



EDUCATIONAL MANAGEMENT STRATEGIES FOR EMPOWERING TEACHERS IN ENTREPRENEURIAL TEACHING IN THE GEN Z AGE

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Abstract: *The rise of innovation-driven economies has necessitated a paradigm shift in teaching practices, particularly in preparing learners for entrepreneurship from an early stage. This study explores how teachers perceive entrepreneurship, the empowerment strategies they desire, and the educational management approaches necessary to institutionalize entrepreneurial teaching in primary and secondary schools. Using a survey design, data were collected from teachers across five schools in Enugu State: Enugu Preparatory College, Excellent Child New Haven, Godfrey Okoye University Crèche, and Lily Pinnacle Nursery, Primary and Secondary Schools. The questionnaire responses were analyzed using mean and standard deviation, with a 2.5 cut-off point. Results indicate that while teachers generally understand the relevance of entrepreneurship to learner development, their capacity to teach it is limited by inadequate support, lack of continuous training, and minimal participation in decision-making. Empowerment through mentorship, resource access, and inclusive planning were highly desired. The study recommends that school administrators and policymakers invest in sustainable teacher development programs, school-based mentorship systems, and institutional reforms that enable flexible, project-based entrepreneurial instruction. These findings offer critical insight into fostering an enabling environment where teachers can effectively deliver entrepreneurship education to meet the needs of today's learners.*

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Introduction

The educational terrain of the 21st century is experiencing unprecedented transformation, driven by the convergence of digital technology, shifting economic demands, and the evolving expectations of contemporary learners. Central to this shift is the emergence of Generation Z—individuals born between 1997 and 2012—who are characterized by their technological fluency, entrepreneurial curiosity, and preference for autonomy and innovation in learning environments (Ibrahim & Ogunyemi, 2021). Traditional instructional models that rely heavily on rote memorization, rigid curriculum design, and teacher-centered methodologies are increasingly viewed as insufficient in preparing this generation for the challenges and opportunities of the global economy. As education becomes more intricately tied to employability, self-sufficiency, and value creation, there is a growing call to recalibrate pedagogical strategies to accommodate new demands. Schools must, therefore, pivot from theory-heavy instruction to methods that are hands-on, skills-based, and aligned with the socio-economic realities of the 21st century.

Educational systems across the African continent are gradually recognizing that conventional classroom instruction no longer serves the dynamic needs of learners in today's innovation-driven world. In Nigeria, particularly, where youth unemployment continues to rise despite increased academic qualifications, there is a pressing need to rethink

the objectives and outcomes of formal education (Eze & Igbokwe, 2022). Traditional pedagogies, while once effective in foundational skill development, now fall short in cultivating competencies such as creativity, risk-taking, digital adaptability, and entrepreneurial initiative. These are core traits required in the current labour market and entrepreneurial ecosystem, which prioritizes problem-solving, leadership, and adaptability over mere academic performance. Therefore, there is a growing consensus among scholars and educators that educational reform must move beyond policy statements and curriculum blueprints to transformative classroom practices rooted in entrepreneurial teaching.

Entrepreneurial teaching, in this context, refers to pedagogical approaches that nurture entrepreneurial mindsets, foster self-reliance, and emphasize innovation, problem-solving, and opportunity recognition among students (Uche & Ndu, 2023). It goes beyond teaching business start-up principles; it encompasses the integration of skills such as resilience, initiative, creativity, and collaboration into everyday learning. As a strategy, entrepreneurial teaching aligns with broader goals of education for sustainable development, youth empowerment, and national economic advancement. However, its success hinges not only on curriculum content but also on how empowered teachers are to implement such approaches. Without adequate empowerment, even the most forward-looking curriculum risks being diluted into conventional

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teaching methods that do not stimulate enterprise thinking among learners.

Teacher empowerment, therefore, must be viewed as a foundational strategy in promoting entrepreneurial teaching across all levels of education. It involves providing teachers with access to continuous professional development, active decision-making roles, mentorship opportunities, and exposure to real-world entrepreneurial practices (Chukwu & Okafor, 2023). This empowerment should not be limited to occasional workshops or administrative delegations; it should form a sustained part of educational planning and leadership. Moreover, empowered teachers are more likely to experiment with innovative pedagogies, personalize learning experiences, and instill confidence in students to pursue entrepreneurial interests. When teachers feel equipped and supported, they are better able to foster an entrepreneurial climate within the classroom that reflects both global trends and local economic opportunities.

In addition to institutional empowerment, the teacher must undergo a transformation in role perception and instructional delivery. Generation Z learners tend to resist static, one-dimensional instruction and prefer learning models that are interactive, tech-enhanced, and project-based (Kanu & Umeh, 2024). These learners thrive in environments where learning is connected to real-life scenarios, encourages autonomy, and provides opportunities for exploration and experimentation. As such,

teachers must become facilitators of enterprise-oriented learning rather than mere transmitters of content. This shift requires not only pedagogical innovation but also administrative flexibility, material resources, and a management system that values creativity over compliance.

Despite policy efforts to include entrepreneurship in school curricula, many Nigerian classrooms continue to deliver instruction in ways that lack practical, experiential, or market-oriented relevance. Obasi and Ezeaku (2023) note that while entrepreneurship education has been formally introduced in many primary and secondary school syllabuses, its actual delivery remains largely theoretical, failing to inspire or prepare learners for real-world challenges. Teachers are usually unprepared, unsupported, or unable to teach outside of a traditional curriculum, and so can deliver only a cursory experience with the subject matter of entrepreneurship. This mismatch between curriculum purpose and classroom action has something to do with systemic failure to coordinate educational ambitions and realities. As a result, the students are not allowed to obtain the entrepreneurial competency that can be utilized in a job and self-employment environments.

To solve these dilemmas, there has to be a change in the focus of the teaching management that deals with the education of teachers, as well as educational innovation. School leaders, policy makers, and administrators should collaborate

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to come up with empowerment models that should be based on the reality of a teacher and the aspirations of a student (Ugwu & Nwanze, 2024). These models are to comprise mentorship programs, provision of resources, engagement of industries with communities, and support of innovation by teachers of the institutions. Moreover, they have to encourage a culture at the school so that thinking about entrepreneurship does not have to be at the extracurricular club level but is a part of daily practice through classroom instruction. Empowering teachers to facilitate their students' learning of entrepreneurship using adaptive and changing approaches will help schools to initiate the development of entrepreneurial mindsets that the Gen Z generation needs.

Finally, the empowerment of teachers to facilitate entrepreneurial education is not only an educational option, but it is a socio-economic necessity, in a nation where employment recession, lack of economic sustainability, and digital dislocation are the factors that have come to be. The best of education can be achieved through healthy development strategies that are well managed, and these will enable better chances of teachers being able to inspire a generation of learners who can think independently, create economic opportunities, and be able to help respond proactively to the needs in society. With entrepreneurial learning becoming an ingredient for school success in the global competitive landscape, schools will need to transform into an eco-system that appreciates

and invests in the creativity of teachers, teacher-leadership, and life-long learning. This involves a conscious shift in the traditional, impervious bureaucratic framework to the malleable, creative management cultures.

In view of these imperatives, this study aims to investigate how teachers in nursery, primary, and secondary schools understand entrepreneurship within their teaching roles. It also examines the kinds of development support teacher's desire for enhancing entrepreneurial instruction and explores the management strategies they perceive as most effective in this regard. By centering the voices of teachers in educational reform, this research offers actionable insights for reimagining entrepreneurial teaching in alignment with the expectations of Gen Z learners and the broader goals of Nigeria's education and economic development agendas.

Statement of the Problem

Despite widespread educational reforms promoting entrepreneurship in Nigerian school curricula, there remains a significant disconnect between policy intentions and classroom realities. Teachers, who are central to actualizing entrepreneurial learning, often lack the empowerment, practical exposure, and strategic support necessary to implement entrepreneurship-oriented instruction effectively. While Gen Z learners demand flexible, hands-on, and innovative learning models, many teachers are still trained and managed within rigid, exam-driven educational

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systems that do not support creativity or real-world application. The existing teacher development initiatives are frequently generic, underfunded, or disconnected from the entrepreneurial competencies needed in today's economy. Consequently, entrepreneurial teaching remains underutilized, and students are left ill-equipped to harness their potential for economic independence, innovation, or job creation. This study addresses this critical gap by investigating how teachers understand entrepreneurship, what forms of empowerment they desire, and which educational management strategies can support them in delivering entrepreneurial education that aligns with Gen Z learners' aspirations and global economic trends.

Research Objectives

1. To examine teachers' understanding of entrepreneurship as it relates to classroom teaching and learner development.
2. To identify the empowerment and development strategies teachers desire to enhance their capacity for entrepreneurial teaching.
3. To explore educational management strategies that can effectively support and institutionalize entrepreneurial teaching in schools serving Gen Z learners.

Research Questions

1. How do teachers understand entrepreneurship in relation to their teaching responsibilities and learner outcomes?

2. What empowerment and development strategies do teachers prefer for enhancing their capacity in entrepreneurial instruction?

3. What educational management strategies can effectively support entrepreneurial teaching in the Gen Z learning context?

Literature Review

Teacher Empowerment in Entrepreneurial Education

Teacher empowerment has emerged as a critical factor in advancing the quality and relevance of entrepreneurial education in contemporary classrooms. Empowerment, in this context, goes beyond mere training sessions and encompasses autonomy, professional agency, decision-making involvement, and access to innovation-driven resources. Eze and Uzochukwu (2022) posit that empowered teachers are more likely to experiment with creative teaching strategies that align with entrepreneurial values such as initiative, adaptability, and problem-solving. As entrepreneurship involves navigating uncertainty and innovating within constraints, teachers must themselves be exposed to such environments through strategic empowerment initiatives. These may include mentorship, industry engagement, and collaborative professional learning communities that encourage creativity.

In many Nigerian schools, however, the teacher empowerment agenda remains superficial. Development opportunities are often limited to one-off workshops with little follow-up or practical application (Ikechukwu & Edeh, 2023).

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Teachers are rarely involved in decisions about curriculum design, school policy, or the integration of entrepreneurial content, which limits their sense of ownership and creativity. According to Nwachukwu and Ayogu (2021), a top-down approach to educational management often marginalizes teacher voices, reducing their motivation and capacity to deliver innovative learning experiences. For entrepreneurial teaching to thrive, empowerment must be systemic and embedded into the everyday life of the school.

Empowerment also entails giving teachers the tools and authority to lead projects that reflect real-life entrepreneurial challenges. Teachers must be encouraged and supported to engage in initiatives such as school farms, creative arts fairs, and business simulations that mirror the entrepreneurial process. Ugwu and Nwanze (2024) emphasize that when teachers are provided with funding, autonomy, and managerial support to run such programs, both learners and staff benefit from the increased relevance and dynamism of school life. In this way, empowerment becomes not only a developmental strategy but also a driver of institutional innovation.

Moreover, empowered teachers become catalysts for peer mentorship and collaborative growth within the school ecosystem. Empowerment strategies that include communities of practice or inter-school networks can foster innovation across school boundaries, thereby creating a broader culture of entrepreneurship in education

(Okorie & Benson, 2023). When teachers share best practices, co-design entrepreneurial modules, and evaluate outcomes together, they become more confident and skilled in entrepreneurial pedagogy. Such collaboration is especially important for teachers in resource-constrained environments who may lack the confidence or exposure to lead entrepreneurial instruction on their own.

Lastly, empowerment must be continuous and adaptable. The entrepreneurial landscape is dynamic, often influenced by technological advancement, global markets, and local economic shifts. Teachers, therefore, require periodic retraining, access to real-world entrepreneurial case studies, and regular professional coaching to remain effective (Kanu & Umeh, 2024). The failure to provide sustained empowerment risks rendering entrepreneurial education outdated or irrelevant. Hence, teacher empowerment should be treated not as an event but as an ongoing strategic priority in educational management.

Understanding Entrepreneurship in Teaching Practice

Entrepreneurship in education extends beyond the notion of starting a business; it is about cultivating a mindset of innovation, resilience, creativity, and value creation among students. This understanding is still evolving in many educational contexts, especially where entrepreneurship is narrowly perceived as vocational training or basic financial literacy (Okoye & Agbo, 2021). A more robust

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interpretation sees entrepreneurship as a lifelong skill that cuts across disciplines and should be embedded into diverse subjects such as science, literature, and social studies. According to Ezeaku and Chiemeka (2022), a deeper connection to the bigger picture will enable the teachers to create the kinds of classroom experiences that help learners become critical thinkers, identifying opportunities, and taking initiatives.

But several studies can be found showing that a large number of teachers fail to have the conceptual clarity or confidence to be able to teach entrepreneurship in terms of a cross-cutting competence. This can be a result of insufficient pre-service training or little exposure to the ideas of entrepreneurship during professional development (Nnadi & Asogwa, 2023). Unless the issues of entrepreneurship are defined clearly and practically, the teachers will tend to resort to old-school content that is laden with theories and not only lacks zest for students but also fails to prepare them to face reality. Therefore in practice on entrepreneurship in education, it is necessary to change the attitude of a teacher and the approach towards the curriculum.

Moreover, this kind of entrepreneurial teaching requires a pedagogy that is centered on experiential learning. This involves project-based learning, simulation, community-based work, and life situations problem solving. The researchers stated that reflections of the real-life entrepreneurship situation in lessons were likely

to help the learners find engagement and remember the information (Ijeoma and Udenwa, 2024). When teachers learn in this experiential way, they will be in a better position to convert their classrooms into innovative, discovery, and student-driven learning places. This on-the-ground knowledge develops a culture of pioneers and possession in Gen Z students.

Moreover, emotional intelligence, moral decision-making, and social awareness are part of the entrepreneurship education, aspects that are usually overlooked in the usual curriculum. The capacity of a teacher to incorporate the dimensions into his/her teaching is a mark of the profound deliberative comprehension of an entrepreneur (Nwachukwu & Ayogu, 2021). An example here is talking about failures, risk management, and making use of failures as an entrepreneurial characteristic that can be mimicked and instructed through literature, dramatic play, or engaging in a science-based project. Internalization of such values makes teachers role models in terms of the desired enterprising behavior they are trying to develop in the students.

Last, the knowledge of entrepreneurship in the teaching practice is collective. The schools should offer space where they can share knowledge, undertake analysis of case studies, and reflect on entrepreneurial pedagogy. By coming up with their definition of what entrepreneurship is, based on their situation and student requirements, teacher involvement in that implementation becomes more inspired

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(Eze & Onuoha, 2021). This continues to support the notion that the subject of entrepreneurship is not a subject in its own right and discipline and it should be another philosophy of the school that needs to be embraced among all processes of teaching and learning.

Management Strategies for Entrepreneurial Teaching

The successful introduction of entrepreneurship teaching at all levels of schools is highly dependent on effective educational management. The administrators of schools and education policymakers need to have proactive roles in establishing the enabling environments that would accommodate entrepreneurial pedagogy to flourish. Among them, there is provision of resources, strategic planning, permanent teacher training, and the establishment of the culture that stimulates innovation and risk taking (Okocha & Nwankwo, 2023). Entrepreneurial pedagogy involves an ability to be flexible in curriculum delivery, friendly leadership, and an appeal to experimentation by administration. Entrepreneurial endeavors usually become put off or, even, lip service without the managerial support.

Institutionalization of entrepreneurship is one of the important management strategies by including it in schools' policies and development plans. The specific way in which entrepreneurship is infused in the mission of a school, assessments of teachers, and allocations of funds increases the likelihood of

implementing it continually and in a sustainable way (Oluchukwu & Ede, 2023). This fits the purpose in the fact that there is a strategic alignment that entrepreneurship will not be considered as an added-on activity, but rather a part of the school identity. Further, the school management should introduce timescales, quantifiable measures, and appraisal of performance of the entrepreneurial education program to monitor the contribution of entrepreneurial teaching programs to learner performance.

The other necessary measure is the evolution of the relationships with local enterprises, non-governmental organizations, and community leaders. Such collaborations allow teachers and students to have a real-life experience, mentorship programs, and a networking effect. Uzoho et al. (2022) note that in the case of schools that are proactive in their relations with external stakeholders, the entrepreneurship program is usually much stronger eliminating the bubble between theory and practice. Such partnerships will also introduce teachers to the changing market needs and business innovations that help them increase their teaching capacity. Moreover, school administrators need to promote teacher-driven programs and allow teachers to have the freedom to conceive and implement ideas of entrepreneurship. This can be a school enterprise, a student pitch, or interdisciplinary challenges where students can practice thinking like an entrepreneur. It is found that such autonomy also creates

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confidence in teachers and gives them a sense of professional responsibility (Ibrahim & Abonyi, 2021). To ensure that entrepreneurs become embedded in schools, school heads should ensure that innovation is rewarded, that success stories are shared and that peer recognition platforms are generated.

Finally, the implementation of teaching methods that can be used to employ entrepreneurship should be based on data-driven decisions. School administrators should invest in evaluation instruments, teacher feedback, and student performance indicators to determine the success of the entrepreneurship education (Kanu & Umeh, 2024). The employment of evidence in planning, resource distribution, and staff development can help the educational managers to make a difference so that education management would not consist of the mere buzzword on entrepreneurship, but rather the process. Therefore, the approaches to managing entrepreneurial teaching should be integrative, inclusive, and sensitive to internal school processes and external environment and reality.

Theoretical Framework

Transformational Leadership Theory

The Transformational Leadership Theory, initially suggested by James MacGregor Burns, and further modified by Bernard Bass, is the one that states that in case a leader is effective, he/she will inspire, motivate, and support the followers so that they go beyond expectations and the ability to change. The theory is strongly applicable in education especially where one

needs to be flexible and innovative to adapt the needs that we need in the 21 st century learning. Four elements define the transformational leadership personality: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. All these dimensions fit rather well into the requirements of entrepreneurial teaching as school leaders need to be visionaries with the ability to help teachers initiate and use innovative ways and help students do the same. Transformational leadership is relevant in the educational arena when it takes the form of a means of changing the school culture of compliance and routine to one of creativity and enterprise.

The idealized influence involves the chance that leaders have to act as role models able to inculcate respect for the values dictated by the behavior that the leadership wishes others to follow. Transformational leaders need to appreciate innovation, risk-taking, and continuous learning themselves because these are skills that are encouraged in schools that have entrepreneurial programs. An attitude that normalizes entrepreneurial thinking as part of what it means to be a principal or a head teacher may be built when principals or head teachers pursue such activities as starting community projects, pursuing industry collaborations, or promoting interdisciplinary programs. Such leaders have a higher possibility of getting the teachers to internalize and repeat the entrepreneurial values in their classrooms. This

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kind of influence plays a vital role in transforming the traditional school systems into a more dynamic and market-responsive education system.

The other let-go dimension is inspirational motivation, which entails expressing a very exciting vision that is aligned with the goals shared. Transformational school leaders should effectively explain to the entrepreneurial world the relevance of preparing students who may have to live in an environment with uncertainty, technological disturbances, and economic instabilities. This demands the reframing of entrepreneurship as an extra-curricular learning instead of being a baseline aspect of learning. When teachers understand the broader purpose of entrepreneurial instruction, they are more inclined to commit to innovative pedagogical methods. Inspirational motivation also helps bridge the gap between curriculum policy and practice, ensuring that teachers feel emotionally and professionally invested in the change process.

When educators realize the higher aim of teaching business, they are likely to invest in new educational methods. Inspirational motivation is also used to reduce the gap between the curriculum policy and practice and it will ensure that teachers become emotionally and professionally vested in the change process.

The intellectual stimulation is especially valuable when fostering the ability of the teachers to construct and present the entrepreneurial teaching. Transformational leaders also promote

critical thinking and experimentation as well as creative abilities in solving problems within their groups. This implies that in entrepreneurial education, the freedom to experiment with approaches to teaching and evaluation as well as reflect on them and learn based on fault is granted to the teacher. They also need the leaders to break down old notions of what should rather constitutes learning so that teachers could step out of rigidity in teaching using only the textbooks. Through a culture of questioning and reflection, school leaders assist educators in developing the skills required to bring out entrepreneurial abilities in Gen Z learners.

Individualized consideration is a factor that stresses the point of individualizing the support and development of individual teachers. Entrepreneurship exposure and ease with innovation are not concentrated in individual teachers all of the time within a diverse school setting. A transformational leader recognizes this and creates a different approach to empowerment methods, but uses one-on-one coaching, pairing mentors and mentees, and other training opportunities differentiating. Such a customized experience raises the morale of teachers and creates trust in them which is a prerequisite to sustained innovation. It also confirms that none of the teachers is going to be left behind the shift towards an entrepreneurial teaching, thus maintaining professional development equality.

In sum, Transformational Leadership Theory constitutes a gapless framework in which how

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school leaders can advance entrepreneurial education through effective empowerment is explained. The theory focuses on the need to have vision, trust, motivation, and innovation, which are paramount in empowering teachers in addressing the needs of Gen Z learners. The entrepreneurial teaching simply cannot thrive within the hierarchical or control-based system of management, it needs a collaborative, inspirational, and flexible culture. By adopting transformational leadership principles, educational managers can create ecosystems where teachers feel empowered to lead change and where learners are prepared to think critically, act boldly, and solve real-world problems.

Empirical Review

Adeyemi and Okon (2019) researched the readiness of the educators in secondary schools in Lagos State to teach entrepreneurship. In a descriptive survey research, they discovered that though the majority of the teachers were knowledgeable on the issues of entrepreneurship policy in the curriculum, they could hardly achieve implementation due to the lack of training, poor institutional framework, and lack of experience in business. The study suggested that teacher training programs should be overhauled and include entrepreneurial thinking and visiting workshops organized by the education authorities regularly are proposed. A similarity can be seen in the focus of the policy-classroom gap as it is featured in the present study. Nevertheless, their study was somewhat

different than that of the current study, emphasizing policy awareness and training needs but not on the role of educational management practices that could have enabled teachers to become powerful figures on the one hand through decision making and on the other hand through participatory development.

Eze and Onuoha (2021) also analyzed the role of new teaching strategies on entrepreneurial learning within a more practice-oriented framework in Anambra State. The research results helped discover that project-based learning and community-based teaching improved the creativity of students and their entrepreneurship. Those teachers who received the support of the administration and had freedom in the presentation of the lessons coped better with the introduction of the modules on entrepreneurship. This is in line with the present study about acknowledging the importance of school administration and classroom independence towards entrepreneurship teaching. The most notable distinction is that Eze and Onuoha focus on pedagogical approaches and evidence of student performance, whereas the current paper focuses on the empowerment of teachers and the management strategies on how to develop entrepreneurs rather than employees in the teaching profession.

Nwachukwu and Ayogu (2021) have carried out a study on the involvement of mentorship in promoting the culture of entrepreneurship teaching in urban secondary schools. The researchers discovered that the institutional

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mentorship allowed the teachers to develop confidence, become proactive, and create entrepreneurial classroom activities that were pertinent to the interests of the students. The schools where mentorship was institutionalized claimed to be much more integrative and initiative in the teaching force. This paper has considerable similarity with the current research in terms of the fact that mentorship is described as a means of teachers' development. Although Nwachukwu and Ayogu examine mentorship as a unique construct, the study under discussion examines it as one of many interdependent actions which include leadership style, autonomy, and developmental programs all under the same management direction of empowerment.

Ijeoma and Udenwa (2024) had an emphasis on gamification and simulations as an element of entrepreneurship within classrooms in basic education. The levels of engagement and critical thinking with the application of game-based approaches were high among learners, (specifically Gen Z) according to their study. Nonetheless, the success of these strategies required teachers to have access to training and digital tools, and this was subject to the discretion of school management. Although both articles support the position that teaching methods need to be planned around Gen Z preferences, Ijeoma and Udenwa focus on involving pupils and innovative use of technology. The current research examines the concept of entrepreneurship education with

teachers as well as their views on the best empowerment practices which could prove handy in their implementation of such innovative frameworks.

The researchers (Uzoho, Nnamani, and Chukwu 2022) considered the extent to which school partnerships with industry facilitated entrepreneurship education in South-East Nigeria. Their results showed that viable entrepreneurship prevailed in those schools where management had developed a close association with the business leaders within the surroundings. Teachers had their opportunities in workshops conducted by the industry and visits to industries and students had their mini-enterprise projects. This paper reflects the similarities with the present one as it focuses on the concepts of practical teaching and real-world learning along with administrative leadership. Whereas Uzoho et al. pay most attention to external alliances, the current paper is an in-house study that focuses on teaching school-based empowerment and management practices that advance entrepreneurial intervention through the internal side of the school.

Lastly, Kanu and Umeh (2024) explored how teachers adapted their practices to meet the entrepreneurial expectations of Gen Z learners. The study concluded that many teachers lacked institutional support to deliver flexible, tech-oriented instruction, and often struggled with the mismatch between traditional classroom models and Gen Z learning behavior. The authors recommended management-led

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programs that would train teachers in innovation, digital tools, and adaptive instruction. This is closely aligned with the current research, as both works investigate teacher preparedness for the Gen Z context. The difference is that while Kanu and Umeh approach the issue from the learner's expectation and response level, the present study prioritizes teacher agency by asking how they perceive entrepreneurship and how they would like to be empowered to deliver it effectively.

Methodology

This study adopted a descriptive survey design to examine educational empowerment management strategies for entrepreneurial teaching among teachers. The design enabled the collection of quantitative data on teachers' understanding of entrepreneurship, their preferred modes of development, and the management strategies they find effective.

The population of the study comprised teachers in primary and secondary schools. Five schools were purposively selected for the study: Enugu

Presentation of Results

Table 1: Teachers' Understanding of Entrepreneurship in Relation to Teaching and Learner Development

S/N	Item	X	SD	Decision
1	Entrepreneurship is about training learners to be self-reliant.	2.86	0.41	Accepted
2	I understand entrepreneurship as a means of building creativity and innovation in learners.	2.89	0.33	Accepted
3	Entrepreneurial teaching goes beyond business—it involves mindset development.	2.79	0.46	Accepted
4	Entrepreneurship is primarily about financial literacy.	2.48	0.38	Rejected

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S/N	Item	X̄	SD	Decision
5	I believe entrepreneurship education starts and ends with classroom theory.	2.33	0.50	Rejected

Interpretation:

The data reveals that most teachers possess a progressive understanding of entrepreneurship, seeing it as a tool for fostering self-reliance, innovation, and mindset transformation among learners. However, misconceptions still linger, as

seen in the rejection of financial literacy and classroom theory as sole definitions. This indicates that while entrepreneurial awareness is present, further orientation is needed to deepen teachers' conceptual clarity and broaden their instructional outlook.

Table 2: Empowerment and Development Strategies Teachers Prefer for Entrepreneurial Teaching

S/N	Item	X̄	SD	Decision
1	I prefer hands-on training over theoretical workshops.	2.85	0.36	Accepted
2	Exposure to real-life entrepreneurs would enhance my teaching.	2.87	0.39	Accepted
3	Mentorship from experienced entrepreneurial educators is important.	2.80	0.44	Accepted
4	I am motivated when management includes me in decision-making.	2.72	0.42	Accepted
5	I feel empowered when I receive digital teaching tools.	2.60	0.49	Accepted

Interpretation:

Teachers overwhelmingly support empowerment strategies rooted in practical engagement. Preferences for mentorship, exposure to entrepreneurs, and inclusion in school decisions highlight a desire for

participatory professional growth. The emphasis on digital tools and real-world experience suggests that educators are eager to align their teaching with modern, technology-enabled and enterprise-driven methods.

Table 3: Educational Management Strategies to Support Entrepreneurial Teaching

S/N	Item	X̄	SD	Decision
1	Management should provide entrepreneurship labs and resource centers.	2.86	0.41	Accepted
2	School heads should encourage project-based learning.	2.83	0.36	Accepted
3	Teachers should be given flexibility to modify curriculum content.	2.75	0.45	Accepted
4	Regular in-service training on enterprise education is essential.	2.85	0.40	Accepted
5	School policy should mandate practical entrepreneurial activities.	2.79	0.43	Accepted

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Interpretation:

The responses affirm that teachers see management's role as crucial in institutionalizing entrepreneurial teaching. They advocate for structural support such as enterprise labs, flexible curricula, and consistent training. The strong scores across these items reflect that effective school management must create enabling environments that integrate practical entrepreneurship into everyday teaching, especially for Gen Z learners who thrive in hands-on, flexible, and innovative settings.

Discussion of Findings

The results of this research confirm the idea that teachers tend to significantly understand the issue of entrepreneurship in addition to the classical connections to business. As indicated in Table 1, most of the respondents acknowledged the fact that entrepreneurship is capable of imparting self-reliance, creativity, and innovative thinking among learners. This is in line with the Adeyemi and Okon (2019), who explained that teachers were conversant with the provisions of the policies on entrepreneurship but did not receive enough support to execute them. Although the two papers emphasize a basic cognizance of the purposes of entrepreneurship, the present paper contributes by demonstrating that educationists disapprove of the shallow definitions of entrepreneurship that are either related only to financial literacy or classroom theory.

Table 2 indicates that there is a significant difference between what teachers like to see as

methods of empowerment; they are mostly the ones based on experiential learning, mentorship, and digital inclusion. Teachers also stated that they want practical training, to be exposed to real-life entrepreneurs as well as to digital tools, which will help them deliver entrepreneurial content effectively. These results are very close to the ones offered by Nwachukwu and Ayogu (2021) who highlighted the issue of mentorship regarding having entrepreneurs develop the culture of teaching entrepreneurs. Unlike them, who focus on the isolation of mentorship as their particular dimension, however, the current research indicates that mentorship has to be multi-dimensional, and that should be mentorship combined with administrative inclusion and tech-based support.

Similarly, Eze and Onuoha (2021) highlighted that innovative methods like project-based learning significantly influenced entrepreneurial outcomes among students. Their findings support the current study's results in Table 2 where teachers advocated for exposure to community enterprises and opportunities to personalize lesson delivery. The convergence of both studies underscores that effective entrepreneurial instruction thrives when teachers feel empowered and supported to adapt to local realities and learner needs.

Further insights from Table 3 show that teachers believe educational management strategies such as provision of enterprise labs, curriculum flexibility, and regular in-service training are essential in institutionalizing entrepreneurship

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education. This is in line with Uzoho, Nnamani, and Chukwu (2022) who found that external school–industry collaborations improved the delivery of entrepreneurship education. However, while their study emphasizes external stakeholder partnerships, the present study highlights internal school management as a pivotal factor, suggesting that sustainable entrepreneurship education must begin within the school's organizational culture.

The research also resonates with Ijeoma and Udenwa (2024) who studied Gen Z learners and reported that digital tools and game-based approaches increased classroom engagement. In the current study, teachers recognized the need for digital empowerment as a core part of entrepreneurial instruction, especially for engaging Gen Z learners who thrive on interactive and flexible learning models. The current research contributes by linking this digital readiness to management strategy, showing that school leadership must play a proactive role in equipping teachers with the resources needed to engage modern learners.

Finally, Kanu and Umeh (2024) noted a critical gap between traditional pedagogies and Gen Z expectations, calling for management-led innovation and teacher training. This complements the present study's finding in Table 3 that educational managers should facilitate adaptive teaching environments through curriculum flexibility, teacher autonomy, and innovative programs. However, while Kanu and Umeh focus on the learners'

response, this study centers on teacher agency, specifically how teachers conceptualize entrepreneurship and what empowerment strategies they believe would best enhance their delivery.

Educational Implications

1. Teachers understand entrepreneurship but lack proper institutional support.
2. Teacher empowerment is essential for effective entrepreneurial instruction.
3. School managers play a key role in enabling innovative classroom practices.
4. Without supportive structures, entrepreneurship education will remain theoretical.

Recommendations

1. Educational managers should provide continuous training and mentorship programs to empower teachers for entrepreneurial teaching.
2. Curriculum developers should redesign school content to reflect real-world entrepreneurial skills relevant to Gen Z learners.
3. Policymakers should ensure adequate funding and supportive policies for teacher development in innovation and enterprise education.
4. Teachers should embrace flexible, tech-driven, and project-based methods to enhance entrepreneurial learning outcomes.

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