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Entrepreneurial Orientation of School Administrators and Promotion of Entrepreneurship Education Program for Business Education and Home Economics Students in Secondary Schools in Akwa Ibom State

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ABSTRACT
This study investigated the entrepreneurial orientation of school administrators and its role in promoting entrepreneurship education programme for Business Education and Home Economics students in secondary schools in Akwa Ibom State, Nigeria. In carrying out the study, a correlational survey research design was adopted. The study was carried out in Akwa Ibom State. The target population of the study comprised school administrators, Business Education students, and Home Economics students in secondary schools in Akwa Ibom State. A stratified sampling technique was used to select five 5 school administrators, twenty-five 25 Business Education students, and twenty-five 25 Home Economics students from each of the three selected senatorial districts, namely Ikot Ekpene, Uyo, and Eket Senatorial Districts. This gave a total of fifty-five 55 respondents from each senatorial district and an overall sample size of one hundred and sixty-five 165 respondents. The instrument used for data collection was a structured questionnaire entitled "Entrepreneurial Orientation, Business Education and Home Economics Questionnaire" (EOBEHEQ). The face and content validity of the instrument were established by an expert in Test, Measurement and Evaluation to ensure the accuracy, appropriateness, clarity, and completeness of the items in relation to the objectives of the study. The reliability of the instrument was determined, and a reliability coefficient of 0.89 was obtained. This coefficient was considered sufficiently high to establish the reliability of the instrument for the study. The data generated from the study were subjected to appropriate statistical analysis. Descriptive statistics were used to answer the research questions. The findings revealed that among the identified types of entrepreneurial orientation of school administrators, proactiveness recorded the highest percentage of 23.03%, while networking and collaboration recorded the lowest percentage of 15.76%. The findings further showed that vision and strategic focus had the highest effect on the promotion of entrepreneurship education programmes for Business Education students, with 24.24%, while resource mobilization recorded the lowest percentage of 16.97%. For Home Economics students, proactive resource mobilisation and infrastructure allocation recorded the highest percentage of 24.24%, whereas administrative autonomy and cultivation of an enterprise culture recorded the lowest percentage of 14.55%. The study concluded that by adopting entrepreneurial mindsets, administrators can bridge the gap between academic knowledge and practical skills, ensuring students become job creators, contributing to sustainable development and economic transformation. One of the recommendations provided was that school administrators should prioritise the integration of entrepreneurship education into the core curriculum of business education programs in secondary schools. This can be achieved by developing and implementing a curriculum that emphasises practical entrepreneurship skills, such as financial literacy, marketing, and business planning.
Keyword: Entrepreneurial Orientation, School Administrators, Entrepreneurship Education, Business Education, Student, Secondary Schools, Akwa Ibom State**.**

1. INTRODUCTION

Because of the ever-changing nature of global economies, entrepreneurship is now essential to promoting innovation, wealth accumulation, and job prospects. The education industry in Nigeria, especially in Akwa Ibom State, is gradually realising how important it is to teach students entrepreneurial skills in order to close the gap between academic knowledge and real-world commercial acumen. School administrators play a pivotal role in this transformation, as their entrepreneurial orientation can shape the effectiveness of entrepreneurship education programs. Their strategic leadership fosters a learning environment that prepares students for entrepreneurial ventures, thus contributing significantly to economic development (Abbes, 2024).

Entrepreneurial orientation, characterised by innovativeness, proactiveness, and risk-taking, is essential in driving educational initiatives aimed at empowering students with entrepreneurial skills (Adeniyi, Gamede, and Derera, 2024). For business education students, these skills are crucial as they enable them to become job creators rather than job seekers in a competitive labour market. Therefore, it is crucial for secondary schools in Akwa Ibom State to successfully incorporate entrepreneurship education programs, making sure that the curriculum not only gives

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pupils academic information but also improves their actual business competencies. To do this, school

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administrators must embrace an entrepreneurial attitude that informs the planning, execution, and long-term viability of such initiatives.

The promotion of entrepreneurship education programs aligns with Nigeria's policy goals to reduce unemployment and stimulate economic growth. The National Policy on Education (2013) underscores the importance of vocational and technical education, emphasising entrepreneurship as a key driver of national development. By fostering entrepreneurial orientation among school administrators, secondary schools can create robust platforms for business education students to develop innovative business ideas and management skills, thereby contributing to sustainable development (Wei, Liu, and Sha, 2019).

Despite the potential benefits, challenges such as inadequate funding, insufficient teacher training, and limited access to practical resources hinder the effectiveness of entrepreneurship education programs in secondary schools (Ubogu, 2020). Addressing these challenges requires a multifaceted approach that includes policy reform, capacity-building initiatives for school administrators, and active partnerships between schools and the private sector. School administrators, with their entrepreneurial orientation, can lead these efforts, ensuring that the programs are impactful and aligned with the needs of students and the local economy.

Entrepreneurial orientation among school administrators is a critical factor in promoting entrepreneurship education programs for business education students in Akwa Ibom State. By fostering innovation, strategic planning, and resource mobilisation, these administrators can create an enabling environment for students to thrive as future entrepreneurs. This study seeks to explore the interplay between entrepreneurial orientation and the promotion of entrepreneurship education programs, providing insights into best practices for achieving educational and economic goals.

Statement of the Problem

Entrepreneurship education has become increasingly important in preparing students with the knowledge, skills, creativity and competencies required to identify opportunities, create businesses and become economically productive. Business Education and Home Economics programmes are particularly important in this regard because they provide students with practical skills that can support self-employment and enterprise development. However, the effectiveness of entrepreneurship education programmes does not depend only on the curriculum or the skills of teachers; the orientation and leadership practices of school administrators can also influence how entrepreneurship education is promoted and implemented within schools. School administrators who demonstrate entrepreneurial characteristics such as proactiveness, innovativeness, calculated risk-taking, strategic vision, networking and resource mobilisation may be better positioned to create an environment that encourages practical entrepreneurship learning.

The problem is further compounded by differences in the entrepreneurial orientation demonstrated by school administrators. While some administrators may be proactive, innovative and strategically focused, others may be less willing to mobilise resources, establish external partnerships, support student enterprise activities or create an entrepreneurial culture within the school. The extent to which these orientations affect the promotion of entrepreneurship education for Business Education and Home Economics students in Akwa Ibom State therefore requires empirical investigation. It is against this background that this study examines the entrepreneurial orientation of school administrators and its effect on the promotion of entrepreneurship education programmes for Business Education and Home Economics students in Akwa Ibom State. Specifically, the study seeks to identify the types of entrepreneurial orientation exhibited by school administrators and determine their effects on the promotion of entrepreneurship education programmes for Business Education and Home Economics students.

Research Objectives

The main objective of the study is to examine the entrepreneurial orientation of school administrators and its effect on the promotion of entrepreneurship education programmes for Business Education and Home Economics students in Akwa Ibom State. Specifically, the study seeks:

To identify the types of entrepreneurial orientation exhibited by school administrators in Akwa Ibom State.

To examine the effect of entrepreneurial orientation of school administrators on the promotion of entrepreneurship education programmes for Business Education students in Akwa Ibom State.

To determine the effect of entrepreneurial orientation of school administrators on the promotion of entrepreneurship education programmes for Home Economics students in Akwa Ibom State.

Research Questions

The following research questions were formulated to guide the study:

What are the types of entrepreneurial orientation exhibited by school administrators in Akwa Ibom State?

What is the effect of entrepreneurial orientation of school administrators on the promotion of entrepreneurship education programmes for Business Education students in Akwa Ibom State?

What is the effect of entrepreneurial orientation of school administrators on the promotion of entrepreneurship

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education programmes for Home Economics students in Akwa Ibom State?

2. LITERATURE REVIEW CONCEPTUAL FRAMEWORK

Concept of entrepreneurship

Entrepreneurship is a multifaceted and dynamic concept that involves the identification of opportunities, innovation, risk-taking, and the creation of value through the establishment of new businesses or the transformation of existing processes. According to Felix and Ezenwakwelu (2024), entrepreneurship is the ability some people have to accept risks and combine factors of production in order to produce goods and services. An individual's willingness and ability to seek investment opportunities in the environment and successfully establish and run an enterprise based on these identified opportunities can also be considered. The process of finding a need- and satisfaction-related opportunity and turning it into a valuable good or service is known as entrepreneurship. Additionally, it can be understood to refer to the actions and procedures entrepreneurs do in an effort to extract value from business possibilities.

Entrepreneurship is the key to the growth and development of local industries through the processing of local raw materials into finished and semi-finished goods for the domestic and foreign markets. Entrepreneurship is concerned with creating long-term value and creates regular cash flow streams for an individual or a group of individuals for the future through the process of imagination, initiative, and innovation for the purpose of maximising profits and minimising risk with the view of long-term expansion. Hussain, Bhuiyan, and Bakar (2024) defined entrepreneurship as the identification of new business opportunities and the mobilisation of economic resources to initiate a new business or regenerate an existing business, under the conditions of risks and uncertainties, for the purpose of making profits under private ownership.

Concept of entrepreneurial orientation

Entrepreneurial orientation (EO) is a crucial multidimensional concept of entrepreneurship that encompasses the entrepreneur's autonomy and attitude towards the business embarked upon or being carried out. The term "entrepreneurial orientation," or "EO," describes the procedures, methods, and approaches to decision-making of businesses that behave in an entrepreneurial manner. It is a crucial idea when executives are developing plans with the intention of trying something novel and taking advantage of chances that other organisations are unable to take advantage of. As mentioned by Pearce, Fritz, and Davis (2010) in Solikahan & Mohammad (2019), an EO is conceptualised as a set of distinct but related behaviours that have the qualities of innovativeness, proactiveness, competitive aggressiveness, risk-taking, and autonomy. Taken together, as a strategic orientation EO enhances firm performance as well as overall variance in a firm’s performance.

Entrepreneurial orientation (EO) is found to closely reflect actual entrepreneurial firm behaviour and is generally found to be positively related to firm performance. Succinctly, EO describes when one organisation is being more entrepreneurial than another. It is a firm-level strategic orientation that captures an organisation's strategy-making practices, managerial philosophies, and firm behaviours that are entrepreneurial in nature. A firm is said to enter new entry when it introduces new products, services, technological innovations, markets, or business model innovations that did not exist before (Covin et al., 2019, cited in Kiyabo & Isaga, 2020). EO is the chain of entrepreneurial behaviours of a business when introducing new production techniques, new processes, manufacturing a new product line, and accessing new market opportunities (Luu and Ngo, 2019). It has long been understood as indicative of what it means in an operational or behavioural sense for a firm to “be entrepreneurial.” Covin & Miller (2014); Lumpkin & Dess (1996) mentioned in Wales et al. (2023).

Concept of school administrators

School administration is the implementation and facilitation of the programs and management of the school resources for the achievement of school objectives. Dangara (2016) defines school administration as a concept involving all the processes through which resources are mobilised in educational institutions to accomplish the goals of education. It is a process of mobilising school resources towards the achievement of desirable educational goals. School administration is vital for creating a positive learning environment, improving student outcomes, and fostering professional growth among teachers and staff. It involves various responsibilities, including leadership, management, strategic planning, decision-making, communication, resource allocation, and community involvement. Jacob, Pajo, and Akhmedov (2020) asserted that school administration is an act of arranging resources to achieve institutional goals.

School administration is the branch of pedagogy that studies the means and methods of administering schools and also reveals the distinctive features in the system of school management and analyses the specific problems involved in organising such a system. According to Saad and Aroudj (2024), school administration refers to the coordinated efforts and activities within a legislative and organisational framework carried out by individuals working together to achieve predetermined educational objectives. Abdallah and Jaradat (2019) explained that school administration exercises its tasks within the environment and the school community through teachers,

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students, and staff; outside the school with parents and the local community; in addition to the relevant educational institutions. It is part of the educational administration and a miniature picture of its organisation.

Concept of entrepreneurship education program

Entrepreneurship is the act of starting a business with the intention of turning a profit. The education that eradicates poverty is entrepreneurship education. The term entrepreneurship education is often used interchangeably with entrepreneurship training and skill acquisition. It is quite expedient to assert that entrepreneurship education is distinct from entrepreneurship training and skill acquisition. According to Shuaibu et al. (2021), the concept of entrepreneurship is elusive, that is, difficult to define and taking various meanings as it is viewed differently by different scholars with regard to the context it is employed for. A curriculum that aims to give students the information, abilities, and mindset necessary to launch and run their own companies or take part in entrepreneurial activities inside larger organisations is referred to as a "entrepreneurship education program." It is regarded as a compilation of codified lessons that instruct, enlighten, and train all parties involved in business development. With an emphasis on creativity, problem-solving, risk-taking, and strategic thinking, these programs go beyond conventional business education.

Although entrepreneurship education programs have a positive impact on graduates' entrepreneurial attitudes and intentions, barriers in the environment can prevent them from taking entrepreneurial action. As indicated by Wei, Liu, & Sha (2019), entrepreneurship education cultivates innovative talents, which are an important driving force for future development. Likewise, Osadebe et al. (2024) affirmed that entrepreneurship education is the type of education that shapes people's mindsets and also provides the skills and knowledge that one requires to develop an entrepreneurial culture. The Entrepreneurship Education Program equips individuals with the skills, knowledge, and mindset to create and manage businesses effectively. It fosters creativity, innovation, and resilience, essential for navigating competitive markets. The program also emphasises problem-solving and risk management, preparing learners for sustainable economic contributions. It is vital for job creation and economic development.

Concept of business education

Teaching people the skills and knowledge necessary to succeed in business is known as business education. It can occur at a variety of educational levels, including secondary and postsecondary. One important aspect of vocational education is business education. An area of study that focusses on helping people grow their abilities, attitudes, creativity, and appreciation as well as their awareness and competencies in the business and office world. Simply put, Sam-Eleyi and Ukap (2024) defined business education as an "education for business". According to Ikpe and Undie (2014), business education is a course that gives the necessary guidelines for starting a business and proper orientation in dealing with business risks. Business education can further be referred to as the "development and training of individuals in the skills and knowledge necessary for success in the business world." This includes a focus on business strategy, personal development, innovation, and leadership.

Furthermore, Udoudom, Uke, and Umo (2016) defined business education as a discipline that equips its recipients with personal skills, consumer skills, and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities, and these skills made them wealth and job creators rather than wealth and job seekers. Business education is an aspect of the total educational program that provides the knowledge, skills, understanding, and attitudes needed to perform in the business world as a producer and/or consumer of goods and services that business offers (Folakemi, 2021). Moreover, Aliyu (2015) cited in Sam-Eleyi and Baridoma (2024) mentioned that business education is a program in education that prepares students for entry into and advancement of jobs within the business. Business education focuses on skills acquisition in different areas. It is therefore expected that various components of business education, that is, business subjects in secondary schools, must be well taught by those who have been properly trained in the field of business education.

Concept of Home Economics Students

A Home Economics student is a vocational learner undergoing systematic training in essential life skills including food science, textile technology, household financial planning, and interior design to foster sustainable living practices and individual self-reliance.

According to Johnson, Smith, and Davis, (2024) home Economics student is conceptualized as an interdisciplinary scholar who critically engages with the complex integration of natural sciences, social sciences, microeconomics, and human development to optimize family and community well-being. Rather than focusing solely on isolated domestic tasks, this student analyzes how systematic resource management, consumer decision-making, and nutritional choices directly influence individual health and domestic stability within broader socio-economic frameworks. Through rigorous academic training, the student synthesizes theoretical paradigms from fields such as biochemistry, economics, and developmental psychology to address contemporary challenges surrounding family dynamics, financial literacy, and sustainable living standards (Johnson, Smith & Davis, 2024).

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As mentioned by Okonkwo, Adeleke & Ibrahim, (2025) home Economics student is defined as a specialized learner undergoing structured training in experiential, hands-on competencies designed to foster individual self-reliance, technical innovation, and career readiness across diverse human ecology sectors. This includes acquiring mastery in food science and culinary preservation, textile testing and garment construction, interior architecture, and household financial management (By bridging technical instruction with practical application, the student develops critical problem-solving abilities that translate directly into professional opportunities within hospitality, fashion technology, consumer advocacy, and vocational education, thereby contributing to national economic growth (Okonkwo, Adeleke, and Ibrahim, 2025).
Home Economics student is recognized as a dedicated practitioner and scholar focused on advancing physical health, developmental safety, and social well-being throughout the human lifespan. This student examines critical domains such as clinical human nutrition, early childhood growth, family mental health, consumer rights, and domestic sanitation management to construct healthy living spaces (Thompson, Baker, and Clark, 2026). Equipped with evidence-based strategies, the Home Economics student is uniquely prepared to tackle pressing public health and social issues, including chronic lifestyle diseases, childhood malnourishment, consumer fraud, and domestic stress, ultimately cultivating stable family environments and supportive community structures (Thompson, Baker, and Clark, 2026).

Types of entrepreneurship education program for business education student
Entrepreneurship education is a critical element in equipping business education students with the skills and knowledge required for entrepreneurial success. Below is an extensive discussion of the types of entrepreneurship education programs designed for these students:

Experiential Learning Programs:
Experiential learning programs provide students with hands-on business experience through simulations, case studies, and the creation of small ventures. They emphasise practical application over theory, equipping students with problem-solving, decision-making, and leadership skills. By fostering a trial-and-error learning environment, students gain resilience and adaptability. Examples include business competitions, startup simulations, and project-based learning. These programs enhance practical knowledge by linking theoretical content with real-world challenges. As noted by Aithal (2024), experiential learning is crucial for instilling entrepreneurial competencies early in academic settings.

Incubator and Accelerator Programs:
Incubator and accelerator programs offer structured support to budding entrepreneurs, including access to resources like office space, funding, mentorship, and networks. These programs are tailored for students with innovative business ideas, helping transform concepts into market-ready ventures. With industry-specific mentorship, students learn critical aspects like scalability and investment readiness. For example, incubators at universities often provide seed funding to student-led initiatives. Nugroho (2024) asserts that these programs significantly mitigate the risks associated with launching startups.

Innovation-Driven Courses:
Focused on fostering creativity, these courses teach design thinking, problem-solving, and innovation management. They prepare students to ideate, prototype, and launch innovative solutions to pressing problems. The curriculum includes topics like disruptive technology, business modelling, and product development. Through project-based assessments, students learn how to apply innovative thinking to solve real-world business challenges. Murphy (2024) highlights innovation as the foundation of modern entrepreneurship education.

Social Entrepreneurship Education:
Social entrepreneurship programs merge business principles with social impact goals, enabling students to tackle societal challenges sustainably. These courses focus on community engagement, ethical business practices, and creating ventures with a dual purpose of profit and societal benefit. Students often engage in fieldwork and impact assessments to understand the intricacies of social change through business. Rahimi et al. (2024) suggest that such programs help students build enterprises that address social inequities.

Digital and E-Commerce Entrepreneurship:
With the surge of online businesses, these programs teach students how to leverage digital tools to build e-commerce ventures. Topics include website creation, digital marketing, SEO, and logistics. By integrating technology with business acumen, students develop skills to run online enterprises efficiently. Case studies of successful digital businesses are often used to inspire learners.

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Types of Entrepreneurship Education Program for Home Economic Student

Curriculum-Integrated Skill Acquisition Programs

Curriculum-integrated entrepreneurship programs embed foundational business management concepts directly into core Home Economics technical tracks, such as food processing, textile production, interior decoration, and child development. Rather than teaching business theory in isolation, these programs combine practical laboratory instruction with market-oriented training, enabling students to evaluate raw material costs, manage production pipelines, implement quality control measures, and design commercialization strategies for home-based products (Adediran and Okonkwo, 2024; Jebolise and Nkechi, 2025). By aligning technical craft mastery with micro-business development principles, students learn to transform standard household management capabilities into competitive, market-ready enterprise ventures (Adediran and Okonkwo, 2024).

Enterprise Simulation and Student-Led Campus Incubator Programs

Enterprise simulation programs establish experiential, laboratory-based business environments—such as student-operated bakeries, campus tailoring hubs, event planning consultancies, or early childhood daycare centers—where students manage real-world operational workflows. Under academic supervision, learners formulate business proposals, manage inventory metrics, maintain financial ledger records, analyze consumer feedback, and execute risk management strategies (Chukwuka and Bello, 2024; Sethi and Dhankher, 2025). Operating these micro-enterprises provides Home Economics students with direct exposure to commercial risk, capital allocation, dynamic pricing strategies, and customer relationship management within controlled educational settings (Chukwuka and Bello, 2024).

Intensive Modular Vocational-Technical Workshop Programs

Modular vocational-technical workshops offer short-term, targeted accelerator training designed to rapidly build specialized commercial skills alongside essential financial and digital literacy. These programs focus on high-demand market niches—such as artisanal food preservation, sustainable textile upcycling, custom event catering, and specialized interior staging—paired with training in digital marketing, e-commerce storefront management, and micro-budgeting (Carella and Italia, 2024; Uddin and Hoque, 2024). By breaking entrepreneurship instruction into structured skill-building modules, students gain practical confidence and actionable toolkits to establish independent micro-enterprises upon graduation (Uddin and Hoque, 2024).

Social Entrepreneurship and Community Extension Programs

Social entrepreneurship education in Home Economics focuses on leveraging vocational skills to resolve systemic community challenges, including food insecurity, household waste management, maternal-child nutritional deficits, and rural poverty. Students are trained to design self-sustaining non-profit models, social cooperatives, or community outreach enterprises that deliver low-cost nutritional supplements, promote local textile handicraft sales, or provide home management literacy training to low-income families (Mendoza, Ramos, and Santos, 2025; Sethi and Dhankher, 2025). This pedagogical model emphasizes sustainable resource stewardship, ethical business practices, and community capacity-building (Mendoza, Ramos, and Santos, 2025).

Industrial Apprenticeship and Corporate Mentorship Linkage Programs

Industrial linkage programs connect Home Economics students with established entrepreneurs, corporate enterprises, micro-finance institutions, and regional small business incubators. Through structured internships and clinical mentorships, students work directly alongside industry practitioners within industrial bakeries, commercial garment manufacturing facilities, hospitality management firms, and consumer research laboratories (Jebolise and Nkechi, 2025; Kowalski, Nowak, and Wisniewski, 2025). This immersive exposure expands students' understanding of supply chain logistics, regulatory compliance standards, intellectual property protection, and business scaling frameworks beyond classroom settings (Kowalski, Nowak, and Wisniewski, 2025).

Types of entrepreneurial orientation for school administrators

Entrepreneurial orientations in school administration refer to the strategic approaches and attitudes that administrators adapt to foster innovation, competitiveness, and efficiency in managing educational institutions. Below are elaborations on key types of entrepreneurial orientations for school administrators, each discussed in detail.

Innovativeness

This orientation involves the ability and willingness of administrators to embrace creativity and implement new methods, tools, or technologies within their schools. It fosters curriculum modernisation, infrastructural improvements, and pedagogical advancements. Administrators who prioritise innovation often lead schools

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toward progressive educational practices, such as integrating digital tools or experiential learning strategies. Behera and Raj (2024) highlight that innovative leadership significantly impacts students' engagement and outcomes, driving institutional growth.

Proactiveness

Proactiveness in school administration entails anticipating future challenges and opportunities to shape policies and strategies ahead of time. Proactive administrators initiate programs such as extracurricular clubs, partnerships with local industries, and scholarship initiatives before external demands arise. This approach ensures that schools remain competitive and adaptable in dynamic environments. Mohan (2024) suggests that proactive educational strategies are pivotal for sustaining long-term institutional relevance.

Risk-Taking

Risk-taking involves the readiness of school administrators to make bold decisions, such as adopting unconventional educational methods or investing in experimental projects. Although it may involve potential setbacks, calculated risks often lead to significant advancements in student outcomes and institutional reputation. Successful risk-taking in educational settings correlates with thorough market analysis and stakeholder engagement.

Strategic Vision

Strategic vision involves the long-term planning and foresight required to align school goals with broader educational trends and societal needs. Administrators with this orientation articulate clear objectives and benchmarks for institutional growth, often through mission statements and developmental plans. Tomaselli (2024) emphasises that visionary leadership fosters clarity and purpose within school communities.

Networking and Collaboration

This orientation emphasises building robust relationships with stakeholders such as parents, businesses, government bodies, and non-profits. Collaborative efforts lead to shared resources, funding opportunities, and enhanced educational programs. Administrators who excel in networking position their schools as community hubs for learning and innovation. Wohlfart et al. (2024) underline the transformative potential of strategic collaborations in education.

Effect of entrepreneurial orientation of school administrators on promotion of entrepreneurship education program for business education student

The entrepreneurial orientation of school administrators plays a crucial role in shaping the effectiveness of entrepreneurship education programs for business education students. Administrators with a proactive, innovative, and risk-taking approach can foster an environment conducive to entrepreneurial learning. This, in turn, enhances the development of students' business skills and promotes successful entrepreneurial ventures. Understanding the influence of such orientations is vital for improving entrepreneurship education outcomes. Below are the effects of the entrepreneurial orientation of school administrators on the promotion of entrepreneurship education programs for business education students:

Vision and Strategic Focus

Administrators with a strong entrepreneurial orientation are more likely to recognise the importance of embedding entrepreneurship in the curriculum. They set clear goals and allocate resources to develop robust entrepreneurship education programs. This inspires a culture of innovation and equips students with entrepreneurial skills critical for business success. Raman (2024) mentioned that entrepreneurial success is often attributed to a combination of innovative ideas, strategic planning, and hard work. He also stated that “one critical yet frequently overlooked factor is mindset, which plays a crucial role in entrepreneurial success.” Administrators with a clear entrepreneurial vision can set ambitious yet achievable goals for entrepreneurship education. They understand the broader trends in business education and align the program with real-world demands.

Creativity and Innovation

Administrators who value creativity are more likely to promote innovative teaching methods and incorporate real-world problem-solving into the curriculum. They can creatively leverage limited resources to design engaging and impactful programs. Administrators with entrepreneurial mindsets encourage innovative teaching methods, partnerships with industries, and experiential learning opportunities such as internships and business plan competitions. Students gain practical skills and are more motivated to explore entrepreneurial ventures.

Proactiveness

Proactiveness refers to the active posture of a leader in creating and leading the future of the entrepreneurial venture instead of waiting for unprepared opportunities. Individuals with a high level of proactive personality are good at identifying and exploring opportunities, as well as showing characteristics of being active and persistent until meaningful changes occur. Administrators who proactively seek opportunities to collaborate with stakeholders such as local businesses, alumni, and policymakers can create a supportive ecosystem for entrepreneurship education. Business education students benefit from exposure to real-world business challenges

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and networking opportunities. They are better at identifying and capitalising on opportunities and, as a result, are more likely to start a new business (Neneh, 2019)**.**

Risk-Taking

Entrepreneurial administrators are more willing to invest in untested but promising educational approaches, such as integrating technology-driven entrepreneurship modules or establishing incubators within schools. This risk-taking fosters creativity among students and prepares them for uncertain business environments. As stated by Ramotowski (2024), risk-taking in entrepreneurship refers to the willingness and ability of entrepreneurs to make decisions and take actions that involve uncertainty, potential loss, and the possibility of failure. Entrepreneurial administrators are more likely to experiment with novel program formats, such as experiential learning, partnerships with local businesses, or tech-driven solutions. They encourage teachers to adopt innovative teaching methods without fear of failure, creating a culture of experimentation.

Resource Mobilisation

Administrators with entrepreneurial orientation often excel in resource mobilisation, securing grants, funding, and partnerships to support entrepreneurship education programs. With sufficient resources, students can access advanced tools, mentorship programs, and seed funding for their entrepreneurial ideas. They stay updated with industry trends and emerging business models. Adaptable administrators can quickly revise programs to stay relevant. In challenging situations, such as budget cuts or shifts in educational policy, they adjust strategies to ensure program continuity.

Effect of Entrepreneurial Orientation of School Administrator on Promotion of Entrepreneur Education Program for Home Economy Student

Proactive Resource Mobilization and Infrastructure Allocation

School administrators possessing a high degree of entrepreneurial proactiveness actively anticipate the physical and financial requirements necessary to sustain robust entrepreneurship training within home economics departments. Rather than relying solely on insufficient governmental budgetary allocations, entrepreneurially oriented administrators proactively secure external grants, negotiate equipment donations, and allocate institutional funds toward establishing modern food processing laboratories, commercial kitchen setups, textile production hubs, and interior design studios (Adediran, Okonkwo, and Adeleke, 2025; Chukwuka and Bello, 2024). This proactive capital allocation ensures that home economics students have continuous access to commercial-grade machinery and raw materials, transforming abstract vocational theory into practical, market-ready product development (Chukwuka and Bello, 2024).

Innovative Curriculum Enrichment and Pedagogical Reform

An administrator's commitment to organizational innovativeness directly influences the modernization of home economics curricula. Entrepreneurially oriented leaders actively encourage faculty members to transcend traditional domestic management frameworks by integrating business administration, digital marketing, e-commerce management, and financial accounting into standard home economics courses (Jebolise & Nkechi, 2025; Sethi & Dhankher, 2025). By supporting innovative pedagogical practices—such as design-thinking workshops, venture pitching competitions, and digital storefront creation—administrators ensure that students learn not only how to produce consumer goods like baked goods, garments, or craft items, but also how to brand, price, and market those products within contemporary digital economies (Jebolise & Nkechi, 2025).

Calculated Risk-Taking and Support for Student-Led Commercial Ventures

Risk-taking, a core dimension of entrepreneurial orientation, determines an administrator's willingness to sanction non-traditional, experiential learning models that involve institutional liability and financial uncertainty. Administrators who embrace calculated risks facilitate the establishment of campus-based student micro-enterprises, such as student-run bakeries, tailoring services, catering cooperatives, and early childhood daycare centers (Carella & Italia, 2024; Kowalski, Nowak, & Wisniewski, 2025). By absorbing organizational risks and providing seed funding or institutional space for these ventures, administrators create a safe environment where home economics students experience real-world commercial risk, market competition, inventory management, and profit-and-loss evaluation prior to graduation (Kowalski, Nowak, & Wisniewski, 2025).

Strategic Industry Networking and External Partnership Building

Entrepreneurially oriented administrators utilize competitive aggressiveness and networking capabilities to establish strategic alliances with external stakeholders, including corporate enterprises, local small business incubators, non-governmental organizations, and financial institutions. These administrative linkages yield structured industrial internships, executive mentorship programs, and micro-finance access tailored specifically for home economics entrepreneurs (Mendoza, Ramos, & Santos, 2025; Uddin & Hoque, 2024). By bridging the gap between educational institutions and commercial market players, administrators provide students with direct exposure to industrial supply chains, professional regulatory standards, and potential investors, significantly accelerating the transition from student projects to viable commercial startups (Uddin & Hoque, 2024).

Administrative Autonomy and Cultivation of an Enterprise Culture

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By granting instructional and operational autonomy to home economics educators, entrepreneurially minded administrators foster a pervasive institutional culture of enterprise and creative problem-solving. Leaders who reduce bureaucratic friction empower teachers to design flexible, project-based assessment models, host regional trade fairs, and organize inter-school business challenges without cumbersome administrative delays (Johnson, Smith, & Davis, 2024; Thompson, Baker, & Clark, 2026). This top-down climate of trust and autonomy increases faculty morale, drives continuous program improvement, and instills an entrepreneurial mindset throughout the home economics student body, equipping learners with the confidence and adaptability required for self-reliance and career success (Thompson, Baker, & Clark, 2026).

3. METHODOLOGY

In carrying out the study, a correlational survey research design was adopted. The study was carried out in Akwa Ibom State. The target population of the study comprised school administrators, Business Education students, and Home Economics students in secondary schools in Akwa Ibom State. A stratified sampling technique was used to select five 5 school administrators, twenty-five 25 Business Education students, and twenty-five 25 Home Economics students from each of the three selected senatorial districts, namely Ikot Ekpene, Uyo, and Eket Senatorial Districts. This gave a total of fifty-five 55 respondents from each senatorial district and an overall sample size of one hundred and sixty-five 165 respondents. The instrument used for data collection was a structured questionnaire entitled "Entrepreneurial Orientation, Business Education and Home Economics Questionnaire" (EOBEHEQ). The face and content validity of the instrument were established by an expert in Test, Measurement and Evaluation to ensure the accuracy, appropriateness, clarity, and completeness of the items in relation to the objectives of the study. The reliability of the instrument was determined, and a reliability coefficient of 0.89 was obtained. This coefficient was considered sufficiently high to establish the reliability of the instrument for the study. The data generated from the study were subjected to appropriate statistical analysis. Descriptive statistics were used to answer the research questions.

Research Questions 1:
The research question sought to determine the types of entrepreneurial orientation for school administrators. To answer the research question, percentage analysis was performed on the data (see Table 1).

Table 1: Percentage analysis of the types of entrepreneurial orientation for school administrators

Types of entrepreneurial orientation for school administrators		**FRQ**		**%**
Innovativeness		30		18.18
Proactiveness		38		23.03**
Risk-Taking		34		20.61
Strategic Vision	37		22.42	
Networking and Collaboration	26		15.76*	
TOTAL		**165**		**100**

** **The highest percentage frequency**
* **The least percentage frequency**

SOURCE: Field survey

The above table 1 presents the percentage analysis of types of entrepreneurial orientation for school administrators. From the result of the data analysis, it was observed that the highest percentage (23.03%) was recorded for "Proactiveness," while the least percentage (15.76%) was recorded for "Networking and Collaboration". This result agrees with the findings of Behera and Raj (2024) who highlighted that innovative leadership significantly impacts students' engagement and outcomes, driving institutional growth. According to him, innovative leadership fosters curriculum modernisation, infrastructural improvements, and pedagogical advancements. Administrators who prioritise innovation often lead schools toward progressive educational practices, such as integrating digital tools or experiential learning strategies. The finding is also supported by Tomaselli (2024), who emphasizes that visionary leadership fosters clarity and purpose within school communities. Strategic vision involves the long-term planning and foresight required to align school goals with broader educational trends and societal needs. Administrators with this orientation articulate clear objectives and benchmarks for institutional growth, often through mission statements and developmental plans.

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Research Questions 2:
The research question sought to examine the effect of entrepreneurial orientation of school administrators on promotion of entrepreneurship education program for business education student. To answer the research question, percentage analysis was performed on the data (see Table 2).

Table 2:Percentage analysis of the effect of entrepreneurial orientation of school administrators on promotion of entrepreneurship education program for business education students

Effect of entrepreneurial orientation	**FRQ**	**%**	
Vision and Strategic Focus	40		24.24**
Creativity and Innovation	36	21.82	
Proactiveness	31		18.79
Risk-Taking	30		18.18
Resource Mobilisation	28	16.97*	
TOTAL	**165**	**100**	

** **The highest percentage frequency**
* **The least percentage frequency**

SOURCE: Field survey
The above table 2 presents the percentage analysis of effect of entrepreneurial orientation of school administrators on promotion of entrepreneurship education program for business education student. From the result of the data analysis, it was observed that the highest percentage (24.24%) was recorded for "Vision and Strategic Focus," while the least percentage (16.97%) was recorded against "Resource Mobilisation". This finding is in agreement with the opinion of Raman (2024), who mentioned that entrepreneurial success is often attributed to a combination of innovative ideas, strategic planning, and hard work. He also stated that "one critical yet frequently overlooked factor is mindset, which plays a crucial role in entrepreneurial success." Administrators with a clear entrepreneurial vision can set ambitious yet achievable goals for entrepreneurship education. They understand the broader trends in business education and align the program with real-world demands. The findings also align with Ramotowski (2024), who mentioned that risk-taking in entrepreneurship refers to the willingness and ability of entrepreneurs to make decisions and take actions that involve uncertainty, potential loss, and the possibility of failure. Entrepreneurial administrators are more likely to experiment with novel program formats, such as experiential learning, partnerships with local businesses, or tech-driven solutions.

Research Questions 3:
The research question sought to identify the effect of entrepreneurial orientation of school administrator on promotion of entrepreneur education program for Home Economics Student. To answer the research question, percentage analysis was performed on the data (see Table 3).

Table 3:Percentage analysis of the effect of entrepreneurial orientation of school administrator on promotion of entrepreneur education program for Home Economics Student

Effect of entrepreneurial orientation		**FRQ**	**%**	
Proactive Resource Mobilization and Infrastructure Allocation	40	24.24**		
Innovative Curriculum Enrichment and Pedagogical Reform	37	22.42		
Calculated Risk-Taking and Support for Student-Led Commercial Ventures			34	20.61
Strategic Industry Networking and External Partnership Building		30	18.18	
Administrative Autonomy and Cultivation of an Enterprise Culture		24	14.55*	

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TOTAL	**165**	**100**

** **The highest percentage frequency**
* **The least percentage frequency**

SOURCE: Field survey

The above table 3 presents the percentage analysis of effect of entrepreneurial orientation of school administrators on promotion of entrepreneurship education program for Home Economics student. From the result of the data analysis, it was observed that the highest percentage (25.36%) was recorded for "proactive resource mobilization and infrastructure Allocation," while the least percentage (14.55%) was recorded for "administrative autonomy and cultivation of an enterprise culture". This findings aligns with Mendoza, Ramos, & Santos,(2025) and Uddin & Hoque, (2024) who mentioned that entrepreneurially oriented administrators utilize competitive aggressiveness and networking capabilities to establish strategic alliances with external stakeholders, including corporate enterprises, local small business incubators, non-governmental organizations, and financial institutions. These administrative linkages yield structured industrial internships, executive mentorship programs, and micro-finance access tailored specifically for home economics entrepreneurs.

4. CONCLUSION

Entrepreneurial orientation among school administrators is pivotal in promoting effective entrepreneurship education programs in Akwa Ibom State. Their strategic leadership fosters innovation, proactiveness, and resource mobilisation, creating an environment where business education students can thrive as future entrepreneurs. This aligns with Nigeria's goals of reducing unemployment and driving economic growth through vocational education. However, challenges such as funding gaps and inadequate training persist, necessitating policy reforms and partnerships. By adopting entrepreneurial mindsets, administrators can bridge the gap between academic knowledge and practical skills, ensuring students become job creators, contributing to sustainable development and economic transformation.

5. RECOMMENDATIONS

To enhance the practical aspect of entrepreneurship education, school administrators should facilitate partnerships between secondary schools and local businesses in Akwa Ibom State. This collaboration can offer students real-world exposure to entrepreneurial practices, internships, mentorships, and funding opportunities for their business ideas.

School administrators should prioritise the integration of entrepreneurship education into the core curriculum of business education programs in secondary schools. This can be achieved by developing and implementing a curriculum that emphasises practical entrepreneurship skills, such as financial literacy, marketing, and business planning.

It is crucial to provide continuous professional development programs for school administrators to improve their entrepreneurial orientation. Training should focus on fostering entrepreneurial mindsets and skills, enabling them to integrate entrepreneurship into the school's curriculum effectively.

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