a significant relationship between characteristics of effective schools and teacher empowerment?
5. Is there a significant relationship between characteristics of effective schools and entrepreneurial leadership?
6. Is there a significant relationship between characteristics of effective schools and school culture?
7. Is there a significant relationship between entrepreneurial leadership and school culture?
8. What is the best predictor (characteristics of effective schools, entrepreneurial leadership and school culture) of teacher empowerment?

1.6 Significance of the Study

The study on the relationship between entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment will contribute to the existing body of knowledge in the following areas:

At present, the theoretical linkage between characteristics of effective schools, entrepreneurial leadership, school culture and teacher empowerment in secondary schools have not been established by past researchers. Therefore, it is the aim of this study to explore and explain the relationship between entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment among secondary schools in Zamfara State-Nigeria.

Secondly, the study will add to the existing literature on entrepreneurial leadership and also serve as reference material for other people that intend to conduct a research of such magnitude. Also the study shall assist in the application and adaptation of the framework, knowledge and theories used in the research towards improving an effective school system.

Thirdly, the findings of this research may fill in the gap and provide adequate empirical information as regards to the entrepreneurial leadership and teacher empowerment, because the majority of the researches conducted on school leadership in Nigeria are not based on entrepreneurial leadership practice, rather based on other leadership practices.

Fourthly, there are no existing researches that try to explain the contribution of factors such as characteristics of effective schools, entrepreneurial leadership and school culture to teacher empowerment. Hence, the contribution of this research to the body of knowledge would prove to be invaluable for its attempt to explain the relationship between entrepreneurial leadership, school culture and characteristics of effective schools with teacher empowerment and at the same time examine the contribution of the study variables to teacher empowerment concurrently. Therefore, the study will contribute by confirming the applicability of the social systems theory in the school context by establishing the interplay between characteristics of effective school, entrepreneurial leadership, school culture and teacher empowerment within the school context.

Fifthly, the study would also provide appropriate methodological approach as regards to theories and models as well as comprehensive and appropriate instruments for measuring entrepreneurial leadership, school culture, teacher empowerment and characteristics of effective schools.

In addition to the above mentioned theoretical and methodological contributions which are geared towards achieving a school system with empowered teachers, the research would also benefit practitioners and policy makers by providing the Zamfara state ministry of Education in particular and Nigeria in general with a road map that would guide them towards the formulation of policies that will enhance the entrepreneurial skills of the principals there by leading to effectiveness in schools. It would also provide the ministry with a road map to enhance their leadership training programmes for school principals. The research would also benefit the school principals by showing them how to apply entrepreneurial leadership towards achieving effective school system that supports and empower teachers without solely depending on the government to solve the problems of their respective schools. This will enable the Zamfara state principals to be more knowledgeable on the entrepreneurial leadership skills that may lead to the achievement of an effective school system. It would also assist school principals to identify their strengths and weaknesses in the area of empowering teachers and to develop suitable policies and approaches to build an enabling school environment that would lead to success in schools. Teachers will also benefit by getting motivated as a result of the application of entrepreneurial leadership by principals who will in turn lead to increased productivity and overall empowerment of the teacher thereby resulting to student's achievement.

1.7 Assumptions of the Study

In the process of conducting the current research, some assumptions are considered. Firstly, principals and teachers appreciate SEQ, ELQ, OCAI and PES and will respond objectively and honestly. Secondly, SEQ, ELQ, OCAI and PES are applicable to the secondary schools of Zamfara state, Nigeria. All the instruments had been used by researchers in various contexts of the world for measuring characteristics of effective schools, entrepreneurial leadership, school culture and teacher empowerment.

1.8 Limitations of the Study

The research is not void of limitations due to time and financial constraints. The research is limited to teachers of public secondary schools only without comprising the private secondary school teachers. Therefore the results of research cannot be generalized to private secondary school teachers. The research was conducted in Zamfara state only. Therefore the findings of the research cannot be generalized to Nigeria as a whole.

Finally despite the fact that there exists other models of effective schools, the study only employed the model of effective schools by Lezzote and Snyder (2012).

1.9 Operational Definition of Terms

The key terms used in this study, were operationally defined in order to give a clear comprehension in conducting this research.

1.9.1 Entrepreneurial Leadership

Entrepreneurial leadership refers to a unique leadership that has the capacity of influencing others manage and administer organizations advantageously for the attainment of opportunity and advantage seeking manners (Hitt, Ireland, Camp, & Sexton, 2001).

In this study, entrepreneurial leadership is viewed as leadership style that enables leaders to successfully direct their organizations and solve their organizational problems through the use of some specific skills that include: General entrepreneurial leadership behaviour, miners, explorers, accelerators and integrators behaviours

The Entrepreneurial Leadership Questionnaire (ELQ) developed by Thornberry (2006) with 5 dimensions that include: General entrepreneurial leader behaviour, Miner, Accelerator, Explorer and Integrator behaviours was used as the instrument to measure entrepreneurial leadership in this research.

1.9.2 School Culture

School culture encompasses a collection of principles, insights, relationships, conducts as well as inscribed and unwritten guidelines that guide how things are being conducted in every facet of the school functions (Lewis, 2003).

In this research, school culture is viewed as the guiding beliefs and anticipations obvious in a way school functions, particularly with reference to how school embraces the elements of culture of change that include; decision making, organizational leadership, management of employees, organizational glue, strategic emphasis and criteria for success. The organizational culture assessment instrument (OCAI) by Cameron was used to measure school culture.

1.9.3 Characteristics of Effective Schools

Characteristics of effective schools is defined as seven common characteristics of strong instructional leadership, clear and focused mission, safe and orderly environment, high expectations for success, frequent monitoring of student progress, opportunity to learn and time on task, positive home school relations (Lezotte & Snyder, 2011).

In this study, effective schools is viewed as the level to which school is able to accomplish its objectives of strong instructional leadership, clear and focused mission, safe and orderly environment, high expectations for success, frequent monitoring of student progress, opportunity to learn and time on task and positive home school relations. The effective school Questions by Lezzote and Snyder (2011) was used to measure school effectiveness in this research.

1.9.4 Teacher Empowerment

Teacher empowerment refers to a situation whereby teachers develop the courage to take full responsibility of their progress and development and also resolve the challenges facing them in the conduct of their duties (Short, 1994a).

In this research, teacher empowerment is defined as the ability of the school leader to develop teachers by giving emphasis on four components of teacher empowerment (Meaning, Competence, Self-determination and impact). Psychological empowerment scale (PES) by Spreitzer (1995) was used to measure teacher empowerment.

1.9.5 Summary

This chapter presented a general background introduction on the research of the relationship between entrepreneurial leadership, school culture, teacher empowerment and school effectiveness. The chapter comprises of the general and specific objectives of the research, research questions, hypothesis, problem statement and significance of the study .All the above raised issues were discussed within the chapter.



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