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NAVIGATING LEADERSHIP AND ENTREPRENEURSHIP EDUCATION CHALLENGES IN RIVERS STATE PUBLIC SECONDARY SCHOOLS FOR SUSTAINABLE DEVELOPMENT AND GOAL ATTAINMENT

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ABSTRACT

This study examined strategies for overcoming leadership and entrepreneurship education challenges in public secondary schools in Rivers State to achieve goal attainment and sustainable development. The study was guided by two research questions and two hypotheses. A descriptive survey design was employed, with a population consisting of 311 principals and 6,142 teachers in public senior secondary schools in Rivers State. A sample of 480 respondents, comprising 30 principals and 450 teachers, was selected using a stratified random sampling technique. Data collection was conducted using an 18-items questionnaire titled "Conquering Leadership and Entrepreneurship Education Challenges Questionnaire (CLEECQ)." The researcher-developed instrument was thoroughly validated, achieving a reliability index of .840 through a test-retest method analyzed with the Pearson Product Moment Correlation Coefficient. Research questions were analyzed using mean and standard deviation, while hypotheses were tested with a z-test at a .05 significance level. The findings revealed that leadership challenges could be addressed through targeted leadership training, motivation, and increased funding for public secondary schools. Similarly, entrepreneurship education challenges could be resolved by providing adequate facilities, offering proper teacher training, and motivating students. Based on these findings, the study concluded with the following recommendations: The government should increase funding for secondary education to ensure sufficient training and motivation for school leaders and entrepreneurship education teachers; and adequate facilities and infrastructure should be provided to enhance the delivery of quality education.

Keywords: Leadership, Challenges, Conquering, Entrepreneurship Education, National Development.

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INTRODUCTION

Leadership is one of the most important aspect of any organization, be it industries, small scale enterprise, sole proprietorship, multinational companies, as well as educational institutions. The success or failure of the organisation rests so much on the quality of leadership. According to Northern Ireland Assembly (2010), the leadership of schools is widely recognized as having crucial importance for students' learning outcomes. Indeed it is acknowledged as being second only to classroom teaching in terms of its influence on students' learning needs. Leadership is of particular importance to the functional performance of teachers, students and organizational learning. It has a far reaching effect on the accomplishment of school programmes, objectives and attainment of educational goals.

According to Oluwuo (2004), a leader is an administrator who oversees the activities of a group of workers and works towards motivating them to achieve organizational objectives. This imposes on the leader the responsibility to initiate, organize, motivate and direct the activities of the teachers, the students and other non-teaching staff to achieve set goals. School leadership therefore appears very demanding, stressful and challenging. For secondary school goals to be achieved, secondary school leaders need to be effective in performing their duties (Ololube et al., 2012). There are wide range of issues relating to supporting and promoting the provision of effective leadership in secondary schools. It is part of the focus of this paper to identify these issues and how they can be conquered.

Entrepreneurship education on the other hand is education that provides training experience and skills that are required for entrepreneurial endeavours. According to Umaru (2014), entrepreneurship education is a special training given to students to acquire skills, ideas and management abilities and capabilities for self-employment rather than being employed for pay. Entrepreneurship education (E.E.) provides students with the knowledge, skills, motivation, independence and influences attitudinal changes as well as behaviour. It is an innovative education programme aimed at curbing the rate of unemployment among young school leavers.

The success of E.E. at secondary school level in Nigeria is challenged by a lot of factors. It is faced with many problems just like other programmes in our educational system. These challenges hinder the effective implementation of entrepreneurship education programme and consequently the achievement set goals and sustainable national development. Goal attainment is very important in school organisations. It is the major reason why huge resources are committed into the school system. Goal attainment simply put is the realization of school goals- sustainable development is the steady progress recorded in the various sectors of the society. The improvement in standard of living, technology, economic affairs, education etc that make life better. The focus of this paper therefore is to examine how we can conquer leadership and entrepreneurship education challenges in public secondary schools in Rivers State for goal attainment and sustainable national development.

Statement of the Problem

The challenges in today's organisations are increasing in frequency, complexity, and intensity; influencing a demand for a new level of excellence from school leaders. These demands have become so critical that today there is high demand for effective leaders; leaders who can inspire and win commitment of their followers, leaders with energy, a strong sense of direction, care for their people, and clear vision. Most public secondary schools are faced with leadership

challenges. In the same vein, entrepreneurship education which aims at motivating students to become self-reliant and business entrepreneurs is facing so many challenges in public secondary schools in Rivers State. This affects its effective implementation, goal attainment and sustainable national development. There is the need to find out ways of overcoming these challenges in order to enhance secondary school goal attainment and sustainable national development. Therefore, the problem of this study is to examine ways of conquering or overcoming leadership and entrepreneurship education challenges in public secondary schools in Rivers State for goal attainment and sustainable national development.

Aim and Objectives of the study

The aim of this study is to investigate ways of conquering leadership and entrepreneurship education challenges in public secondary schools in Rivers State for goal attainment and sustainable development. Specifically, the study sought to:

- Identify ways of addressing leadership challenges in public secondary schools in Rivers State for goal attainment and sustainable development.
- Determine ways of tackling entrepreneurship education challenges in public secondary schools in Rivers State for goal attainment and sustainable development.

Research Questions

The following research questions were answered in this study:

- What are the ways leadership challenges can be addressed in public secondary schools in Rivers State for goal attainment and sustainable development?
- What are the ways entrepreneurship education challenges can be tackled in public secondary schools in Rivers state for goal attainment and sustainable development?

Hypotheses

The following hypotheses were tested at .05 level of significance:

- There is no significant difference between the mean scores of principals and teachers on ways leadership challenges can be addressed in public secondary schools in Rivers State for goal attainment and sustainable development.
- There is no significant difference between the mean scores of principals and teachers on ways entrepreneurship education challenges can be tackled in public secondary schools in Rivers state for goal attainment and sustainable development.

CONCEPTUAL REVIEW

Leadership according to Ololube (2013) involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process. It is the process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007). Leadership is the ability of a

leader to influence others so that they will work willingly towards the achievement of set goal. It is about direction and ensuring that the direction is followed. The central theme of leadership is getting things accomplished through people. It is influencing people's behaviour so that they will work towards given objectives. Leadership according to Peretomode (2006) has the following basic concepts:

- Leadership involves other people-followers or subordinates;
- Leadership involves the use of influence- a moderate form of power;
- The leadership process involves an unequal distribution of power between leaders and group members;
- Leadership is a process;
- Leadership focuses on the accomplishment of goals.

Leadership is of huge importance in management and educational administration because of its far reaching effects on the attainment of set goals and accomplishment of school programs. A lot of factors hinder the leader's effectiveness. Obasi and Chuu-Uzomah (2015) lamented that leadership in school organization is indeed facing challenges as the years go by. This has become one of the educational priorities of our time. It is believed that school leaders are working to improve school and students performance in an increasing competitive world where success or failure is transparent in a climate of high expectations (Leithmood et al., 2006). Some of the reasons for various leadership challenges are revealed in various literatures include the following:

- Change in societal values and expectations.
- More flexibility in working relationship.
- Innovations in education.
- Digitalization and interconnectivity.
- Knowledge explosion.
- Incessant government policies.
- Staff management policies
- Poor funding of public secondary schools in Nigeria.
- Incompetence of some leaders.
- Undue political interference.
- Poor knowledge of education law.
- Conflict management.
- Poor quality student enrolment.
- Adaptive challenges.
- Changing Nature of principal's job.

The presence of these factors in public secondary schools in Nigeria adversely affects the effectiveness of secondary school leaders and therefore it is worthwhile and necessary to address these issues in order to enhance their effectiveness. According to Anyaogu and Ojule (2016), for secondary school leadership to be effective amidst myriads of demands from their employers, parents/guardians, students and the society, it becomes imperative that they acquire appropriate skills in form of capacity building to be able to cope with emerging challenges of their office.

The strategies or approaches of overcoming leadership challenges in school organisations should be as dynamic as the challenges. Krupo and Howland (2013) listed some of the skills required in conquering leadership challenges as follows:

- **Interpreting:** Good leaders are those who are able to interpret, instead of reflexively seeing or hearing what they expect, they rather synthesize all available inputs.
- **Decision making:** school leaders should be strategic thinkers and insist on multiple options at the outset and not getting prematurely locked into simplistic or no- go choices. They should exploit all avenues for effective decision making. According to Udo (2014), official information timely given, curbs gossips, rumours, murmuring and conserve the image of the school leadership.
- **Aligning (communication):** There is the need to improve the ability to align by communicating early and often, to avoid “no one ever told me” complaint.
- **Learning:** Leaders should study failures, including theirs, in an open, constructive manner to find the hidden lessons therein. They should create a culture in which inquiry is value, and mistakes are viewed as learning opportunities.
- **Giving attention to Details:** Nothing should be left hanging.

Other ways of addressing leadership challenges in school organisations as stated by some scholars are:

- **Motivation:** Leadership ought to motivate staff through strong relationship based on mutual trust. It should be able to recognize and take steps to expand their knowledge and abilities by regular promotions, in-service training, provision of instructional materials, conferences and workshops, improved welfare packages and conducive work environment. These, according to Osisioma (2012) will infuse in teachers, a great sense of commitment, belongingness and legitimacy.
- **Stability in government policies:** Change as a concept can not be avoided in a dynamic system such as our educational system. Government introduces change when it is necessary. However, stability in government educational policies is very important to enable the leadership to consolidate on current existing policies, especially innovative ones.
- **Appropriate leadership training:** Due to ever growing responsibilities placed on school leaders, employers should equip them with appropriate training, leadership preparation and development programmes (Bush, 2009). Leadership succession equally makes it necessary that would-be leaders be made to benefit from such leadership development programmes. This prepares them and makes them to move confidently onto leadership roles.
- **Adequate Funding and Provision of Educational Facilities:** Leadership in any school system aims at improving school effectiveness and students’ learning outcomes. These require adequate funding and provision of educational facilities. Budgetary allocations to education sector needs to be increased to United Nations standard and such funds should be timely and judiciously released. Proper funding and provision of educational facilities are vital to the attainment of school goals and sustainable national development. Inadequate funding and provision of school facilities have adverse effects on leadership, it reduces leadership performance and effectiveness (Ajayi, 2009).

Entrepreneurship education is conceived by Ahuemoukhan (2005) as an area of study that includes those attitude and skills essential for responding to one's environment when starting and managing a business enterprise. It is that educational programme that provides students with motivation, knowledge and skills necessary for launching a successful venture company (Peretomode, 2006). Entrepreneurship education is essential not only to shape the mindsets of young people, but also to provide the skills and knowledge that are central to the development of an entrepreneurial culture. Olawolu and Kaegon (2012) conceived entrepreneurship education as an educational programme that prepares the youths to become responsible and entrepreneurs or entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. The major objectives of entrepreneurship education according to Ossai and Nwalado (2012) include among others to: offer functional education to the youths that will enable them to be well employed and self-reliant; provide the young graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; and to serve as catalyst for economic growth and development.

The major importance and role of entrepreneurship education is to fight unemployment and poverty, to create individuals that are self-reliant, self-employed and employers of labour. The successful implementation of this very important programmed is challenged by a number of factors. According to Elechi (2014), Okeke and Okorie (2014), challenges of entrepreneurship education in public secondary schools in Nigeria include: inadequate funding; inadequate facilities and equipment; inadequate qualified and competent teachers; poor knowledge-based economy and low spirit of competition; inadequate infrastructure; lack of interests by students; unsensitivity of government to enterprise creation and expansion programme, insecurity, non-inclusion of entrepreneurship programme in the school curricular; and poor societal attitude to technical and vocational education development.

These challenges militate against the attainment of the goals of entrepreneurship education and national development. It is therefore imperative for all efforts to be directed towards ameliorating and conquering these challenges for accelerated secondary goal attainment and sustainable development; Okeke and Okorie (2014) proffered the following solutions to the challenges of entrepreneurship education: inclusion of entrepreneurship education in the school curriculum, recruitment of qualified and competent teachers; as well as increasing the funding of entrepreneurship education programmes. Nzekwe (2012) on his own part advocated for the introduction of entrepreneurship activities at the early stage of our youths to enable them imbibe the culture and grow alongside with it. There is equally the need for a proper framework and strategy for goal attainment. Okeke and Okorie (2014) stated that there is the need for adequate provision infrastructure and enabling environment for innovation and for entrepreneurship to thrive.

Government on their own part needs to encourage entrepreneurship education and entrepreneurial skills through scholarship awards and financial assistance, intensive mass mobilization and enlightenment programmes through seminars, workshops, conferences among others on small scale enterprise management. For the promotion of entrepreneurship education, Bala (2013) stated that the following strategies should be applied: there should be school-based enterprise where students identify potential business plan, create and operate small businesses using the school as a mini-incubator; and government should open small business schools where interested students and community members can participate. All these measures, if adequately

adopted will assist in tackling the challenges of entrepreneurship education in public secondary schools in Nigeria.

METHODOLOGY

The research design adopted for the study was descriptive survey design. The population comprised of all 311 public senior secondary schools in Rivers State with 311 principals and 6,142 teachers as the total respondents (Source: Senior Secondary Schools' Management Board, Rivers State, 2024 Report). A sample of 480 respondents was drawn through stratified random sampling technique (30 principals and 450 teachers). Ten (10) principals and 150 teachers were drawn from each senatorial zone ($160 \times 3 = 480$). The instrument for data collection was an eighteen (18) item questionnaire titled: "Conquering Leadership and Entrepreneurship Education Challenges Questionnaire (CLEECQ)". The instrument was validated by two lecturers in Educational Management and One from Measurement and Evaluation, University of Port Harcourt. Their corrections and suggestions were effected to ensure validity.

The reliability of the instrument was determined through test-test method, computed with Pearson Product Moment Correlation (PPMC) to yield an index of 0.84. Out of 480 copies of questionnaire administered (30 principals and 450 teachers), 456 copies (26 principals and 430 teachers) were retrieved. This showed 95% retrieval rate. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test analysis at 005 level of significance.

RESULTS

Research Question One: What are the ways leadership challenges can be addressed in public secondary schools in Rivers State for goal attainment and sustainable development?

Table 1: Mean scores and standard deviation of principals and teachers on ways leadership challenges can be addressed in public secondary schools in Rivers State for goal attainment and sustainable development.

S/N	Items	Principals N = 26		Teachers N= 430		Mean Set	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	Regular leadership training/capacity development	3.26	0.72	3.30	0.74	3.28	Agree
2.	Proper motivation of leaders	3.12	0.76	3.14	0.78	3.13	Agree
3.	Stable government school policies.	2.98	0.78	2.84	0.80	2.91	Agree
4.	Adequate provision of infrastructures/equipment.	3.18	0.74	3.08	0.79	3.13	Agree
5.	Effective decision making.	3.40	0.69	3.36	0.72	3.38	Agree
6.	Effective communication	3.29	0.71	3.25	0.75	3.27	Agree
7.	Adequate recruitment of staff personnel	3.20	0.73	3.24	0.76	3.22	Agree
8.	Adequate funding	3.34	0.70	3.32	0.73	3.33	Agree
9.	Effective school-community relationship	3.16	0.75	3.18	0.77	3.17	Agree
	Aggregate mean and standard deviation.	3.21	0.73	3.19	0.76		

Table 1 revealed that all the items had weighted mean scores that were above the criterion mean of 2.50. This shows that the respondents accepted all the items as ways leadership challenges can be addressed for goal attainment and sustainable development in public secondary schools in Rivers State. The aggregate mean scores of 3.21 and 3.19 for the principals and the teachers respectively which are very close indicate that the respondents did not differ so much in their opinions on the issue. Therefore, the ways leadership challenges can be addressed for goal attainment and sustainable development in public secondary schools in Rivers State include: regular training of school leaders; adequate motivation; stable government policies; adequate provision of infrastructure; effective decision making; effective communication; adequate recruitment of staff personnel; adequate funding and effective school – community relations.

Research Question 2: What are the ways entrepreneurship education challenges can be tackled in public secondary schools in Rivers State for goal attainment and sustainable development.

Table 2: Mean scores and standard deviation of principals and teachers on ways entrepreneurship education challenges can be tackled in public secondary schools in Rivers State for goal attainment and sustainable development

S/N	Items	Principals N = 26		Teachers N= 430		Mean Set	Decision
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
10.	Provision of adequate infrastructures/equipment for entrepreneurship education.	3.08	0.76	3.10	0.77	3.09	Agree
11.	Intensive enlightenment/mass mobilization for entrepreneurship education.	3.04	0.78	3.00	0.78	3.02	Agree
12.	Establishment of school-based enterprises	2.96	0.79	2.90	0.80	2.93	Agree
13.	Provision of enabling environment for entrepreneurship to thrive.	3.16	0.75	3.20	0.75	3.18	Agree
14.	Recruitment of qualified/competent entrepreneurship education teachers	3.24	0.73	3.16	0.76	3.20	Agree
15.	Inclusion of entrepreneurship education in the school curriculum	3.30	0.72	3.28	0.73	3.29	Agree
16.	Provision of scholarships/financial incentives for entrepreneurship education students.	3.22	0.74	3.24	0.74	3.23	Agree
17.	Allowing public secondary schools to fund entrepreneurship education.	2.32	0.81	2.34	0.82	2.33	Disagree
18.	Preventing school from collaborating with local industries, communities and organized private sectors in the provision of entrepreneurship education.	2.28	0.82	2.26	0.83	2.27	Disagree
Aggregate mean and standard deviation.		2.96	0.77	2.94	0.78		

Table 2 showed that items 1 to 7 had mean scores that were above the criterion mean of 2.50 and were agreed on by the respondents. While, items 8 and 9 had mean scores below the criterion mean and they were disagreed on by the respondents. The aggregate mean scores of 2.96 and 2.94 for principals and teachers which did not differ so much indicate that respondents shared similar opinion on ways of tackling entrepreneurship education challenges in public secondary schools in Rivers State for goal attainment and sustainable development.

Therefore, ways of tackling entrepreneurship education challenges in public secondary schools in Rivers State for goal attainment and sustainable development include: provision of adequate infrastructures/equipment; intensive enlightenment/mass mobilization; establishment of school-based enterprises; provision of enabling environment for entrepreneurship education to thrive; recruitment of qualified/competent entrepreneurship education teachers; inclusion of entrepreneurship education in the school curriculum; and provision of scholarships/financial incentives for entrepreneurship education students.

Test of Hypotheses

The following null hypotheses formulated for this study were tested through z-test analysis at .05 level of significance:

Hypothesis One: There is no significant difference between the mean scores of principals and teachers on ways leadership challenges can be addressed in public secondary schools in Rivers State for goal attainment and sustainable development.

Table 3: Summary of z-test analysis on the mean scores of principals and teachers on the ways leadership challenges can be addressed in public secondary schools in Rivers State for goal attainment and sustainable development.

Status	N	\bar{X}	SD	Level of sig.	Df	z-cal.	z-crit.	Decision
Principals	26	3.21	0.73	0.05	454	0.135	± 1.960	Not
Teachers	430	3.19	0.76					significant

Table 3 shows that the z-calculated 0.135 is far less than the z-critical ± 1.960 with 454 degrees of freedom at .05 level of significance. Hence, the null hypothesis is retained. This implies that, there is no significant difference between the mean scores of principals and teachers on the ways leadership challenges can be addressed in public secondary schools in Rivers State for goal attainment and sustainable development.

Hypothesis Two: There is no significant difference between the mean scores of principals and teachers on the ways entrepreneurship education challenges can be tackled in public secondary schools in Rivers State for goal attainment and sustainable development.

Table 4: Summary of z-test analysis on the mean scores of principals and teachers on way entrepreneurship education challenges can be tackled in public secondary schools in Rivers State for goal attainment and sustainable development

Status	N	\bar{X}	SD	Level of sign.	Df	z-cal.	z-crit.	Decision
Principals	26	2.96	0.77	0.05	454	0.129	± 1.960	Not
Teachers	430	2.94	0.78					significant

Table 4 shows that the z-calculated 0.129 is by far less than the z-critical ± 1.960 with 454 degrees of freedom at 0.05 level of significance. The null hypothesis is therefore upheld. Hence, there is no significant difference between the mean scores of principals and teachers on the ways

entrepreneurship education challenges can be tackled in public secondary schools in Rivers State for goal attainment and sustainable development.

DISCUSSION OF FINDINGS

The findings of the study revealed that the ways leadership challenges can be addressed for goal attainment and sustainable development in public secondary schools in Rivers State include the following: regular training of school leaders, adequate motivation, stable government policies, adequate provision of facilities/infrastructures, effective decision making, effective communication, adequate recruitment of staff personnel, adequate funding and effective school-community relations. Regular training of school leaders is very important. It helps them to acquire more leadership skills. It is part of the regular capacity building required for leadership effectiveness and efficiency. Many leaders in secondary schools in Rivers State are not professionally trained in school administration. They are appointed leaders based on their career progression and seniority in terms of ranking. Such leaders find it difficult to cope with the challenges of leadership. This finding is supported by Bush (2009) as well as Anyaogu and Ojule (2016) who opined that for secondary school leadership to be effective amidst multiple demands from their employers, parents/guardians, students and the society, it is necessary that they require relevant/appropriate leadership skills through adequately planned capacity building programmes.

Adequate motivation is very necessary because it will help to improve the performance of the leadership in schools. Motivation in form of regular promotion, regular payment of salaries/allowances, improvement in conditions in service, provision of accommodation, car loans, meal subsidies, regular seminars/workshops etc will promote leadership commitment to their duties. Supporting this finding, Osisioma (2012) stated that adequate motivation will infuse a great sense of belongingness, as well as the teachers. Stable government policies will help leaders a lot in improving in their responsibilities. This will help leaders to consolidate on current existing policies, especially innovative ones. Introducing new policies every time without allowing leaders to understand and effectively implement one policy creates more confusion and leadership challenges in our school system.

Adequate provision of infrastructure/facilities is very necessary in school administration. School buildings, library, laboratories, various types of equipment, recreational facilities, sick bay, electricity, portable water, ICT facilities, etc. are essentially needed for effective administration of schools, school leaders are upset and highly disturbed when facilities, infrastructures and equipment are inadequately provided. This kind of situation makes the task of leadership very difficult and cumbersome. Adequate provision of these infrastructures/facilities reduces the challenges of school leadership. The provision of school facilities, infrastructures and equipment lies so much on funding. Adequate funding of secondary education will enhance the provision of school facilities. It will also enhance the recruitment teachers and other staff personnel required for effective leadership and administration of schools. This finding is supported by Ajayi (2009) who asserted that without adequate funding, provision of school facilities, recruitment of quality teachers in appropriate numbers, effective school leadership and attainment educational goals will be a mirage.

Capacity to take decisions and communicate effectively are part of the qualities of a leader that will help to reduce leadership crisis or challenges. Corroborating this finding, Udo (2014) stated that official information timely given curbs gossips, rumours, murmuring and it also conserves the image of the school leader. Leaders should be able to exploit various decision

making communication channels to ensure that stakeholders are carried along. Effective school-community relationship will help to reduce leadership challenges as found in this study. The leadership of the host community and that of the school need to relate well. The community provides support to the school in so many areas so that their children will receive good education. there should be mutual understanding between school leadership and their host communities. This will help in reducing school leadership challenges.

From the results of the study, it was revealed that, ways of tackling entrepreneurship education challenges in public secondary schools in Rivers State for goal attainment and sustainable development include: provision of adequate infrastructures/equipment, intensive enlightenment/mass mobilization, establishment of school-based enterprises, provision of enabling environment for entrepreneurship education to thrive, recruitment of qualified/competent teachers, inclusion of entrepreneurship education in the school curriculum, and provision of scholarship/financial incentives to entrepreneurship education students. Entrepreneurship education is yet to be adequately implement in public secondary schools in Rivers State due to lack of competent and qualified entrepreneurship education teachers and this situation is compounded by lack of well-structured entrepreneurship education curriculum. Without well structure curriculum and competent teachers, we can not achieve our goals of impacting entrepreneurial skills into the students.

Many parents/guardians and students are naïve about what entrepreneurship education is all about. It will be difficult for such people to produce the necessary support for their children/wards and for the success of the programme. Government should therefore embark on sensitization programme to create awareness in our rural communities what entrepreneurship education is all about and why everybody should support the programme. This finding is supported by Nzekwe (2012) who saw the need for the creation of awareness about entrepreneurship education.

For entrepreneurship education to be effective and successful, adequate; provision of infrastructures, facilities and equipment is needed. These things are grossly inadequate in our schools. There is the need for constant water and power supply. We have depended on theories for too long and now we are moving to practical skills. These skills cannot be taught without adequate tools, equipment and facilities. Supporting this finding Okeke and Okorie (2014) stated that without the creation of enabling environment and the provision of adequate infrastructure and facilities, it will be difficult for entrepreneurship education to thrive or succeed.

There is the need for schools to establish school-based enterprises. These business outfits in the school can serve as examples of what the students are expected to do after graduation from school. It can serve as mini-incubator for business and entrepreneurial skills (Bala, 2012). Government needs to set aside some funds for the motivation of students learning entrepreneurship education and those who will start up their own businesses after their graduation from school. These financial aids will go a long way in promoting the success and goal attainment of entrepreneurship education.

CONCLUSION

The study has been able to identify ways of tackling leadership and entrepreneurship education challenges in public secondary schools for goal attainment and sustainable development. These measures should be adopted and implemented immediately to enhance leadership effectiveness and successful implementation of entrepreneurship education at secondary school level.

Otherwise the challenges of ineffective leadership and entrepreneurship education will continue to persist in our secondary schools, and militate against goal attainment and sustainable development.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Government should ensure that secondary school leadership are reserved for those who are professionally trained as school administrators.
- Regular and well-structured capacity building programmes should be provided to secondary school principals in Rivers State.
- Entrepreneurship education with well-designed course guidelines should be included in secondary school curriculum.
- Government should recruit well qualified and competent teachers for the teaching of entrepreneurship education in Rivers State.
- Government should increase the funding of secondary education to enhance adequate training and motivation of school leaders, motivation of entrepreneurship education teachers; and adequate provision of infrastructure and school facilities.

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