

**ENTREPRENEURIAL SKILLS ENHANCE THE ACHIEVEMENT LEVEL OF
LEADERS AT SCHOOL LEVEL IN LAHORE**

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ABSTRACT

Educational systems of almost every country of the world are facing the challenges of new dimensions. To manage with such fast growing challenges it has to coordinate with the global demands. Education being an industry has to work under the same patterns as any business organizations do. It is widely agreed that the intention of Conservative education policies is that the 'schools are to become business with a primary focus on profit and loss account' (Ball, 1990, p68). In business sector business entrepreneurs are going to be encouraged. So it is the high time to realize the worth of educational entrepreneurs to make it successful as business and strengthen the country's economy. The objective of this article is to analyze the results of a survey carried out among school leaders at different schools in Lahore. The aim of this study was to investigate entrepreneurial skills in school leaders.

DESIGN/METHODOLOGY/APPROACH

The research involves analysis of data gathered from school leaders serving in different schools at Lahore Pakistan.

FINDINGS

Education has become the back bone of every country's economy. So it has become very necessary to develop the educational on the same patterns as any business organizations do. For this the role of school leaders should become significant and functional. They should become forward to lead the educational systems as business. They should be more focused to quality and profit to up lift the country's economy.

IMPLICATIONS

The research has the implications for the school leaders and policy makers in term of identifying the importance of entrepreneurial skills for school heads in order to refine and up lift the educational system to strengthen the country's economy.

ORIGINALITY/VALUE

The research will be valuable in terms of training of school heads. It will also provide the policy makers an insight about its importance in global perspectives.

Key words school leader, entrepreneurial education, entrepreneurial skills

INTRODUCTION

Entrepreneur is not a new term in business organization. It was first used as a technical economic term in 18th century by Richard Cantillon. According to Long (1983), the definition of entrepreneurship can be traced back more than 800 years ago to the French word 'entreprendre' which means 'to do something'. Then in 1730, Cantillon used the term to describe a self-employed person who has risk-taking tolerance, a characteristic which is believed to be vital in providing for one's own wellbeing (Outcalt, 2000). Entrepreneurship "consists in doing things that are not generally done in ordinary course of business routine" (Schumpeter, 1951, pp. 255). "Entrepreneurship is a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transforming ideas into practical and targeted activities, whether in a social, cultural or economic context." This definition indicates the objective of entrepreneurship in education that includes development both of personal qualities and attitudes and of formal knowledge and skill. Entrepreneurship as a term will not be associated to education. However, the term has a long history connected to the content of education and qualification. Since the middle of 1700, entrepreneurship has been a research theme within the disciplines of economics and social sciences. Today, entrepreneurship in education has a broad definition, which includes economic, social and cultural factors.

Interest in entrepreneurship has been intense in many parts of the world. This prolonged and heightened interest in entrepreneurship is promoted by several factors. First, for the developed economies, entrepreneur activity is a means of revitalizing their economy and a way of coping with unemployment problems. Moreover, it has been accepted as a potential catalyst and incubator for technological progress, product and market innovation (Mueller and Thomas, 2000; Jack and Anderson, 1999).

Change is the challenge for almost every country of the world. The more a country is equipped to deal with this challenge, the more it is considered successful and developed. Like all the departments of life, education is also facing the same challenge. Since education has become an industry and it is contributing a lot in the economy of the country, it has become very important for it to meet the global demands effectively. Almost every country of the world is allocating its maximum budget on education and the developed countries are on the top. Researchers are introducing different areas and new terms to deal with this change effectively. The term entrepreneurship is not new in education. It has been frequently used in the economics of education. As education has become one of the major sources of economic development for every country of the world, so it has become very important to see the educational development in global perspectives. It is widely agreed that the intention of conservative education policies is that 'schools are to become business, run and managed like businesses with a primary focus on the profit and loss account' (Ball, 1990, p.68)

It is not enough to have new ideas, they must lead to "the successful production, assimilation and exploitation of novelty in society" through innovation (European Union, 1996, pp.9). May authors consider that entrepreneurship and innovation are closely linked (Drucker 1985; Fulop, 1991; Kanter, 1989; Schumpeter, 1951). "**Entrepreneurship** is initiating and building an enterprise rather than watching one. It is the knack of sensing the opportunities where others see chaos, contradiction and confusion. It is the ability to build a 'founding team' and control resources. Finally, it is the willingness to take risks" (Cromie 2000)

ENTREPRENEUR

Entrepreneur is defined as “A person who is self motivated, always love challenges, can function without guidance and usually can visualize what is needed to be done in as a heart beat. In general, it is important to understand that entrepreneurs have a vision for a better way of doing things, thinking beyond the constraints of current rules and resources. Perhaps more importantly, thhave the passion and sense of urgency that literally compels them to take the risks necessary to realize that vision.

Entrepreneurship is most commonly thought of in term of business. However, entrepreneurship may be related to all dimensions of life. In the broadest sense of the term entrepreneurship can be the means to stimulate the creativity and innovation necessary to create a better community, a better nation and a better world. To achieve this goal, government policies should focus on the educational aspects of the vast human potential for entrepreneurship which exist in every society. The country like Pakistan is one of the developing countries of the world facing a lot many challenges of economy and employment. The most precious asset of a country is people who have the potential to spark and do business to strengthen the economic growth. These are called the ‘entrepreneurs’. So developing countries should focus on their people resources to support their economy.

Abraham Maslow indicated that “The most valuable 100 people to bring into a deteriorating society would not be economists, or politicians, or engineers, but rather 100 entrepreneurs” In addition it has a more critical role for economies of developing countries since entrepreneurship is seen as an engine of economic progress, job creation and social adjustment. The fast growing world of change has made the role of entrepreneur very important and functional. It also has increased the need of entrepreneurial education because this is the best way to improve the economy of educational organization. Although many researches support that entrepreneurial skills can be developed through education and training but there are theories which support that personality and family role model is very important in this regard. (McClelland, 1971; Dunn and Holtz Eakin, 2000).

Education is the only tool through which we can deal with the challenge of the change. Now it has become the current demand of education to provide a balance between the needs of the students in light of changing global demands. Entrepreneurial competency is considered to be one of the major factors in increasing prosperity in increasing prosperity in globalizing society. This has become the major concern of the governments to foster entrepreneurial culture and skill in students. Educators including universities “have an obligation to meet students expectations with regard to preparation for the economy in which they will operate” (Galloway, 2005b) Authors, for example Gibb (1996), Chell and Allman (2003) and Kirby (2004) have raised issues about the provision of entrepreneurship education and the pedagogical and delivery developments required to meet appropriately the needs of an entrepreneurial society.

The successful implementation of the government projects for education depends on its ability to secure the compliance of teachers. The management of the service is inseparable from the management of the workforce. One key role of the management at school level therefore is the management of teachers. Ball observes that the ‘control is to be exerted over teachers work by the use of techniques of management. The task of schooling is increasingly subject to the logics of industrial production and market competition’ (Ball, 1988, pp. 292). Hellewell suggests that the head ‘ is going to be under considerable pressure to ensure that workforce is operating in a cost effective fashion. Under such circumstances I would anticipate a greater degree of convergence between the managerial methods of head teachers and those of managers in other spheres’ (Hellewell, 1990, p, 408).

METHOD

The hypothesis of the current research is that the entrepreneurial skills enhance the achievement level of leaders at school level in Lahore. To investigate this study a survey research design has been adopted.

SAMPLE

The sample used in this study was comprised of 86 men and 108 women aged between 20 to 40 years and above (n=200) serving as school leaders in different schools in Lahore. The demographic details are shown in table 1.

Variable		Frequency	Percent
Sex	male	86	43
	female	108	54
Age	20-29	36	18
	30-39	86	43
	40-and above	77	38.5
Marital Status	married	167	83.5
	unmarried	26	13
Qualification	BA/BSc	43	21.5
	MA/MSc	135	67.5
	any other	8	4
Professional Qualification	PTC	5	2.5
	CT	6	3
	BEd	82	41
	MEd	20	10
	any other	52	26
Experience	less than 3 yrs	17	8.5
	3-9	41	20.5
	10 -above	131	65.5
Monthly Income	less than ten th	2	1
	10-15th	35	17.5
	15-20th	38	19
	20-25th	77	38.5
	25-30th	20	10
	above 30th	25	12.5
Total	200	100	100

A total of 200 school leaders were contacted during this study and all of them willingly participated in the survey. The sample size, response rate and the demographic mix were considered sufficient to perform meaningful statistical analysis.

INSTRUMENT

I adopted the questionnaire developed by Paul Lain Waight (March,2006). It was comprised of 30 items.

Variable name	Scale Item	Component			
		1	2	3	4
1	I get a sense of pride when I do a good job on my school projects				
2	I have always worked hard in order to be among the best in my field				
3	I feel very good because I am ultimately responsible for my own school success.				
4	I do every job as thoroughly as possible.				
5	I usually perform very well on my part of any school project I am involved with.				
6	I believe it is important to make a good first impression.				
7	I get my biggest thrills when my work is among the best there is.				
8	I feel good when I have worked hard to improve my school.				
9	my knack for dealing with people has enabled me to create many of my school opportunities.				
10	I believe that any organisation can become more effective by employing competent people.				
11	I get a thrill out of doing new, unusual things in my school affairs.				
12	I often approach school tasks in unique ways.				
13	I get excited when I am able to approach school opportunities in unique ways.				
14	I believe it is important to approach business				

	opportunities in unique ways.				
15	I enjoy being the catalyst for change in school affairs.				
16	I always feel good when I make the organisations I belong to function better.				
17	I believe that to be successful head teacher must spend time planning the future of his/her school.				
18	I will spend a considerable amount of time analysing my future school needs before I allocate any resources.				
19	I spend a lot of time planning my school activities.				
20	I believe it is important to analyse your own weaknesses in school dealings.				
21	I believe it is important to continually look for new ways to do things in school.				
22	I make a conscientious effort to get the most out of my school resources.				
23	To be successful I believe it is important to use your time wisely.				
24	I feel uncomfortable when I'm unsure of what my school associates think of me.				
25	I feel self-conscious when I am with very successful head teachers.				
26	I feel very self-conscious when making school proposals.				
27	I seem to spend a lot of time looking for someone who can tell me how to solve all my school problems.				
28	I feel inferior to most				

	people I work with.				
29	I feel like a total failure when my business plans don't turn out the way I think they should.				
30	I often put on a show to impress the people I work with.				

PROCEDURE

The questionnaire was administered on a small scale (n=200) among school leaders in different schools at Lahore. A total of 200 questionnaires were distributed and all were returned giving a 100% response rate.

ANALYSIS

Data was analyzed using the exploratory factor analysis using extraction, rotation and varimax methods.

EXPLORATORY FACTOR ANALYSIS FOR ENTREPRENEURIAL SKILLS

All the data collected for entrepreneurial skills were analyzed using rotation and extraction methods. Then it was analyzed that whether the factors satisfied the Kaiser criterion (eigen value ≥ 1). Then we applied the factor loading criteria. Only one item has to be removed for not loading on any factor.

Table 3 Factor analysis Self satisfaction (S_score)

Eigen Value	3.29
Variance explained	41.20
Mean	22.29
Std. Deviation	5.89
I often put on a show to impress the people i work with	0.84
I feel inferior to most people i work with	0.72
I seem to spend a lot of time looking for someone who can tell me how to solve all my problems	0.70
I feel like a total failure when my business plans don't turn out the way i think they should	0.68
I feel very self conscious when making school proposals	0.62
I feel self concious when i am with very successful head	0.53
qs1R	0.47
I feel uncomfortable when i am unsure of what my school associates think of me	0.43

KMO	.72
Barlett	502.10
Cronbech alpha	.792

Table 3 shows the factor 1 characterized by complacency. An example of this is “ I feel very self-conscious when making school proposals. This factor was termed as Self- satisfaction.

Factor 1 had an eigen value 3.29 and % of variance 41.20. It had loading on 7 items. KMO is .72 and reliability on Cronbach alpha is .792

Table 4 Factor analysis Instigation (I_score)

Eigen Value	2.18
Variance explained	36.32
Mean	24.74
Std. Deviation	2.97
I have always worked hard in order to be among the best in my field	0.69
I often approach school task in unique way.	0.68
I do every job as thoroughly as possible	0.57
my knack for dealing with people has enabled me to create many of my school opportunities	0.55
I believe it is important to approach business opportunities in unique ways	0.55
I get a sense of pride when i do good job on my school projects	0.52
KMO	.629
Barllet	163.68
Cronbech alpha	.649

Table 4 shows the factor 2 characterized by initiation. An example of this is “I often approach school task in unique way”. This factor was termed as instigation.

Factor 2 had an eigen value 2.18 and % of variance 36.32. It had loading on 6 items. KMO is .629 and reliability on Cronbach alpha is .649

Table 5 Factor analysis Excitement (E_score)

Eigen Value	2.15
Variance explained	53.86
Mean	16.92
Std. Deviation	2.55
I get a thrill out of doing new,unusual things in my school affairs	0.82
I get excited when i am able to approach school opportunities in unique way	0.78
I believe that any organization can become more affective by employing complete people	0.70
I enjoy being the catalyst for change in school affairs	0.59
KMO	.716
Barllet	153.7
Cronbech alpha	.696

Table 5 shows the factor 3 characterized by enthusiasm. An example of this is “I get excited when I am able to approach school opportunities in unique way”. This factor was termed as instigation.

Factor 3 had an eigen value 2.154 and % of variance 53.86. It had loading on 4 items. KMO is .716 and reliability on Cronbach alpha is .696

Table 6 Factor analysis Accomplishment (A_score)

Eigen Value	2.37
Variance explained	33.88
Mean	29.2
Std. Deviation	3.3
I feel very good because i am ultimately responsible for my own school success.	0.715
I will spend a considerable amount of time analyzing my future school needs before I allocate any resources	0.688
I believe it is important to make a good first impression	0.683
I always feel good when i make the organizations i belong to function better	0.641
I believe it is important to analyze your own weaknesses in school dealings	0.641
I spend a lot of time planning my school activities	0.641
I make a conscientious efforts to get the most out my school resources	0.641
KMO	.657
Bartlett	20.624
Cronbech alpha	.674

Table 6 shows the factor 4 characterized by completion. An example of this is “I believe it is important to make a good first impression”. This factor was termed as Accomplishment.

Factor 4 had an eigen value 2.37 and % of variance 33.88. It had loading on 7 items. KMO is .657 and reliability on Cronbach alpha is .674

Table 7 Factor analysis Drive (D_score)

Eigen Value	1.86
Variance explained	46.55
Mean	17.55
Std. Deviation	2.36
I get my biggest thrills when my work is among best there is	0.715
To be successful i believe it is important to use your time wisely	0.688
I feel good when i have worked hard to improve my school	0.683
I usually perform very well on my part of any school project i am involved with	0.641
KMO	.652
Barlett	89.624
Cronbech alpha	.616

Table 7 shows the factor characterized by force. An example of this is “ To be successful I believe it is important to use your time wisely”. This factor was termed as Accomplishment.

Factor 5 had an eigen value 1.86 and % of variance 46.55. It had loading on 4 items. KMO is .652 and reliability on Cronbach alpha is .616

Table 8 ANOVA S-score, I-score, E-score, A-score,D-score by age

		Sum of Squares	df	Mean Square	F	Sig.
S_Score	Between Groups	535.67	5	107.13	3.26	.088*
	Within Groups	6310.66	19	32.86		
	Total	6846.34	24			
I_Score	Between Groups	106.78	5	21.35	2.49	.032*
	Within Groups	1651.14	19	8.55		
	Total	1757.93	24			
E_Score	Between Groups	7.5	5	1.5	0.22	.952
	Within Groups	1289.51	19	6.68		
	Total	1297.01	24			
A_Score	Between Groups	41.23	5	8.24	0.63	.667
	Within Groups					
	Total					

	Within Groups	2498.29	193	12.94			2
	Total	2539.52	198				
D_Score	Between Groups	134.04	5	26.8	5.29	0.00*	
	Within Groups	972.72	192	5.06			
	Total	1106.77	197				

* ** *** significant at .5 level

Table 9 ANOVA: S-score, I-score, E-score, A-score, D-score by marital Status

		Sum of Squares	df	Mean Square	F	Significance
	Between Groups	171.53	3	57.17	1.662	.176*
S_Score	Within Groups	6707.56	195	34.39		
	Total	6879.09	198			
	Between Groups	37.49	3	12.49	1.423	.237*
I_Score	Within Groups					
	Total					

	Within Groups	1720.98	196	8.78		
	Total	1758.48	199			
E_Score	Between Groups	44.33	3	14.77	2	0
	Within Groups	1253.54	196	6.39	.3	0
	Total	1297.87	199		1	78
A_Score	Between Groups	242.67	3	80.89	6	0
	Within Groups	2300.2	196	11.73	.8	0
	Total	2542.87	199		9	0*
D_Score	Between Groups	31.26	3	10.42	3	
	Within Groups	1077.92	195	5.52		
	Total	1109.19	198			

* ** *** **** Mean difference is significant at .5 level

Table 10 ANOVA: S-score, I-score, E-score, A-score, D-score by Professional Qualification

		Sum of Squares	df	Mean Square	F	Sig.
S_Score	Between Groups	171.53	3	57.17	1	0
	Within Groups				.6	.1
	Total				6	7

					2 6
					*
					*
					*
	Within Groups	6707.56	195	34.39	
	Total	6879.09	198		1 0
					.
		37.49	3	12.49	4 2
					2 3
I_Score	Between Groups				3 7
	Within Groups	1720.98	196	8.78	
	Total	1758.48	199		
					0
					.
					2 0
					7
		44.33	3	14.77	3 8
					* 1
					*
E_Score	Between Groups				*
	Within Groups	1253.54	196	6.39	
	Total	1297.87	199		
					6 0
					.
		242.67	3	80.89	8 0
					9 0
A_Score	Between Groups				* 3
	Within Groups	2300.2	196	11.73	
	Total	2542.87	199		
					0
					1 .
					.
		31.26	3	10.42	8 3
					8 3
D_Score	Between Groups				5 *
	Within Groups	1077.92	195	5.52	*

Total

1109.19

198

* ** *** ****significant at .5 level

Table 11 ANOVA: S-score, I-score, E-score, A-score, D-score by Experience

		Sum of Squares	df	M F	Sig.
S_Score	Between Groups	182.59	4	4 1 5 . . 2 6 7 4 7 3 5	0.281***
	Within Groups	5718.65	160	. 7 4	
	Total	5901.24	164		
				4 0 . . 5 5 1 0 1 1	
I_Score	Between Groups	18.05	4		0.735
	Within Groups	1440.39	160	9	
	Total	1458.44	164		
E_Score	Between Groups	2.45	4	0 0 . . 6 1 1 6	0.98
	Within	922.25	160	5	

	Groups			.		
				7		
				6		
	Total	924.7	164			
				2	1	
				1	.	
		85.76	4	.	6	0.161**
A_Score	Between Groups			4	6	
				4	2	
				1		
		2064.5	160	2		
	Within Groups			.		
				9		
	Total	2150.26	164			
				9	1	
				.	.	
		39.75	4	.	9	0.103*
D_Score	Between Groups			9	5	
				4	8	
				5		
		812.27	160	.		
	Within Groups			0		
				7		
	Total	852.03	164			

* ** *** significant at .5 level

Table 12 ANOVA: S-score, I-score, E-score, A-score,D-score by Monthly Income

		Sum of Squares	df	Mean Square	F	Sig.
S_Score	Between Groups	586.34	5	117.26	3.596	.004*
	Within Groups	6196.86	190	32.61		
	Total	6783.2	195			
I_Score	Between Groups	41.81	5	8.36	.958	.445
	Within Groups	1668.06	191	8.73		
	Total	1709.87	196			
E_Score	Between Groups	35.11	5	7.02	1.152	.335
	Within Groups	1164.86	191	6.09		
	Total	1199.98	196			
A_Score	Between Groups	75.9	5	15.18	1.999	.031
	Within Groups	2418.66	191	12.66		
	Total	2494.56	196			
D_Score	Between Groups	66.29	5	13.25	2.111	.011*

4 0
7 3
2 4
*
*
*

Within Groups	1024.28	191	5.36
Total	1090.57	196	

* ** significant at .5 level

RESULTS

Factors of drive (D_score) and achievement (A_score) are found significant by age, marital status, monthly income and professional qualifications. Factors of self satisfaction (S_score) are found significant by age and monthly income. Factors of excitement (E_score), instigation(I_score) are found less significant at .5 level. This shows that the research hypothesis is accepted at .5 significant level.

FINDINGS/DISCUSSION

The study has shown that the entrepreneurial skills positively affect the achievement level of school leaders with the high level of significance. Other variables like age, marital status, experience, professional qualifications and monthly income were also checked against factors of self-satisfaction, instigation, excitement, derive and was found that drive effects the entrepreneurial skill but less than achievement level and it has the high significance on entrepreneurial skills but less than achievement. The fast growing economic crisis has changed the economic scenario of almost every country of the world and as education has become the basic weapon to fight against such economic challenges so it has become the need of hour to develop a team of educational entrepreneurs to strengthen the country's economy.

CONCLUSIONS

This study has supported the research hypothesis. Further research should be conducted to explore the barriers and factors effecting entrepreneur skills of school leader.

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