

BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF COMMERCE

GRADUATE SCHOOL OF BUSINESS

MASTER OF LEADERSHIP AND CORPORATE GOVERNANCE

**THE INFLUENCE OF ENTREPRENEURIAL LEADERSHIP ON THE SUCCESS
OF INCOME GENERATING PROJECTS IN SECONDARY SCHOOLS IN GURUVE
DISTRICT, MASHONALAND CENTRAL PROVINCE, ZIMBABWE.**

BY

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**A DISSERTATION SUBMITTED TO THE BINDURA UNIVERSITY OF SCIENCE
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QUALIFICATION**

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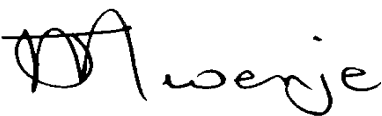
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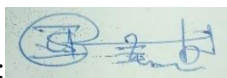
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A handwritten signature in blue ink, appearing to read 'Adam Simbi', is written over a light blue rectangular background.

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DEDICATION

I dedicate this piece of work to my supportive wife, Cleopatra, my siblings and my parents who have encouraged me to wage on in this endeavour.

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I am deeply grateful to my supervisor, Dr J. Mwenje for her guidance and selfless support throughout this research work. Her commitment to guiding and shaping my work was remarkable.

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ABSTRACT

In Zimbabwe, the funding of educational institutions has been traditionally subsidised by the state and the donor community. However, funding towards education from these two parties has significantly dwindled resulting in schools struggling to adequately provide quality education. Schools have had to respond in innovative ways to remain afloat amidst funding challenges. Secondary schools which solely focused on teaching and learning have increasingly embraced the implementation of income generating projects as a way to widen funding alternatives. The implementation of income generating projects in Guruve district however, has come with mixed results with some schools realizing success while others have failed to obtain meaningful returns from their investments. The success or failure of income generating projects is a result of many factors but critical among them being leadership influence. Entrepreneurial leaders have played a critical role in the performance of income generating projects in some schools. Entrepreneurial leadership is a unique leadership style which can augment the implementation and success of income generating projects in educational institutions. The purpose of this study was therefore to investigate the influence of entrepreneurial leadership on the success of income generating projects in secondary schools in Guruve district. To achieve this goal, entrepreneurial leadership elements of vision, risk-taking, innovation and flexibility were key areas focused on. The mixed approach design was used with a sample of fifty participants. Primary data was gathered using questionnaires and interviews. The findings of the study indicated that entrepreneurial leadership elements of vision, innovation, flexibility and motivation significantly influence IGPs success leadership risk taking has a weak, insignificant influence on IGPs. The study therefore recommends the adoption of entrepreneurial leadership in secondary schools in Guruve district and other educational institutions.

Keywords: *Entrepreneurial leadership, income generating projects*

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ABBREVIATIONS

EL.....	Entrepreneurial leadership
IGPs.....	Income generating projects
MoPSE.....	Ministry of Primary and Secondary Education

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The focus of this research was to look at entrepreneurial leadership and its influence on the success of income generating projects in secondary schools in Guruve district, Mashonaland Central Province, Zimbabwe. This chapter presents background of the research, statement of the research problem, research objectives and questions, assumptions, delimitations and limitations.

1.2 Background of the study

Educational institutions world over have encountered major challenges in the last two decades (World Bank, 2015; Zhao and Zou, 2015; Chinyoka, 2018). These include huge growth in enrolment numbers, declining state funding and emergence of new technology in teaching and learning (Chinyoka and Mutambara, 2020). The sweeping changes have brought huge problems of cost. In Sub Saharan Africa, majority of secondary schools are in a dire situation as they are facing rising student population and an escalating cost of delivering teaching and learning (World Bank, 2010). Zimbabwe has not been spared from these major challenges bedeviling the education sector in the Sub Saharan region. Chinyoka and Mutambara, (2020) asserts that the situation in educational institutions in the country has been unbearable as a result of runaway inflation, and the worsening economic and political environment for the past two decades. Thus, the test for educational institutions is the capacity to provide quality education amidst rising costs.

In Zimbabwe, the funding of education has traditionally been the responsibility of the government, with substantial amounts also contributed by the international donor community (Ranga, 2013). This means education in the country has been heavily subsidized to reach large numbers of underprivileged populations. However, according to Chikoko and Mthembu (2020), government funding on education in Zimbabwe has significantly dwindled in the past few years. UNESCO (2018) noted that the Zimbabwe 2019 total budget for primary and secondary education was at 15,8% and this was 6% lower than the 22% SADC benchmark. Chironga, Masaiti and Mhlaba (2022) indicated that the Education Budget declined in United States Dollar (USD) terms between 2019 to 2020 from USD 1,132 billion to USD 532,2 million. According to the Zimbabwe Coalition on Debt and development (ZIMCODD, 2021)

the government allocation to the education sector decreased from 16,5% in 2021 to 13,4% in 2022. This has created a huge funding gap which is posing a threat to the quality of education being provided by secondary schools particularly those in the rural settings who are heavily dependent on government funding.

Mutambara and Chinyoka (2016), purport that the once celebrated Zimbabwe education system is now a shadow of its former self. In the same vein Tolbe (2020) notes that the lack of financial support from the national government is a huge concern to school administrators as it poses challenges to the development and delivery of sound educational programs. The sentiments given hold true in the Zimbabwean secondary educational institutions as majority of school heads are in a dilemma and struggling to provide quality education in the amidst declining funding and worsening economic challenges.

Increasing tuition fees has been a very restricted option in most of the secondary schools as the majority of the population is facing rising poverty levels, high unemployment levels, delayed or non-payment of salaries (Mutambara and Chinyoka, 2016). Inflation in the country rose from 10.6 percent in 2018 to 577.21 percent in 2020 and thus eroding the value of salaries for the majority of the populace (O'Neil, 2022). According to the Zimbabwe National Statistics Agency (Zimstat, 2022) the cost of living in Zimbabwe has been going up in the period 2018 to 2022. The World Bank report (2021) indicates that 6,4 million Zimbabweans are living on less than US\$1.90 a day. ZIMCODD report (2021), suggest that the Zimbabwe economy is highly informal with 88% of the population depending on it. The report further says that the informal sector is struggling to recover from the impact of Covid-19 pandemic and therefore affecting the majority of the school children parents who depend on it. The views given above confirm to the difficulties that Zimbabweans are facing in paying school fees.

Schools have had to respond in innovative ways to remain afloat in the hyperinflationary environment in which government education spending is declining. Brauckmann and Pashiardis (2020) suggest that persons in school management should as pioneers, point out new paths and enable or drive innovation in their schools to come up with creative solutions to complex educational solutions. Secondary schools which have traditionally focused on teaching have been seen embarking on income generating projects (IGPs) in recent years in a bid to widen funding alternatives. According to Tolbe (2020) the income generation process is now the trend in academic institutions. Income from IGPs helps to reduce the burden of

education financing on the part of parents by enabling schools to finance part of their operational costs from self-generated funds without passing the burden to parents (Adan, 2020). Therefore, opening up the school system to implement income generating projects has been one such creative way to cover up for the revenue short falls in secondary schools.

In secondary schools the implementation of IGPs has come with mixed results with some realizing success while others fail to reap meaningful returns from their investments. Otolu (2012) attribute the poor performance of IGPs in some schools to unprofessional leadership. Adan (2017), in support of the same idea says that most schools lack competent leadership which is resulting to the failure of many IGPs. In this case leadership plays an important role in the success of school income generating projects. It should be regarded as a serious and demanding practice that requires a solid professional input for schools to achieve their expected ends and attain high performance (Ngugi, 2019). Successful projects are driven by a champion who either by past experience or by persistent determination provides needed leadership to members of the project team to see that results are achieved (Cash and Fox, 2012). This point to the critical role played by leadership in ensuring income generating projects success.

Consequently, to cope with challenges and for growth and sustenance of IGPs, school heads and project managers need to appreciate the importance of entrepreneurial leadership in IGPs implementation. Studies by Nyandema (2010); De la Rey, (2018); Ishak, Omar and Manaf, (2021) discovered that entrepreneurship leadership is a distinctive type of leadership suitable in dealing with challenges and crisis and necessary for a school to generate more of its own income. The identified entrepreneurial leadership (EL) key attributes are vision, pro-activeness, innovativeness, risk taking, flexibility, persistence (Gupta, Macmillan and Surie, 2004; Amer, 2017; Harrison, Paul and Burnard, 2019). According to Sandybayez (2019) the dimensions of EL are creativity, passion, vision and risk taking. These accepted entrepreneurial leadership attributes promote the success of IGPs in academic institutions (Cogliser and Brigham, 2004; Wales et al, 2011; Dimovski, 2013). This study therefore seeks to examine the entrepreneurship leadership aspects of vision, risk taking, innovation and flexibility and how they affect the success of IGPs.

1.2.1 Worldview of IGPs in Educational Institutions

Commercial activities in United States elementary and secondary schools have been growing in visibility in the last decades, a period characterized by tightened school budgets (US General Accounting Office report, 2000, p.3). The report noted that commercial activities in USA schools had been stimulated by limited budgets, an increased demand for educational services and a growing purchasing power of youths. The reason schools undertake income generating activities is because schools want cash, equipment, among other resources during a period when revenues from traditional tax sources for many districts are essentially flat (USA General Accounting Office report, 2000, p.7). Therefore, income generating activities have become more noticeable in USA elementary and secondary schools.

In the United Kingdom, according to Willey (2017), commercial activity in educational institutions is a small and marginal source of revenue generation. He further suggested that it was unlikely that school systems, processes and structures would be enhanced to support income generation activities in ways that will allow them to grow substantially. Elsewhere in the Philippines (Asia), the emergence of IGPs has been a response to the government appeal for schools to formulate and implement resource generation activities (Miranda, Tenedero, Fiel-Miranda and Celestino, 2016). In Malaysia, commercial activities in public educational institutions have been identified as a source of income (Ahmad et al, 2015). According to World Bank (2010) all government funded secondary schools in China have some income generating project of some sort to help generate additional income to supplement school resources. Thus, from the above analysis it shows that there is increased implementation of income generating activities to raise more revenue in educational institutions world over.

1.2.2 IGPs in African Countries Educational Institutions

In Kenya after independence government assumed the responsibility of financing education at all levels. Later in 1986, the government adopted the 8-4-4 system of education which shifted the greater proportion of education financing to parents through the cost sharing policy (Nyamwega, 2016). Secondary schools however, were still in need of additional funds to complement existing sources which were heavily constrained. Thus according to Adan (2017) emphasis was put on implementing IGPs to create alternative financing avenues.

In Tanzania the demand for education has been deemed out of proportion to the economic and physical resources available (Living and Kaganga, 2022). In this case income generating

projects are being implemented to cover the funding gap. Nse (2020) cited by Living and Kaganga (2022) posits that in Nigeria school heads have developed diverse income generating projects to help improve the school teaching and learning environment. That's largely from the information cited above, it indicates that generally there has been insufficient funding as many African governments are failing to meet the huge demand for education and ultimately schools have had to resort to income generating projects as an alternative funding source.

1.2.3 Concept of IGPs in Zimbabwe Educational Institutions

The concept of IGPs was first propounded by the Zimbabwe Foundation for Education with Production (Zimfep). According to UNESCO (1997) Zimfep was formed as a Non-Governmental Organisation with a mandate to infuse the concept of Education with Production (EWP) into the Zimbabwe school curriculum. UNESCO (1997) further notes that Zimfep EWP was more of an experiment before widespread adoption by the rest of the schools in the country. According to Mutumbuka (1982) the EWP sought to bring financial benefits to schools. Schools were expected to run commercial entities and reinvest the profits with the view of making the schools self-reliant (Mutumbuka, 1982). Later on, Zimfep EWP became less successful and went into limbo with the departure of supportive MoPSE officials with new ones being hostile to the program (UNESCO, 1997).

Recently in the past few years there has been a change of heart resulting from problems from school leaver unemployment which is pushing MoPSE officials, and school stakeholders to question the value of the present academic education (UNESCO, 1997). This is one of the bases for the adoption of the new curriculum. The new competence-based curriculum (CBC) has benefited to a great extent from the entrepreneurial approach encouraged by Zimfep. Ministry of Primary and Secondary Education (MoPSE) adopted the Competence Based Curriculum (CBC) for the period 2017-2022 which attempts to focus teaching and learning on skills and competencies. The CBC proposes that learners improve by demonstrating their competencies and applying their knowledge and skills in various practical situations (CBC document, 2017). Therefore, IGPs in schools are in line with MoPSE vision to see the CBC becoming a vehicle for the development of skills relevant for production of goods and services.

Furthermore, IGPs have been a response to National Development Strategy 1 (NDS1). Schools have been implored to venture into IGPs in line with the NDS1's aim of attaining an upper middle-income economy by 2030 (Chitumba, 2021; NDS1 presentation document, 2021). One of the tenets of NDS1 (2021-2025) is infrastructure and utilities development. To be able to fulfill this objective schools have to create additional income so as to be able to carry out infrastructure development but without necessarily burdening parents with fees increases. This makes the implementation of IGPs necessary for the raising of additional funds to realize the NDS1 objectives.

Moreover, the recent increased uptake of IGPs has been a response to government encouragement. According to Masarakufa (2021) Zimbabwe's education is now bent on achieving two core objectives namely profitability and academic excellence. MoPSE seeks to promote IGPs in schools so as to make use of idle land available in schools. Masarakufa (2021) citing remarks by the then Minister of MoPSE, Cain Mathema who said it is important to turn all public schools into economic centres through commercial ventures that make use of local available resources. The Minister further suggested that proceeds from commercial ventures are to be used to fund programmes at schools and relieve parents the burden of paying fees. Therefore, MoPSE has been spearheading efforts to promote self-sustenance in schools through IGPs (MoPSE report, undated).

However, although the operation of IGPs have been legalized and given the green light to commence in public schools, very little is available in terms of policies and circulars from MoPSE to support their implementation. This leaves a gap to the proper direction in the operation and management of IGPs in public schools. Ministry of Primary and Secondary Education (MoPSE) through its respective Minister and Permanent Secretary have done the moral suasion work in urging school managers to embark on IGPs in order to supplement their funding needs but there still remain little direction and policy documents addressing IGPs related issues such as management and leadership issues.

1.2.4 Location of study

The study was carried out in Guruve District in Mashonaland Central Province of Zimbabwe. The district is host to 32 secondary schools. The district lies into two agro-ecological regions, that is, region one and region 2. The annual rainfall is estimated to range between 650mm to 1000mm. The major activities in the district are crop production, livestock production,

horticulture and artisanal mining. The common income generating projects being practiced in the district's secondary schools are school shops, horticulture, animal husbandry, fisheries, poultry farming, bus and tractor hire, facilities hire and clothing and textile manufacturing among others. Some secondary schools have full time workers specializing in IGPs and these are managed by a project management team or committee with the school head playing the overseeing role.

1.3 Statement of the research problem

Income generating projects are increasingly becoming a priority to augment revenue generation in secondary schools. Guruve district is host to 32 secondary schools and the bulky of these schools have some IGP of some sort. However, while there has been a considerable uptake and implementation of IGPs in secondary schools, very little consideration has been given to their structuring and leadership organization. As a result, there has been mixed results on the success of IGPs in these secondary schools. Some schools IGPs remain very small and unprofitable in their operation while IGPs in other schools have been abandoned after a less than three-year implementation attempt largely due to leadership factors.

On the contrary some schools in Guruve district have recorded high success in the implementation of IGPs. St Philips Magwenya High School and Chifamba High School reported in their AGM reports (2021) that income projects carried out in period had positive income revenues. With some schools recording high success despite many challenges it implies that some school heads and their project managers are doing more than what others are doing.

Leadership is the critical factor separating highly performing school income projects from the less performing ones (Mayora, 2010; DeLaRey, 2018). Studies by (Gupta et al, 2004; Chen, 2007; Warren, 2012; Young Entrepreneur Council, 2016) suggest that characteristics associated with entrepreneurship leadership have been found to influence organisation success. Therefore, this research seeks to determine the effect of entrepreneurial leadership on the success of IGPs in secondary schools.

1.4 Research objectives

1.4.1 Main research objective

To determine the impact of entrepreneurial leadership on the success of income generating projects (IGPs) in secondary schools in Guruve District, Zimbabwe.

1.4.2 Specific research objectives

1. To ascertain the influence leadership vision on the success of IGPs in secondary schools in Guruve District, Zimbabwe.
2. To determine the influence of leadership risk taking on the success of IGPs in secondary schools in Zimbabwe.
3. To examine the influence of innovation on the success of IGPs in secondary schools in Guruve District, Zimbabwe.
4. To examine if leadership flexibility influence IGPs success in secondary schools in Guruve District, Zimbabwe

1.5 Research questions

1.5.1 Main Research Question

The study sought to answer the following research question

Main research question: What is the influence of entrepreneurial leadership on the success of income generating projects (IGPs) in secondary schools in Guruve District, Zimbabwe?

1.5.2 Secondary research questions

1. How does leadership vision influence the success of IGPs in secondary schools in Guruve district, Zimbabwe?
2. What impact does leadership risk taking have on the success of IGPs in secondary schools in Guruve district, Zimbabwe?
3. How does innovation influence IGPs success in secondary schools in Guruve District, Zimbabwe?
4. What influence does leadership flexibility have on IGPs success in secondary schools in Guruve District, Zimbabwe?

1.6 Hypothesis

H0. Leadership vision does not play an important role to the success of IGPs in secondary schools.

H1. Leadership vision plays an important role to the success of IGPs in secondary schools.

H0. There is no significant relationship between leadership risk taking and IGPs success in secondary schools.

H2. There is a significant relationship between leadership risk taking and IGPs success in secondary schools.

H0. There is no significant relationship between innovation and the success of IGPs in secondary schools.

H3. There is no significant relationship between innovation and the success of IGPs in secondary schools.

H0. Leadership flexibility does not influence IGPs success in secondary schools.

H4. Leadership flexibility influence IGPs success in secondary schools.

1.7 Research assumptions

The following assumptions are made regarding this study:

- The study is premised on the assumption that success of income generating projects in secondary schools is significantly influenced by entrepreneurial leadership characteristics of vision, risk taking, innovation and flexibility.
- The study assumes that the selected schools used as the sample had sincere interest to be interviewed and provided useful information pertaining to the study.
- The study assumed the participants in the research responded in an honest manner.
- In terms of data gathering the study assumed that the survey questionnaire used elicited required responses.

1.8 Justification of the research

There was very limited research highlighting the influence of entrepreneurial leadership on the success of IGPs in secondary schools in Zimbabwe. Much of the current research focused on the contribution of IGPs to school development. Therefore, this research was carried out to cover the identified research gap.

Furthermore, while schools have been encouraged to implement income generating projects by MoPSE to supplement their budgets and to enhance teaching and learning of the skills based curriculum, very little guidelines haven been given in terms of structuring and organization of the same. MoPSE should formulate policies that promote effective leadership and leadership accountability to run IGPs. School managers and their project teams should go through leadership training if necessary to ensure they practice effective leadership in running IGPs. Therefore, this study seeks to influence policy makers and school leadership to come up with structures, systems and procedures that promote effective leadership in the day to day running of IGPs.

More so, many income generating projects in secondary schools have been terminated in their initial phases or have failed to generate the much needed income despite huge capital investment into them. Therefore, this study seeks to appeal to school managers and project leaders to make use of entrepreneurial leadership approach as a way to deal with challenges and ensure high project success.

1.9 Purpose of the study

The implementation of IGPs in secondary schools has come with mixed results in terms of success. This research therefore seeks to develop an in-depth understanding of the effect of the entrepreneurial leadership behaviors on the success of IGPs in secondary schools in Guruve District, Zimbabwe.

1.10 Significance of the study

The findings of this research will go a long way in informing stakeholders of secondary schools on the importance of entrepreneurial leadership to project success.

1.10.1 School managers

School managers will get significant insight on the effect of their entrepreneurial leadership practices on project success. This will help them improve in their practice and exercise effective leadership in the implementation of income generating projects.

1.10.2 To MoPSE

MoPSE is responsible for policy formulation and monitoring in secondary schools. The results from this study will inform MoPSE on the critical role of leadership in running projects. The ministry will need to formulate and implement policies that promote entrepreneurial leadership so that the operation of IGPs in secondary schools is under competent leadership.

1.10.3 To project leaders and members

More importantly, the findings of this study will make project leaders and members to appreciate how entrepreneurial leadership impacts the success of income generating projects in their institutions. This will make them seriously consider leadership training to those involved in the management of IGPs.

1.10.4 To academia

Though some attention has been given to entrepreneurial leadership (EL) in relation to organisational performance very limited empirical research is available focusing on its effect on the success of IGPs in secondary schools. This study makes a unique contribution by studying the influence of EL on IGPs success in secondary schools.

1.11 Delimitations

As a point of focus, the study concentrated on the impact of entrepreneurial leadership on the success of IGPs in secondary schools in Guruve District, Mashonaland Central Province, Zimbabwe. Data was collected from secondary schools actively undertaking income generating projects in Guruve District. Participants in the study were the school heads who manage secondary schools, project managers that oversee the IGPs in respondent organizations, key informants such as project staff members (workers) who are familiar with

how IGPs are being run and lastly project committee members who contribute input in the management of IGPs.

1.12 Limitations

Some of the respondents involved in the study were hesitant in giving information fearing that the information would be used against them or project a negative image about their organisation. The corporate confidentiality policy in some schools restricted the researcher from accessing information relevant and vital for the study. The researcher assured institutions and research participants in the study that the information will be used for academic purposes only. The researcher shared the confidentiality statement with them.

Some respondents had a negative attitude and were unwilling to fill in the questionnaires. The researcher made follow ups with respondents, encouraged them to reply by assuring them that their information would be used for academic purposes only.

More so, some respondents involved in income generating projects implementation had tight schedules and were not able to complete the questionnaire in good time. The researcher adjusted the working plan to accommodate such late responses.

1.13 Dissertation outline

Chapter 1: Introduction

The chapter presents background of the study, statement of the problem, research objectives, research questions, delimitations, limitations and chapter summary

Chapter 2: Literature Review

The chapter deals with literature review and provides an in-depth discussion on theoretical and conceptual framework.

Chapter 3: Research Methodology

The chapter focuses on research philosophy, research design and methodological choice. It goes on to look at other aspects such as target population, data collection methods, data analysis and ethical considerations.

Chapter 4: Data Analysis, Interpretation and Presentation

The chapter presents analysis and interpretation of research findings.

Chapter 5: Summary, Conclusions and Recommendations

This chapter is made up of summary of findings, conclusions and recommendations.

1.14 Chapter summary

The chapter gave an introduction and background of the research which is to investigate the influence of entrepreneurial leadership on the success of IGPs in secondary schools in Guruve district in Zimbabwe. Further, the study highlighted the statement of the problem which generated interest in the research. The chapter outlined the research objectives and research questions. The introductory chapter also sought to give a justification of the research and the next chapter will focus on literature review.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 Introduction

This chapter gives a detailed review of relevant literature pertaining to entrepreneurial leadership and its contribution to success of income generating projects. A theoretical framework is given to form the basis of this study and to show the influence of entrepreneurial leadership to project success in secondary schools. Further, entrepreneurial leadership constructs are explored in-depth as presented in the research objectives in the previous chapter and lastly a conceptual framework and chapter summary is given.

2.2 Concept of Entrepreneurial Leadership

According to Dimovski (2013), entrepreneurial leadership combines two concepts together, entrepreneurship and leadership. Zainol, Daud, Shamsu, Abubakar and Halim (2018) concurs that entrepreneurial leadership concept came into existence by the blending of entrepreneurship and leadership to give a competitive advantage to the organisation. Renko, Tarabishy, Carsrud and Brynback (2015) suggest that parallels between entrepreneurship and leadership have been examined and the shared aspects acknowledged. The shared aspects are vision, risk-taking, innovation, creativity, motivation, opportunity focus, persistence and achievement orientation among others. They further say that these mutual elements of entrepreneurship and leadership are what characterise entrepreneurial leadership.

2.2.1 Entrepreneurship

Entrepreneurship theory which partly forms the concept for this study dates back to many decades ago. Schumpeter (1934) defined entrepreneurs as persons who are determined to directly contribute towards innovation and drive the economy. According to Sajkiewicz and Pashiardis (2020, p.5) citing Richard Cantillon, the willingness of one person (the leader) to enter unknown and uncharted territory differentiated these persons (leaders) from others, who were not willing to get out of their comfort zone and become more of a risk taker. Hence the main characteristic of an entrepreneur stands out as the ability to scan the environment, recognise opportunities and have the capacity to act on the identified opportunities. Moreover, entrepreneurs can be regarded as persons (leaders) with an entrepreneurial flair

which is the ability to identify and pursue opportunities to generate wealth for an organisation.

2.2.2 Leadership

Leadership on the other hand is the other aspect that makes up entrepreneurial leadership. Aalateeg (2017) notes that leadership concept has long excited interest among people in organisations. The term leadership has been defined by various scholars in terms of traits, behaviour, influence, interaction patterns, role relationships and occupation of an administrative position (Klein et al, 2013; Simiyu, 2015; Northouse, 2016). According to Simiyu, (2015) leadership is viewed as the process by which a person exerts influence over other people and inspires, motivates and directs their activities to help achieve group of organisational goals. Leadership is a practice by which one individual influences a group of individuals to move in a given direction to achieve defined goals (Northouse, 2016).

“Leadership is a process in which a person or persons inspire(s) and motivate(s) the people to meet shared goals or objectives which may be changed or added as per the needs and challenges. Leadership connects with the people beyond superficial or formal level and creates a bond that motivates them to do things than forcing them” (Malik and Azmat, 2019 p.25). From the definitions given above it is clear that leadership is an act of an individual focusing on establishing direction for a working group of individuals. As a result, a leader should strive to motivate followers, gain commitment from them and have them follow an established direction to achieve organisational goals.

According to Abdul Azize, Abiddin and Mohamad (2022) citing Nanjundeswaraswamy and Swamy (2014) leaders can influence their subordinates to attain a shared vision. Alghazo and Anazi (2016) cited by Abdul Azize et al (2022) suggest that good leaders give direction to a work team to give a high commitment to the tasks that need to be performed and motivate them to work with more dedication. Therefore, an effective leader is one that inspires team members, garner their support in the accomplishment of organisational goals and more importantly the leader establishes himself or herself as a source of encouragement to team member under his influence.

2.2.3 Entrepreneurial leadership

The fusion of entrepreneurship and leadership characteristics gives birth to entrepreneurial leadership. Ishak et al (2021) suggest that the entrepreneurial leadership concept has become a hot topic and drawn the attention of scholars both in leadership and entrepreneurship domains. There is some acknowledgement that the theory of entrepreneurial leadership is complex and large hence a great deal of research interest and work continues to be done (Haynes et al, 2015; Galloway et al, 2015) cited by Abdul Azize et al (2022). This study delves into this large area of research with an attempt to understand its nature and how it applies to the field of IGPs in secondary schools.

Pisapia (2009) asserts that entrepreneurial leaders are persons who are able to exploit opportunities and in a way, generate more wealth and growth for their organisations. According to Harrison et al (2019) entrepreneurial leadership is a process of influencing the performance of group members towards the attainment of organisational goals through taking advantage of entrepreneurial opportunities. Sajkiewicz and Pashiardis, (2020) views entrepreneurial leaders as those that work in uncertain and ambiguous environments and who have capacity to be flexible within their strict environments in order to create opportunities for innovation for the benefit of the organisation. Thus, at a time schools are facing disruptions and declining funding there is a need for entrepreneurial leadership to unlock potential and manoeuvre their schools forward in the turbulent environment. Schools have faced disruptions emanating from the COVID-19 pandemic and a shift towards technology-based learning platforms. Educational leaders can only afford to stay abreast with the volatile and ambiguous environment by possessing an entrepreneurial flair which enables them to scan the environment, identify opportunities, become flexible, act on opportunities and create additional value to their schools.

According to Nyandema (2010) the heart of the school success is a strong and entrepreneurial leadership. He notes that entrepreneurial leadership is present in secondary schools that are prepared to implement some measure of risk for the positive financial benefits it may bring to the school. In some way entrepreneurial leaders have to be innovative and experimental to unlock financial and educational progress. TMF (2007) in support of the same idea suggests that school heads and teachers should adopt an entrepreneurial approach to support a school to generate more of its own income. Sajkiewicz and Pashiardis (2020) assert that entrepreneurial leadership opens up opportunities to create new values, processes and

products and it involve a departure from the familiar and the safe. Basing on the given sentiments it implies that school leadership should appreciate that achieving financial progress in the school setup is only possible by trying new approaches and building upon those that succeed.

2.3 Dimensions of Entrepreneurial Leadership

Different authors of entrepreneurship have made remarkable attempts to formulate the dimensions of entrepreneurial leadership. According to Amer (2017) entrepreneurial leadership has six distinctive aspects which are innovation, risk taking, autonomy, pro-activeness, competitive aggressiveness and taking ownership. Tsetim, Asenge and Adudu (2020) citing Al Mamun et al (2017) pinpoints the constructs of entrepreneurial leadership as responsibility, accountability, analytical thinking and emotional intelligence. The scholars further suggest that these constructs are notable in the investigation of the influence of entrepreneurial leadership on business performance and sustainability. Entrepreneurial leadership dimensions identified by Supartha and Saraswaty (2019) cited by Tsetim et al (2020) are exemplary leadership, adhering to rules, transparency, effective representation and increasing employee's welfare.

Vision, creativity, effective communication and risk-taking are the entrepreneurial leadership constructs proposed by Harrison, Paul, and Burnard (2019). Ishak, Omar, and Manaf (2021) cited Sawaen and Ali (2020) who suggested that entrepreneurial leadership has four dimensions which are vision, opportunity seeking, proactive and risk taking. Thus, as noted from the various constructs given above, there is no single view on the dimensions of entrepreneurial leadership. Some researchers assume it to be influenced by the situation the leader is facing.

2.4 Theoretical framework

Entrepreneurial leadership is a young emerging theory that looks at leadership and its intersection with entrepreneurship (Cogliser and Brigham, 2004; Esmer and Dayi, 2017). This study employs Thornberry's entrepreneurial leadership model to underpin the discussion.

2.4.1 Thornberry's model of Entrepreneurial leadership

Thornberry (2006) developed a model which focuses in linking features of charismatic, transformational and transactional leadership styles to develop an integrated approach to leadership. According to Ponto (2020) the entrepreneurial leadership model has five distinct dimensions which are general entrepreneurial leader behaviour (GELB), explorer behaviour (EXPB), miner behaviour (MNB), accelerator behaviour (ACCB) and integrator behaviour (INTB).

According to Pihie et al (2014), GELB is how a leader creates an encouraging and supportive environment for staff to be innovative and take risks in performing their tasks. The leader should create an organisational atmosphere in which workers persist in the face of problems and can swiftly adjust the strategies that might not be effective. EXPB is the capacity of the entrepreneurial leader to recognise new opportunities and take advantage of them so as to enhance organisation success. Ponto (2020) further says that MINB is when leaders apply novel approaches to people, processes and procedures to improve organisation's effectiveness. ACCB is an environment in which leaders encourage creativity to exist. Finally, INTB is a leader's ability to communicate effectively their ideas and create motivation to further the organisation's goals.

Thornberry's entrepreneurial leadership theory provides a good basis for an understanding of how entrepreneurial leaders apply vision, risk taking, innovation and flexibility in the implementation of organisation tasks. Entrepreneurial leadership according to Ponto (2020), is relevant to all fronts such leadership of IGPs in a school setup. Therefore, the researcher considers the theory suitable for the study as it captures important entrepreneurial leadership aspects.

The researcher's choice to underpin the research on the Thornberry's theory of entrepreneurial leadership was further influenced by previous studies (Pihie and Bagheri, 2013; Utah, 2017; DeLaRey, 2018; Bagas and Arifin, 2020; Bagheri et al, 2022) who successfully explored leadership influence on organisation performance using the entrepreneurial leadership theory. They suggest that school managers and project managers should possess entrepreneurial leadership or at the slightest an entrepreneurial disposition. Such a view is arguably agreeable considering the disruption of teaching and learning in secondary schools emanating from COVID 19, and a general decline in education funding

which has brought massive challenges to the education sector. Thus the need to implement IGPs to raise additional revenue demands schools to make use of entrepreneurial leadership which addresses challenges by seizing opportunities and taking risks to open up new revenue sources.

2.5 Entrepreneurial Leadership factors affecting IGPs success: Independent variables

2.5.1 Vision

Madsen (2021), suggests that the ability to identify, articulate and share a clear vision for the project is one of the key ingredients to project success. Vision is the road map which indicates the route an organisation aims to follow in developing and sustaining its business (Wadhwa, 2016). Vision in its essence is an attempt to define the organisation's destination for the future and provides a motivation for going there. Wadhwa (2016) citing Goodstein et al., (1993), says visioning provides the organisation with a clear sense of direction and it gives an individual the sense of being empowered in something essential. Madsen (2021) citing Covey in his book, the 7 Habits of Highly Effective People reasons that when projects are being implemented, it is important to begin with the end in mind.

In this case, beginning with the end in mind in an income generating project context is about foreseeing what the organisation ultimately would like the project to achieve. In secondary schools IGPs possibly aim to achieve high return on investment, high return on asserts, provision for quality goods and services to the institution and external customers and providing a platform for on hands learning for to secondary school students among others.

2.5.2 Risk taking

One of the identified characteristics of entrepreneurial leaders is their propensity and ability to take a calculated risk, (Bagheri, 2013). Pihie et al (2014) highlights risk taking as a fundamental feature of EL. This view denotes that for innovation and creativity to become visible in schools' income generating projects some risk taking will need to occur. Torres (2015) suggests that entrepreneurial leaders create positive change within the school by their diverse range of interest which directly benefits the school performance. According to Curie et al., (2008) cited by Zijlstra (2014) risk taking is an important feature of the entrepreneurial process and involves the willingness of the entrepreneurial leader to take sensible risk in committing resources to exploit opportunities. This implies school managers and IGP leaders

should promote a culture of risk taking to bring about desired results. By taking risks project leaders can try different ideas and assess their success.

2.5.3 Innovation

According to Kang et al (2016) a climate within an organisation can have a constructive influence on innovation at individual and organisational level. Haneta and Ito (2018) put forward that project managers should make sure the climate within the workplace promotes employee creativity. The role of the entrepreneurial leader in enhancing organisational success by creating an environment conducive to innovation and creativity is confirmed in literature and previous studies. For instance study findings by Bagheri, Akbari and Artang (2022) support that chief executive officer's entrepreneurial leadership improves their employees' innovation behaviour thus enhancing organisational success.

In the present volatile, uncertain, complex and ambiguous environment there is an increasing need for innovation. Innovation is principal if project leaders desire to manoeuvre their work, manage resources tactfully and have a command on the ambiguous future (Mubarak and Noor, 2018). Kobarg et al (2019) agrees that innovation in projects is considered to be of utmost importance in the current environment. Project leaders in schools can bring innovation in their work by reviewing their products or services, process, marketing methods and organisational systems. More so, the entrepreneurial leader should promote activities that encourage team members to think and act outside the box. Tariq (2019) concludes that the innovative capacity of a project hinges on the ability of the entrepreneurial leader.

2.5.4 Flexibility

Young Entrepreneur Council (2016) identifies flexibility as one of the key traits of entrepreneurial leaders. Study by Vaari (2015) show that flexibility is the core of effective leadership. The researcher purports that no single leadership style is best in all business situations and to be effective the leader must be flexible. This implies that effective leaders opt to use varying leadership styles and approaches depending on the situation. Chen and Silverthorne (2005) are of the same view as they posit that to be effective in as many situations as possible a leader must apply different leadership styles.

Additionally, flexibility provides better readiness for intervening in conflicts and other situations that require a leader to change the course of action (Vaari, 2015). This suggests that

flexibility makes it likely for leaders to adapt to the rapidly changing and fast pace of today's business world. Hickman (2013) cited by Hay Group management consultancy, points out that good leadership require a flexible approach. According to Hickman (2013), leaders can learn from a golfer who uses a range of clubs. A leader needs to use different approaches and be able to adjust to different situations. The findings from various reviewed literature recommend that by applying flexibility project managers are able to adjust their leadership style to the demands of different situations. The common leadership styles are transactional, transformational, authoritarian, democratic, and laissez faire. Thus leadership style is very important for the success of work and projects (Vaari, 2015).

2.6 Income Generating Projects success: Dependent variable

Project success is its ability to deliver intended outcomes while meeting the constraints of scope, cost and quality (Srica, 2008). This implies that project managers are to carefully consider the aspects of costs and quality as they implement projects. Failure to carry out a project within the set parameters of scope, cost and quality will diminish project success. Lin and Kun (2007) proposed project success to be based on humanistic factors which consist of employee retention and motivation, and market performance factors which are sales, profit margin and customer satisfaction.

A successful project is made up of a highly motivated work force. When project team members are satisfied, there is less labour turnover and high productivity is experienced. Attaining high sales, high profit margin and customer satisfaction are common project objectives. Adam et al (2022) when defining organisation performance which is directly linked to project success says it is an organisation's actual results as measured against its strategic goals. Thus, as suggested by Zimmerer and Yasin (2008), project success can be measured according to the level of effectiveness to which the project ultimate objectives are attained.

More so Adam et al., (2022) citing Hernandez – Perlins et al (2021) posits that previous studies have assessed organisational success using financial and non-financial measures. The use of financial and non-financial measures has been considered more balanced in the assessment of the success in a business or income generating project setting. However, regarding the definition of project success no consensus has emerged (Bannerman, 2008). This could largely be attributed to the differences in the nature of projects undertaken by

organisations. In literature, project success (or performance) variously refers to on time; within budget, to specification; completion; success of the product produced; success of the process or success in achieving the business objectives of the project (Bannerman, 2008; Srica, 2008; Roseke, 2018).

This study is focusing on income generating projects in secondary schools. The projects are specifically set up for generation of income. Income generating project success shall refer to the position of school IGPs in meeting financial goals and their ability to satisfy stakeholder expectations. Therefore, IGPs shall also be deemed successful if they attain a targeted profit margin or achieve a certain return on investment and are completed to performance requirements to the satisfaction of stakeholders.

2.7 Empirical Evidence

2.7.1 Entrepreneurial Leadership and IGPs success

Dela-Rey (2018) conducted a study on the role of entrepreneurial leadership of principals in high performing schools. Her studies revealed that entrepreneurial leadership is a distinctive leadership style that is applied incidentally by principals who embrace values such as visionary thinking, innovativeness, motivation, risk taking and pro activeness. The study also showed that principals of high performing schools possessed characteristics associated with entrepreneurial leadership. However, her study results cannot be generalised for income generating projects since they are focused on general school performance.

More so, Al-Matani (2018) investigated the influence of entrepreneurial leadership on factors affecting SME growth in supply chains: the case of Oman. The targeted participants for the study were the owners of Omani SMEs that operate in a supply chain context. The study revealed that EL variables of vision, experience, know how, risk taking, and networking ability have a strong and significant effect on organisational performance and growth. The study leaves a research gap as it is done using a case study approach and the results are therefore not generalizable. However, the research can be replicated in other settings such as in secondary schools income generating projects.

Adam et al (2022) did a study on entrepreneurial orientation and organisational performance of online business in Malaysia: The mediating role of the knowledge management process. Data was collected from 350 owners of online businesses in Malaysia. Results showed that

entrepreneurial orientation has a direct relationship with knowledge management process and subsequently with organisational performance. The generalisations of results of this study to other alternate settings or organisations may not be applicable.

2.7.2 Vision and IGPs Success

Studies by DeLaRey (2018) indicated that in high performing schools the principals are seen as visionary leaders. The scholar's studies on the role of entrepreneurial leadership of principals in high performing schools discovered from all interviewed principals that they had clear goals and vision for what they wanted to achieve. The same findings are given by Steyn (2014) who says successful principals are those that have a vision and set clear directions that promote a sense of shared purpose for the school. The study findings paint a picture that demonstrates the vital role of a vision in the implementation of IGPs in a secondary school.

Leadership is about giving direction to the organisation and this is done by creating a vision to drive organisational success. Vision of the principal makes the difference between successful schools and schools that fail (University of Pretoria, 2015). Studies by Suyitno et al (2014) proved that having a clear vision for the school is vital for successful school leadership. Leitch and Volery (2017) conclude that high performing schools showed an entrepreneurial leadership aspect of being a visionary leader. The vision allows a school to identify its key competencies and how it can exploit them to achieve competitive advantage.

Studies by Ates et al (2019) suggest that positive impact of visionary leadership breaks down when middle managers are not aligned with top management strategic vision. According to PMI's research cited by Madsen (2021) points out that 60% of projects are not aligned to strategic objectives although such an alignment has the greatest potential to add value to an organisation. This point out to the need to have the vision communicated clearly among all team members in a project. The ability of a leader to communicate organisation's vision to project team members is a key dimension in the entrepreneurial leadership theory referred as the integrator behaviour. Without vision it is difficult for a leader to exert any meaningful influence to followers. Therefore, effectively communicating a vision inspires project team to move in certain desired direction to attain IGP success.

The views and results from previous studies given above confirm that visionary leadership is a critical variable for the successful implementation of school income generating projects. It will require a school head and a project manager who has an entrepreneurial leadership skill

of vision to enable a school to run vibrant IGPs that generate income. In some way teachers and school heads implementing IGPs have to possess an entrepreneurial mind-set and put in place robust systems far beyond those put in place by traditional schools. Through practicing entrepreneurial leadership aspect of vision, the school heads and project managers are sure to achieve IGPs success as purported by existing study findings.

2.7.3 Risk taking and IGPs Success

Hypothesis two predicts that there is a significant relationship between leadership risk taking and IGPs success in secondary schools. The relation between risk-taking and profitability is substantial (Peng, 2015). Maladzhi (2015) conducted studies of risk-taking leadership on organisational performance and sustainability in SMEs. The study was conducted amongst 50 SMEs in the manufacturing sector in the Western Cape Province in South Africa. The findings from the research confirm that there is a significant impact of risk-taking leadership on organisational performance. Therefore, if school managers and project leaders in schools want to advance their IGPs and realise improvements they must embrace risk taking.

Research findings by DeLaRey (2018) also confirm that entrepreneurial leaders make opportunities come alive by being courageous in taking risk. As highlighted by empirical studies (Peng,2015; Tariq,2019; Latif,2020) risk taking plays a major role in the leadership practices of school managers and school project teams when it comes to exploiting new opportunities and in handling challenges. Thus, entrepreneurial leadership is anchored on providing an encouraging and supportive environment for staff to take risks in performing their tasks as indicated by the Thornberry entrepreneurial leadership theory (GELB).

2.7.4 Innovation and IGPs Success

Entrepreneurial leadership leads to innovation in a project. Studies by Mubarak and Noor (2018) confirm that there is a strong relation between creativity and innovation with the performance of the organisation. Hypothesis 3 assumed that entrepreneurial leadership influences the success of IGPs in secondary schools. Empirical evidence also agrees with the proposed hypothesis. Research findings by Tariq (2019) show that there is a positive and significant relationship between entrepreneurial leadership, innovation and creativity which ultimately influences project success. Therefore, through innovation organisations can survive the endlessly changing environment. In this case leaders of IGPs should use innovation to ensure project success.

However, although much research has been carried out to establish the influence of innovation on organisational performance very little research if any is available looking at the relationship between innovation and IGPs success in secondary schools. Some of the research available focuses on the relationship between innovation and project success but not IGPs in a school setup. This study will aim to cover the existing research gap.

2.7.5 Flexibility and IGPs Success

Hypothesis 4 proposes leadership flexibility influence IGPs success in secondary schools. Hantoosh (2021) carried out a study on flexible leadership and its role in achieving organizational success among educational leaders. Research results from the study showed that there is a statistically significant relationship between flexible leadership and organisational success among educational leaders. This is also in line with earlier research findings by Hickman, (2013) which confirm that flexibility fosters organisational performance. Shahu, Pundir and Ganapathy (2013) carried a research on flexibility as a critical success factor of construction projects. The study revealed that projects which had a room of flexibility in process and decision making showed a higher level of success rates as compared to those with rigid management and systems. The study findings reveal that there exists a high correlation between the project success and flexibility.

However, Olsson (2004) cited by Shahu et al (2013) indicate that once a project has begun and its planning and execution has begun, changes may fuel disagreements between different project members which may reduce projects efficiency. A good project leader may be one who is able to strike a balance between flexibility and sticking to the plan. A research gap exists on the studies done by Shahu et al (2013). Their research only focused on one element of project management success which is flexibility. This study will seek to determine whether it is flexibility or stick-to-it-ness as suggested by Young Entrepreneur Council (2016) that influences IGP success.

Basically, there are a good number of studies on the area of leaders need to possess behavioural flexibility so as to influence organisational performance but very few voices are existent specifically on leader's flexibility and its influence on IGPs success. This study identifies the gap and is an attempt to highlight the impact of flexibility (a key aspect of entrepreneurial leadership) on IGPs success.

2.8 Summary of Literature Review and Research Gaps

The table given below shows the summary of literature review and research gaps

Table 2.1: Summary of Literature Review and Research Gaps

Author(s)	Topic	Variable	Findings	Research Gaps
Shahu et al (2013)	An Empirical Study on Flexibility. A Critical Success Factor of Construction Projects	Leadership flexibility	The study shows that there exists a high correlation between the project success and flexibility.	The research only focused on one element of project management success
Dela-Rey (2018)	The role of entrepreneurial leadership of principals in high performing schools	Vision, risk taking, innovation and proactivity, motivation	Entrepreneurial leadership as a distinctive leadership style is applied incidentally by principals who embrace customs such as being visionary thinker, innovative, motivation, risk taking and being proactive	The results could not be generalised for projects since it focused on general school performance
Al-Matani (2018)	The influence of entrepreneurial leadership on factors affecting SME growth in supply chains: the case of Oman	Vision, experience, know how, risk taking, networking ability	EL has a strong and significant effect on organisational performance and factors growth	The research is done in a case study approach and the results may not be generalizable. The research can be replicated in other income generating projects
Tariq (2019)	Impact of EL on-project creativity with the mediating role of innovative ambidexterity and moderating role of collaborative culture in Pakistani context.	Creativity	There is a positive relationship between EL and innovation, creativity in projects	The results may not be generalizable

Author(s)	Topic	Variable	Findings	Research Gaps
Tsetim et al (2020)	Entrepreneurial leadership and performance of small and medium scale enterprises in Benue State, Nigeria	Miner behaviour, Accelerator behaviour, Explorer behaviour, Integrator behaviour	A strong and positive relationship is found between the entrepreneurial leadership and performance of SMEs	Other factors that influence performance were not studied
Latif et al (2020)	Impact of Entrepreneurial Leadership on Project Success: Mediating Role of Knowledge Management Processes	Entrepreneurial Leadership, Knowledge Management processes, Project success	The study found a significant impact of EL on-knowledge management processes and project success	The results are not generalizable to different business environments
Azize (2021)	The Motivation of Employees and Its Impact on Project Success.	Motivation	Motivation is significantly linked with employee's productivity and its increase will lead to project success. The employee is the hidden force that manages the project and by directing this energy in the right direction, project success is achieved	The sample size of 20 employees is not large enough The case study approach makes results less generalizable
Hantoosh (2021)	Flexible leadership and its role in achieving organizational success among educational leaders	Leadership Flexibility	There is a statistically significant relationship between flexible leadership and organisational success among educational leaders	The research was determined by a group of educational leaders in the Ministry of Higher Education and thus may not be applicable to business environment and income generating projects management.

Author(s)	Topic	Variable	Findings	Research Gaps
Herlina et al (2021)	The effect of entrepreneurial leadership on organisational performance.	Employee creativity; Employee innovative work behaviour	Entrepreneurial leadership has a significant effect on the performance of individual employees in terms of creativity and innovative work behaviour	The research focused on EL aspects of creativity and innovative work behaviour only
Adam et al (2022)	Entrepreneurial Orientation and Organisational Performance of Online Business in Malaysia: The Mediating Role of the Knowledge Management Process.	Entrepreneurial orientation Knowledge management process	Entrepreneurial orientation has a direct relationship with knowledge management process and subsequently with organisational performance	The generalisations of results to other alternate settings or organisations may not be applicable

Source: Author's Design

2.9 Conceptual framework

Entrepreneurial leadership:

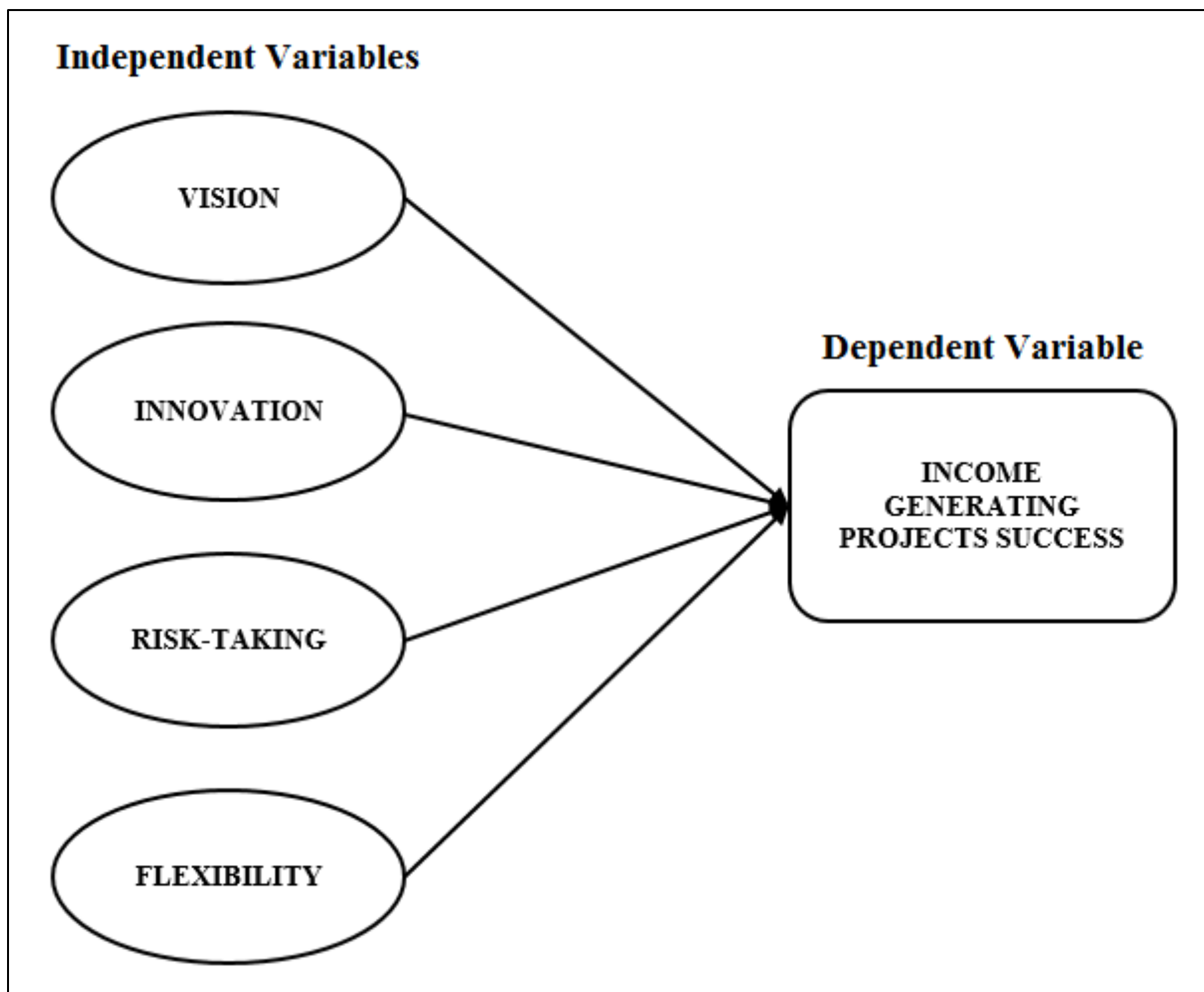


Figure 2.1: Conceptual Framework

Source: Author's Design

Figure 2.1 depicts the conceptual framework for this study. It assumes a positive link between entrepreneurial leadership variables and project success. The study purports that independent variables are critical success factors while project success is a dependent variable influenced by the identified critical success factors.

2.10 Chapter summary

This chapter explored relevant literature to entrepreneurial leadership and how it influences income generating projects success. The theoretical framework guiding this study is underpinned on the entrepreneurial leadership model. Entrepreneurial leadership aspects of vision, risk-taking, innovation and flexibility are the independent variable influencing income generating projects success. The next chapter focuses on research methodology.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the roadmap for the research methodology which was followed to obtain reliable research results. It begins by identifying the philosophy underlying this specific study and goes on to look at the population, sample, design of sampling techniques, research instruments and their reliabilities. The chapter progresses to outline the data presentation and analysis method used to reveal the influence of entrepreneurial leadership on the success of income generating project in Guruve district secondary schools. Finally, issues regarding trustworthiness and ethical considerations applied in the study are discussed.

3.2 Research Philosophy

Research philosophy is an important part of research methodology (Thakurta and Chetty, 2015). It is associated with assumption, knowledge and nature of the study Dudovskiy (2022). The assumptions determined research strategy and methods of that strategy (Thakurta and Chetty, 2015). Saunders, Lewis and Thornhill (2012) identified the philosophical positions as positivism, pragmatism, realism or interpretivism. Positivism research philosophy is explained as being based on the notion that science is the only way to learn the truth and is based on the idea that only knowledge based on facts gained through observation and measurement is dependable (Dudovskiy, 2022). As a result, using this philosophy limits the researcher to data collection and interpretation in an objective way without imposing personal values on the study. Interpretivism integrates the researcher's interest into the study. Interpretivism subscribes to the view of construction, that is, a belief that reality is constructed by social actors and people's perception of it (Wahyumi, 2012). Interpretivism rejects objectivism and a single truth as it highlights that the researcher as a social actor should appreciate differences between people (Flowers, 2009; Saunders et al., 2012). Interpretivism is commonly associated with qualitative methodology.

Pragmatism research philosophy accepts concepts to be relevant only if they support action. Pragmatism suggests that there are many diverse ways of interpreting the world and undertaking research and that no single opinion of view can depict the entire picture and that there may be manifold realities (Saunders et al, 2012). Dudovskiy (2022) posit that studies

with pragmatism research philosophy can integrate the use of multiple research methods such as qualitative and quantitative methods. This study aligns with pragmatism perspective which suggests that there are different ways of conducting research to investigate reality.

3.2.1 Rationale for choosing pragmatism

This study aligns with pragmatism for the multiple benefits that can be derived from it. The pragmatism approach is relevant to this study because it allowed the researcher to use the philosophy and methodology that works best for the research problem that is being investigated (Kaushik and Walsh, 2019). The researcher interacted with the participants with the aim of understanding entrepreneurial leadership from the perception of the stakeholders in IGPs and their consequent actions. More so, the researcher was able to gather diverse views from different participants pertaining to entrepreneurial leadership contribution to income generating projects success as different approaches provided a comprehensive understanding of the phenomena being studied.

3.3 Research Design

This research adopted a mixed method approach, that is, both quantitative and qualitative research design. Pragmatism embraces multiple methods or mixed methods (Teddlie and Tashakkori, 2009). According to George (2021) mixed methods approach combines features of quantitative research and qualitative research in the quest to answer research questions.

3.3.1 Rationale for mixed method research

The subtle nature of entrepreneurial leadership appeals for a both quantitative and qualitative research designs. Mixed methods gave the researcher an opportunity to gain a more complete picture than a standalone quantitative or qualitative approach as it incorporated benefits of both methods. According to Cresswell (2014) the quantitative research design is suitable when the research has to gather and analyse data given in numerical format. In this research the quantitative method was adopted because of the need to collect numerical data to determine whether there is a relationship between entrepreneurial leadership and success of IGPs.

The qualitative aspect was incorporated for a number of reasons. It allowed the researcher room to interact with research participants in a relaxed manner thereby allowing the

researcher to probe in detail and for participants to reveal information in detail. Therefore by allowing probing it implied that qualitative approach was not bound by limitations of quantitative methods. For instance, if responses do not fit the researcher's expectation the researcher was able to add context and explanations which may not be possible with numbers alone in a quantitative research.

More so, the adoption of mixed methods allowed an in-depth study on the influence of entrepreneurial leadership on projects success as the qualitative method was much flexible. In scenarios in which the researcher perceived that valuable insights were not being captured, he could adjust questions to improve responses.

3.4 Target population

The focus of this study is entrepreneurial leadership and success of income generating projects; therefore, the targeted respondents were those involved in the management and implementation of income generating projects in secondary schools in Guruve district. These were the school heads, IGPs managers and IGPs team members in secondary schools with functional IGPs in Guruve district

Table 3.1: Target population

	Frequency	Percent	Cumulative Percent
School heads	8	14.3%	14.3%
Project managers	8	14.3%	28.6%
Project team members	40	71.4	100
Total	56	100	

Source: Primary data

The information in the table above shows that the targeted population for the study was 56 respondents. 14.3% (8/56) were school heads, another 14.3% were project managers and 71.4% (40/56).

3.5 Sampling

Guruve district has 32 secondary schools and eight out of the thirty-two secondary schools in the district are actively undertaking high performing income generating projects and these were purposively selected.

3.5.1 Sample size determination

The Krejcie and Morgan (1970) sampling formula was used to come up with the appropriate sample size for the study. The formula for determining sample size is as follows

$$n = Z^2 p \cdot q \frac{N}{e^2(N - 1) + Z^2 p \cdot q}$$

Where:

n = the required sample size

p = proportion of the population with the required characteristics of the study

q = proportion of population without the required characteristics of the study (1-P)

N = Total population

e = accuracy level required. Standard error = 5%

Z = Z value at the level of confidence of 95% = 1.96

Therefore, the final sample size is calculated as:

$$n = 1.96^2(0.5)(0.5) \frac{56}{(0.05)^2(56-1) + (1.96^2)(0.5)(0.5)}$$

$$n = 50$$

The targeted population was 56, with 50 participants making up the sample for the study. The 50 were selected through purposive sampling technique. The purposive sampling also known as judgemental sampling is a type of non-probability sampling technique in which the units to be observed are selected on the basis of the researcher's judgement about which ones will be the most useful or representative (Babbie, 2007 p.193).

Table 3.2: Sample distribution

Category of Respondents	Frequency	Sample
School heads	8	5
Project managers	8	8
Project team members	40	37
Total	56	50

Source: Primary data

The table above shows that sample size is made up of a total of 50 respondents. These are 8 school heads, 8 project managers and 37 project team members.

3.6 Sampling Method

According to Makamure (2017) citing Kumar (2007, p.23) the accuracy of findings largely depends upon the way you select your sample. He further advances that the underlying premise in sampling is that if a relatively small number of units is selected, it can provide a sufficiently true reflection of what is being studied. The sampling method relies on the researcher's judgement when selecting the individuals, cases or events that can provide the best information to achieve the study's objectives (Nikolopoulou, 2012). This research employed the purposive sampling technique. Fifty respondents from eight schools were purposively selected for the study because they possessed characteristics relevant to the study as they were actively involved in either management or implementation of income generating projects in secondary schools in Guluve district. Using this method, units in the sample were selected because they had characteristics that were needed.

3.7 Data Collection Techniques

The study employed multiple research instruments which is called triangulation. Tuli (2010) citing Creswell and Miller (2000) affirm that triangulation is used as validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study. Flick (2014) suggests that the use of multiple data collection techniques and sources strengthens the credibility of outcomes and enables different interpretations and meanings to be included in data analysis. This study employed questionnaires and interviews as data collection techniques. As a result the use of

multiple data collection techniques enhanced triangulation and helped generate diverse information which was useful in cross checking and confirming the influence of entrepreneurial leadership to the success of income generating projects in secondary schools in Guruve district.

3.7.1 Questionnaire

A questionnaire is an ideal tool when it comes to collecting data in a logical manner. This study made use of questionnaires to collect data and these instruments were administered to IGP team members in the study sample. Moyo (2016) citing Bradburn et al (2004) advises that for a questionnaire to be effective it should be clear, reliable and valid for the purpose for which it is to be used, as short and concise as possible and avoid questions with implied assumptions among others. To ensure the questionnaire complied with the above-mentioned criteria, and to enhance its validity and accuracy of data to be collected the questionnaire was checked by the supervisor and the researcher also sent the instrument to peers for scrutiny. Ambiguous questions were identified then altered or eliminated before the questionnaire instrument was administered to study participants. Questionnaires were hand delivered and collected at a later date. The researcher used phone to make follow-ups to ensure high response rate.

3.7.2 Interviews

Interviews can be structured, semi-structured or unstructured. This study adopted the semi-structured format to gather in-depth information. Semi structured interviews enabled the researcher to interact with participants face to face and understand their attitudes, opinions and personal experiences. Interviews also gave participants opportunity to air out issues they considered relevant to the research topic. School heads are the group that was engaged through interviews. The school heads are very influential in decision making in the school set-up as they are responsible for the management of school finances and preparation of budgets which also encompasses IGP activities.

Therefore, subjecting them to interviews enabled the researcher to get detailed information. More so, the use of semi structured interviews allowed experienced and verbally skilful school heads to provide meaningful accounts of their experiences regarding the entrepreneurial leadership of income generating projects in their schools. The other strength of using interviews is that it allowed the researcher to clarify on some questions appearing

unclear to the participants during the interview session. Thus overall, the researcher was able to capture more comprehensive information from interviews making them appropriate to complement questionnaires for this research study.

3.8 Validity and Reliability of the Instruments

Reliability refers to the consistency of measures while validity addresses whether the measurements are quantifying the correct attribute (Frost, 2022). According to Elmes, Kantowitz and Roeiger (2012) validity refers to whether the data gathering instrument is able to measure what it is expected to measure. To ensure data collected was reliable and valid the researcher checked if the data collection instruments were easy to comprehend and not ambiguous. A pre-check on the responses from research instruments was also done to see if they would bring up the anticipated answers to the research questions. To conduct a pre-test the researcher administered the questionnaire and conducted interviews on a very small number outside the target population. Saunders et al, (2016) asserts that reliability and validity of data generated is determined by how research questions are developed and the level of pilot testing done. The pre-test helped determine the suitability of the data collection instruments. It helped identify possible challenges from data collection instruments such as question repetition, vague questions and suitability of duration of interview.

More so, to ensure reliability and validity the research instruments were assessed by the supervisor who checked whether the instruments related to the study topic and whether they reflected the research objectives. The exercise helped identify clarity, adequacy and correctness of the contents of the research instruments. The researcher then made necessary changes to the data collection instruments using the recommendations from the supervisor.

3.9 Data Presentation and Analysis Plan

The thematic approach to data analysis was considered relevant to this study. According to Burnard, Gill, Stewart, Treasure and Chadwick (2008) thematic content analysis is a process of identifying themes and categories that ‘emerge’ from the data. “This involves discovering themes in the interview transcripts and attempting to verify, confirm and qualify them by searching through the data and repeating the process to identify further themes and categories”, Burnard et al (2008, p. 430) citing Pope, Ziebland and Mary (1999). Uprety (2010) says the organising of the data gathered from the field descriptive notes under

different themes or sub themes by analysing them carefully is the thematic classification of data.

To present and analyse data the researcher adopted the step by step procedure as advocated by Cresswell (2013, 2014; Merriam, 2014; Ningi, 2022). The six steps are as follows

- (i) Organisation of the data (field notes) from interviews and questionnaires linking to research objectives and questions.
- (ii) Identifying main themes and sorting – this involved coding the data, reducing the large amount of data into manageable descriptive themes.
- (iii) “3rd step involved using codes to build descriptions based on the informants’ assertions and how they answered the research questions”, (Ningi, 2022, p.197).
- (iv) Selective coding process – this stage will involve processing findings into various narrative forms.
- (v) Interpretation of the findings – the researcher interprets findings in the descriptive form.
- (vi) Validation of accuracy of the findings.

The study adhered to the above given procedure by carrying out the step by step process which also involved organising the data into different themes, classifying the material and linking to research questions The researcher made use of tables, graphs and figures to present data gathered in the study.

3.10 Ethics

The researcher observed the following research ethics:

3.10.1 Voluntary participation

Before the fieldwork was conducted, the researcher of this study collected a permission letter from Bindura University of Science and Education, Graduate School of Business. The letter introduced the researcher to the local schools where the study was to be conducted. Informed consent from the research participants was sought before engaging them in the study. The research participants had a free choice on whether to participate or not without any pressure or coercion from the researcher. According to Bhandari (2021), voluntary participation means participants have the opportunity to withdraw from the study without compulsion to continue.

3.10.2 Anonymity

The identity of participant was preserved. No individual participant shall be linked to their data. Any personally identifying information such as names or phone numbers was not collected from participants.

3.10.3 Confidentiality

The researcher was committed to maintaining confidentiality of participants. According to Bhandari (2021) confidentiality implies that even though you know who the participants are, you deliberately hide all identifying information from your report. In this study the participants' right to privacy was observed as their personal data was used or stored.

3.11 Chapter Summary

This chapter focused on methodology used in this study. The chapter presented research philosophy, research design, target population, sample and sampling procedures, research instruments (interviews, questionnaires and document analysis), and data collection procedures were detailed and justified. Further the chapter looked at reliability and validity, data collection procedure and data presentation and analysis plan. The next chapter focuses on analysing, presenting and interpreting data.

CHAPTER 4

4 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This study sought to find out the influence of entrepreneurial leadership on the success of income generating projects in secondary schools in Guruve District, Mashonaland Central Province, Zimbabwe. This chapter focuses on analysis, interpretation and presentation of data that was collected from questionnaires and interviews by the researcher. Questionnaires were distributed to 50 participants while interviews were conducted with 8 participants. The quantitative data is presented first using features like frequency tables, pie charts and graphs. Secondly qualitative data is presented thematically with sub-categories in accordance to the research questions.

4.2 Response rate

The response rate, also known as completion rate or return rate, refers to the number of people who successfully completed the survey divided by the number of people in the sample. In this study, a total of 50 respondents were targeted for the questionnaire survey while 8 income generating project team members were shortlisted for the semi-structured interviews. Table 4.1 shows the response rates for the questionnaire and the interviews.

Table 4.1: Response rate

	Targeted Respondents	Successful interviews	Response rate (%)
Interviews	8	5	62.5%
Questionnaire	50	42	84%

Source: Primary data (2022)

As shown in Table 4.1, about 62.5% of the interviewees and 84% of the targeted respondents participated in the survey. Only 3 out of the 8 scheduled interviews were not conducted since the participants were on leave during the time the study was conducted. Nevertheless, the response rates for both the interviews and the survey were reasonably high to allow further analysis on the data collected. According to Lindemann (2021) a 33% response rate for a survey research is acceptable. In this research a response rate of 84% can be regarded as very good.

4.3 Presentation of the quantitative results

4.3.1 Background of the respondents

4.3.1.1 Gender of the Respondents

Figure 4.1 presents the gender of the participants

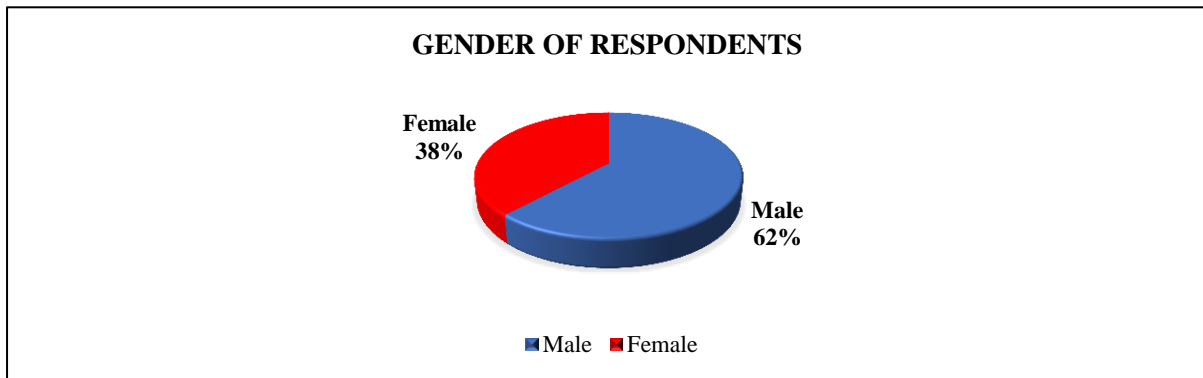


Figure 4.1: Gender of respondents

Source: Primary data (2022)

The study findings indicate that both males and females were participants with males making up 62% while females were the minority representing 37% of the participants. There was basically no gender balance in the people involved in the management or implementation of IGPs in secondary schools in Gurube district. The findings show that more males are involved (62%) as compared to the females (38%).

4.3.1.2 Age of Participants

The research sought to establish the participants' ages. The results are presented in Figure 4.2

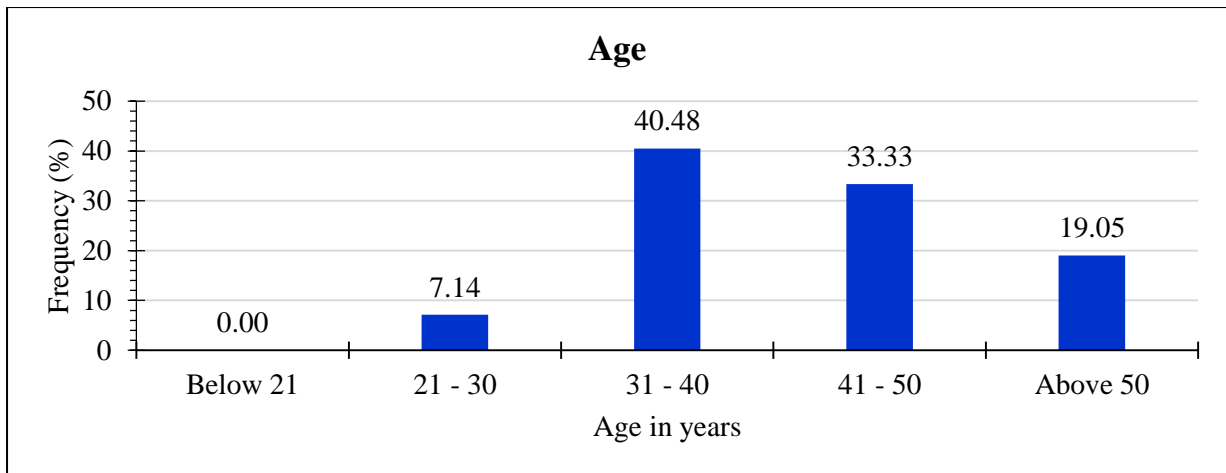


Figure 4.2: Age of Respondents

Source: Primary data (2022)

The research findings indicate that there were no respondents in the less than 21 years age category. 7.14% of the participants were between 21-30 years. 40.48% were between 31-40 years, 33.33% were in the 41-50 years category while 19.05% were above 50 years of age. The age distribution of the participants was high in the 31-40 years category as compared to other categories.

4.3.1.3 Level of Education

Figure 4.3 indicates the level of education attained by the participants

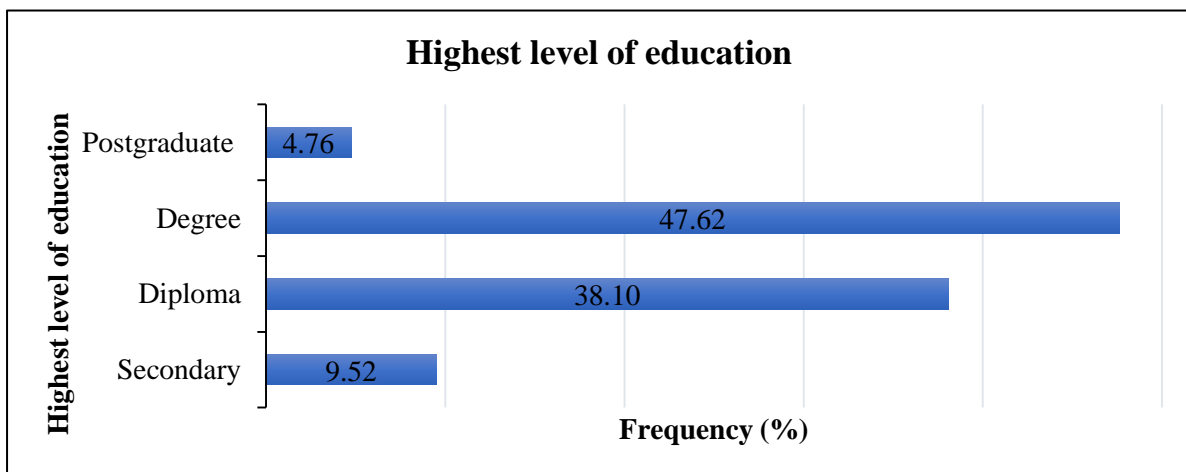


Figure 4.3: Participants Level of Education

Source: Primary data (2022)

The findings from the research show that 9.52% of the respondents' level of education was secondary, 38.10% had a diploma education, 47.62% had first degrees while 4.76% had a postgraduate education. The modal class of qualifications held was the degree. The results indicate IGPs in secondary school are under the management of very competent people in terms of educational qualifications as majority of those involved are holders a tertiary education qualification.

4.3.1.4 Years of Experience with the Current School

The following figure presents the years of experience which respondents have with their current school.

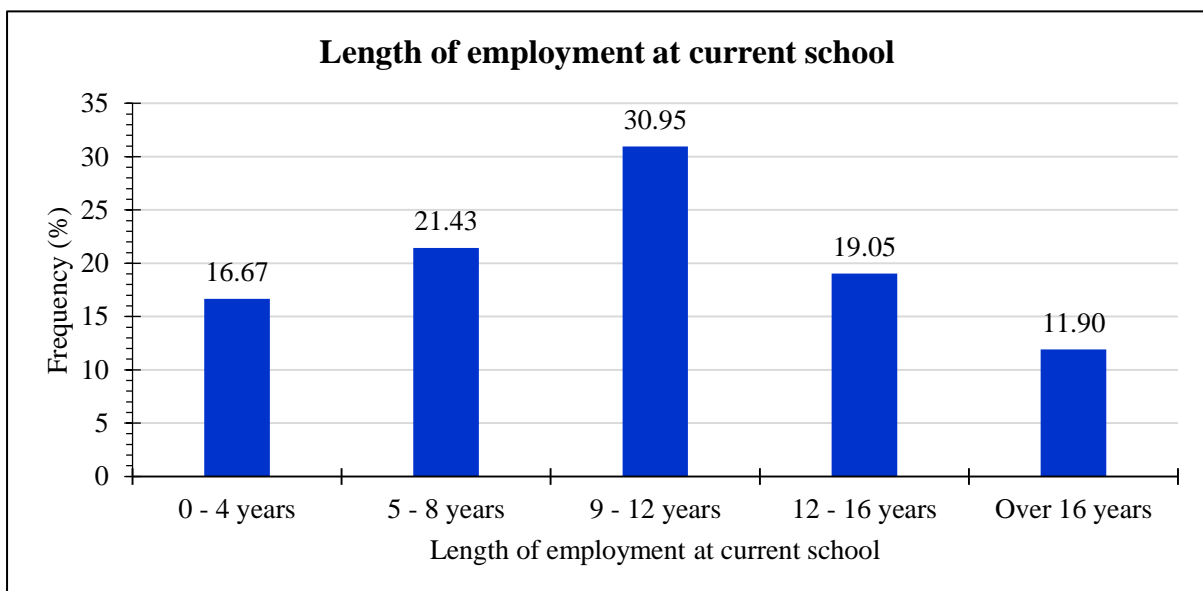


Figure 4.4: Years of Experience with the Current School

Source: Primary data (2022)

Figure 4.4 above indicates that 16.67% of the respondents had experience between 0-4 years at the current school, 21.43% had experience between 5-8 years, 30.95% had 9-12 years, 19.05% had 12-16 years while 11.90% had over 16 years of experience. The findings reveal that income generating projects teams in secondary school have a high level of experience with their current organization as majority of the respondents fall over 9 years of experience. More years of experience can imply that team members were well aware of the goals and culture of their schools which may prove important to the successful implementation of IGPs in their organisations.

4.3.2 Reliability tests

The questionnaire's internal consistency was evaluated using the Cronbach's alpha test, invented by Cronbach (1951). The questionnaire's individual items were divided into four groups with each measuring the same construct or idea. The first category had items that assessed the impact of leadership vision on IGP achievement. The second category of items assessed the impact of innovation, and the third category of items examined the impact of leadership risk-taking on the success of IGPs. The last category assessed the impact of leadership adaptability on IGP performance. Table 4.2 displays the findings from the reliability testing.

Table 4.2: Internal consistency of questionnaire

Dimension	No. of items	Item No. on Questionnaire	Corrected Item-Total Correlation	Cronbach's α if item deleted	Cronbach's α for dimension
Vision	5	C01	0.812	0.894	0.913
		C02	0.799	0.890	
		C03	0.812	0.890	
		C06	0.728	0.904	
		C10	0.809	0.889	
Innovation	5	C04	0.695	0.525	0.953
		C05	0.923	0.875	
		C12	0.891	0.832	
		C13	0.928	0.897	
		C14	0.917	0.855	
Risk-taking	3	C07	0.527	0.282	0.704
		C08	0.553	0.314	
		C09	0.549	0.301	
Flexibility	3	C15	0.480	0.281	0.752
		C16	0.718	0.516	
		C17	0.581	0.405	

The Cronbach alpha for each dimension was between 0.704 to 0.953. The appropriate range according to DeVellis (2012), is 0.70 to 0.95. A score of 0.9 or above is seen as being excessive and suggests the presence of redundant variables, which might lead to a high level of multicollinearity (Tavakol and Dennick, 2011). However, a score of 0.90 is regarded as exceptional, a value of higher than 0.8 is regarded as good, and a value of 0.7 to 0.8 is seen as acceptable (Byrne, 2010). Alpha levels below 0.7 are judged suspect, while those below 0.5 are ruled unsatisfactory (Matkar, 2012). The questions utilized in this study were reasonably

trustworthy in identifying the impact of entrepreneurial leadership on the effectiveness of IGPs in schools since the Cronbach's values were above 0.7.

4.3.3 Exploratory factor analysis

In order to classify the measures into smaller sets of the main underlying factors, exploratory factor analysis is used to compress a large number of variables in a questionnaire and to uncover the underlying links between the variables (structure detection). In other words, factor analysis is carried out by analysing the pattern of correlations between the observed measurements and is mostly utilized for data reduction purposes. According to Pawlasová (2015), measurements with high correlations—positive or negative—are probably affected by the same factors, whereas those with low correlations are probably affected by various factors. For this study's data reduction and structure finding, the Principal Component Analysis (PCA) method was used to select only those items with eigenvalues greater than or equal to 1. Then, using varimax rotation, smaller sub-components were produced to facilitate the comprehension of the components.

4.3.3.1 KMO and Bartlett's Test of Sphericity

Using Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity, the data are evaluated to see if they are suitable for factor analysis as the first stage in the process. The Bartlett's Test of Sphericity investigates variance homogeneity, whereas KMO tests evaluate sampling adequacy and have a value range of 0 to 1. KMO values nearer 1 denote relatively compact patterns of correlations in a dataset, which allows for the production of unique and trustworthy components using factor analysis (Hoelzle and Meyer, 2012). A KMO index of at least 0.6 is often needed to undertake factor analysis, whereas a KMO score of less than 0.6 indicates pervasive correlations, which makes data reduction challenging. Table 4.3 presents the results of the KMO and Bartlett's Test of Sphericity.

Table 4.3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.820
Bartlett's Test of Sphericity	Approx. Chi-Square	606.458
	Df	136
	Sig.	0.000

The findings indicate that the sample was appropriate and that there was no singularity among the variables because the KMO value is above 0.6 and Bartlett's test of Sphericity was

significant at $p = 0.000$. Therefore, the data satisfied the prerequisites for factor analysis. The fact that the results of the Bartlett's Test of Sphericity were significant at $p=0.0001$ suggests that none of the variables were singular.

4.3.3.2 Principal Component Analysis

Factor extraction is the second stage in a factor analysis. The questionnaire's set of items was best broken down into a smaller number of factors using principal component analysis, which also produced composite scores for these factors that could be used in further analysis. Only factors with eigenvalues higher than 1 were retrieved.

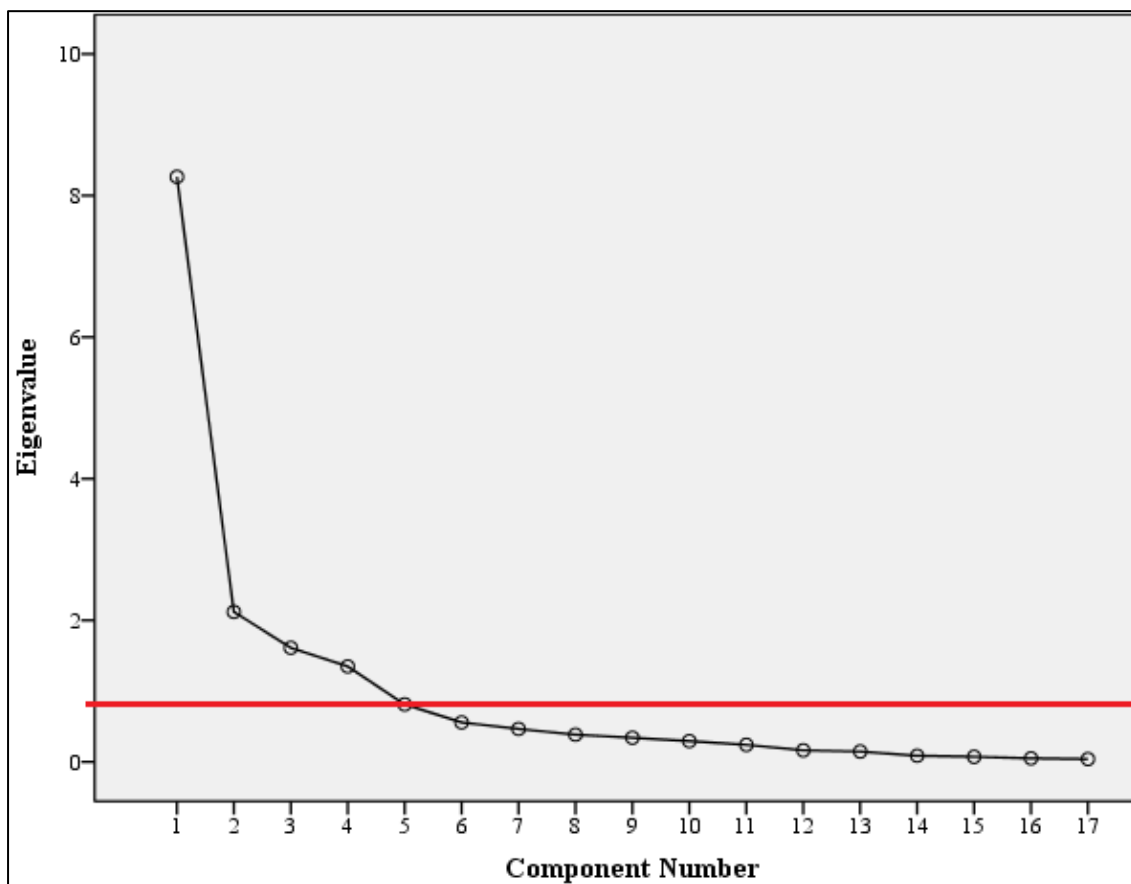


Figure 4.5: Scree plot

4.3.3.3 Varimax Rotation

After the factors have been extracted, the next step is to use factor matrix rotation techniques to find objects that are connected and belong. The numbers of significant components or elements in a correlation matrix whose correlations between the factors are less than 0.3 were counted using the varimax rotation method. The Varimax rotation eliminates factors with loadings of less than 0.4 and ranks variables according to the amount of their loadings,

greatly simplifying interpretation. The total variance explained is shown in Table 4.4, and the rotated matrix of items that load onto the same factors is shown in Table 4.5.

Table 4.4: Total variance explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.265	48.618	48.618	8.265	48.618	48.618	4.772	28.071	28.071
2	2.119	12.462	61.080	2.119	12.462	61.080	4.500	26.470	54.541
3	1.611	9.477	70.557	1.611	9.477	70.557	2.069	12.170	66.711
4	1.348	7.932	78.489	1.348	7.932	78.489	2.002	11.778	78.489
5	0.812	4.777	83.266						
6	0.557	3.278	86.544						
7	0.465	2.737	89.280						
8	0.385	2.262	91.542						
9	0.342	2.009	93.551						
10	0.294	1.730	95.282						
11	0.241	1.417	96.699						
12	0.164	.964	97.664						
13	0.147	.863	98.526						
14	0.087	.513	99.039						
15	0.072	.424	99.463						
16	0.050	.296	99.759						
17	0.041	.241	100.000						

Only the first four factors—which together accounted for 78.5% of the explained variance had eigenvalues higher than or equal to 1. According to Byrne (2010), desirable outcomes must demonstrate that the fewest number of factors can account for between 50% and 75% of the variance. Four factors accounted for more than 78.5% of the variation in this study, indicating that the questionnaire's questions were effective in capturing the impact of entrepreneurial leadership on the success of IGPs in schools. The components were divided into more manageable sub-components using varimax rotation for easy understanding.

Table 4.5: Rotated Component Matrix

	Component			
	1	2	3	4
Has a clear understanding of where we are going with entrepreneurial activities	0.833			
Anticipates, attempts to forecast events, considers what will happen in future	0.798			
Demonstrates an entrepreneurial orientation at work	0.790			
Communicates a vision of how the school may be improved in the future if specific projects are undertaken.	0.785			
Challenges us to think of new and better ways to beat the competition	0.780			
Asks team members for their vision and where they see their work going?	0.763			
Encourages staff to adopt an alternative perspective and be more creative.		0.915		
Sets money aside outside of the conventional budget to finance and support innovative initiatives.		0.903		
Creates an environment where project team members feel free to try new things.		0.892		
Creates a climate that encourages continuous improvement		0.869		
Encourages team members to come up with new ideas in the operation of IGPs		0.600		
Quickly takes a different direction when results are not being achieved			0.863	
Is open to trying new suggestions and strategies from others			0.824	
Is flexible in the management of school projects			0.644	
Is not afraid to take risks				0.820
Promotes an environment where risk taking is encouraged				0.725
Is highly involved; energetic; motivated towards entrepreneurial activities				0.623

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

The entrepreneurial leadership attributes were categorized based on the elements with the largest main loadings on the factor and any things that did not seem to fit were eliminated. There was a distinction in the items that loaded onto the different components, as seen by the highlighted regions in Table 4.6. These data suggest that the items on component 1 indicate leadership vision, the items on component 2 represent innovation, the items on component 3 represent flexibility, and the ones on component 4 represent risk-taking. The resulting regression factor scores were accepted as a reliable indicator of the impact of entrepreneurial leadership on IGP achievement in schools. Spearman's rank correlation and multiple regression analysis were used to assess the linkages and effects of the retrieved components on the performance of IGPs.

4.4 Influence of leadership vision on success of IGPs

The first objective of the study was to determine whether or not leadership vision affected the effectiveness of income-generating projects in secondary schools in the Guruve district.

Table 4.6: Leadership vision influence on IGPs success

Response	Frequency	Percent	Cumulative Percent
Yes	39	93	93
No	3	7	100
Total	42	100	

Source: Primary data (2022)

Research findings show that majority of the respondents (93%) are of the view that leadership vision is important to income generating projects success. Only 7% of the respondents indicated that leadership vision is not important to income generating projects success. To determine the relationship between leadership vision and success of IGPs, the regression factor scores for leadership vision derived from the factor analysis were correlated with the computed factor score for IGPs success. Correlation results are shown in Table 4.7.

Table 4.7: Correlation between leadership vision and success of IGPs

			Vision	IGPs success
Spearman's rho	Vision	Correlation Coefficient	1.000	0.534**
		Sig. (2-tailed)	.	0.000
		N	42	42
	IGPs success	Correlation Coefficient	0.534**	1.000
		Sig. (2-tailed)	0.000	.
		N	42	42

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2022)

The results show that there is positive relationship between leadership vision and success of IGPs in schools in Guruve. Leadership vision has a 0.534 correlation with IGPs success. The value of the correlation coefficient of 0.534 indicates a moderate positive correlation. Because the *p*-value of 0.000 is less than alpha value 0.05, the relationship between leadership vision and IGPs success is significant. These findings are in congruence with findings from previous studies (Ates et al, 2019; Steyn, 2014) who reported that vision plays a vital role in the successful implementation of projects. A cumulative 62.2% of the

respondents were in agreement that their leader anticipates and forecasts the future. The findings highlight that there are entrepreneurial leaders in secondary schools involved in the management and implementation of IGPs. Thus, these results are in line with the findings by Madsen (2021) who reported that a clear vision is a must if goal is to create a successful project.

4.5 Influence of leadership risk taking on the success of IGPs

Figure 4.6 shows that 88% of the respondents are of the view that risk taking is important to IGPs success while only 12% suggest risk taking not to be important to the success of IGPs in secondary schools in Guruve district, Zimbabwe.

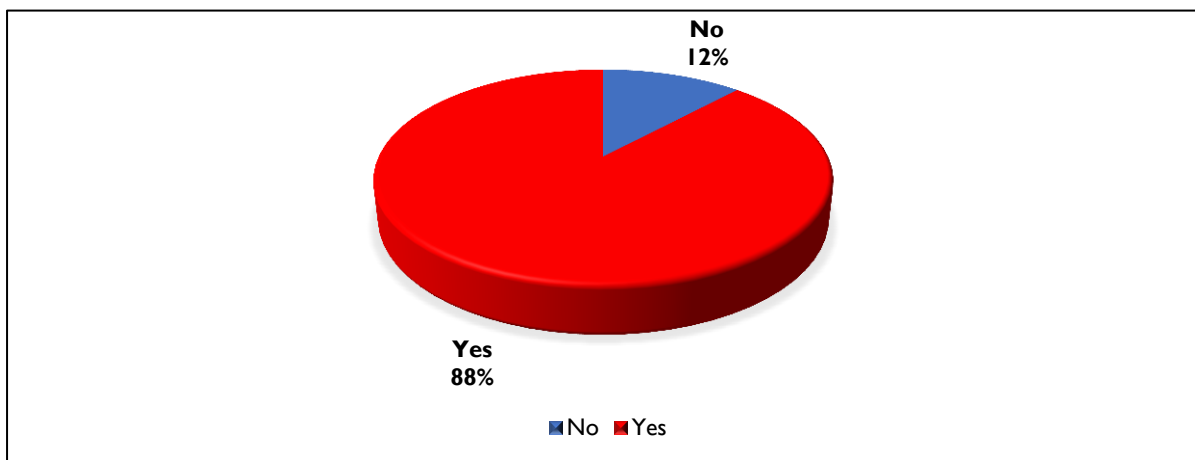


Figure 4.6: Importance of risk taking to IGPs success

Source: Primary data (2022)

Respondents who were in agreement with the importance of risk taking in the implementation of IGPs reported that it increases the chances of success as it is associated with high profit margins. Another respondent highlighted that risk-taking paves way to alternative ways of implementing IGPs. These findings are consistent with findings by Peng (2015) and Maladzhi (2015) who reported that leadership risk taking has a significant impact on organizational performance.

Table 1.8 shows the respondents' level of agreement with the statement that their leader is not afraid to take risks.

Table 4.8: Leader risk taking

Response	Frequency	Percent	Cumulative Percent
Strongly agree	11	26.2	26.2
Agree	22	52.4	78.6
Uncertain	0	0	78.6
Disagree	9	21.4	100
Strongly disagree	0	0	
Total	42	100	

Source: Primary data (2022)

Approximately 26.2% strongly agree that their leader is not afraid to take risks whereas 52.4 agree about their leader is not being afraid to take risks while is 0% of the respondents were uncertain, 21.4% disagreed and 0% strongly disagreed. 78.6% cumulative percentage of the respondents was positive about their leader not being afraid to take risks. This indicates that the entrepreneurial leadership element of risk taking is fairly evident in the implementation of IGPs in secondary schools. One of the interviewees stated that risk taking is a way of exploiting opportunities and gaining a competitive advantage over competitors operating in the environment. Another interviewee indicated an environment where risk taking is encouraged also encourages innovation. However, the association between risk-taking and success of IGPs in Gurube secondary schools suggests otherwise.

Table 4.9: Correlation between risk-taking and success of IGPs

		Risk-taking	IGPs success
Spearman's rho	Correlation Coefficient	1.000	-0.011
	Risk-taking		
	Sig. (2-tailed)	.	0.947
	N	42	42
	IGPs success		
	Sig. (2-tailed)	0.947	.
N	42	42	

The results presented in Table 4.8 shows that there is negative relationship between risk-taking and success of IGPs. Risk-taking has a -0.011 correlation with IGPs success. The value of the correlation coefficient indicates a very weak negative correlation. Because the *p*-value is greater than alpha value of 0.05, the relationship between risk-taking and IGPs success is insignificant.

4.6 Influence of innovation on success of IGPs

The study's third objective was to ascertain how innovation affected IGPs' success at schools in Guruve district. The respondents were asked to indicate whether or not they believed that innovation was crucial to the success of IGPs. Table 1.8 summarizes the responses.

Table 4.10: Innovation important to the success of IGPs

Response	Frequency	Percent	Cumulative Percent
Yes	42	100	100
No	0	0	
Total	42	100	

Source: Primary data (2022)

The whole 42/42 (100%) of the respondents were in support that innovation is critical to the success of IGPs. They were nil respondents with a view of innovation not being important to IGPs success. Further the respondents highlighted that innovation is a way of coming up with new ideas and new ways of running projects. One respondent highlighted that innovation through home grown solutions to challenges can help to limit expenditure on hired or foreign ideas. In reporting the importance of innovation another respondent indicated that innovation provides competitive advantage in the market and it offers a way for the school IGPs to stay on top of its competitors.

The regression factor scores for innovation produced from the factor analysis were correlated with the calculated factor score for IGPs success to ascertain the relationship between innovation and success of IGPs.

Table 4.11: Correlation between innovation and success of IGPs

		Innovation	IGPs success
Spearman's rho	Innovation	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	42
	IGPs success	Correlation Coefficient	0.250*
		Sig. (2-tailed)	0.047
		N	42

*. Correlation is significant at the 0.05 level (2-tailed).

According to the findings, there is a positive relationship between innovation and the successful accomplishments of IGPs in schools. Success of IGPs and innovation are correlated by 0.534. The correlation coefficient, which is equal to 0.534, shows a low positive correlation. Nevertheless, IGP success is significantly correlated with innovation since the *p*-value is less than alpha value of 0.05. These findings are agreement with past study findings on innovation which indicated that innovativeness in leadership is a key factor to effectiveness (Tatlah and Iqbal, 2012).

4.7 Relationship between leadership flexibility and success of IGPs

The respondents were asked to express their thoughts on the importance of leadership flexibility and IGP performance. Table 1.9 summarizes the findings.

Table 4.12: Flexibility important to the success of IGPs

Response	Frequency	Percent	Cumulative Percent
Yes	32	76.2	76.2
No	10	23.8	100
Total	42	100	

Source: Primary data (2022)

Regarding the entrepreneurial aspect of flexibility 76.2% of the respondents indicated that it is important to the success of IGPs while only 23% said no to the statement. Overall, the majority of the respondents are of the view that flexibility is important to IGPs success. In further explaining the influence of flexibility on the success of IGPs one respondent highlighted that flexibility is important to adapt to changes and suit the ever-changing business climate. The degree to which leaders are fast to alter course when desired results are not reached is shown in Table 4.11.

Table 4.13: Changing direction when results are not attained

Response	Frequency	Percent	Cumulative Percent
Strongly agree	6	14.4	14.4
Agree	17	40.5	54.9
Uncertain	15	35.7	90.6
Disagree	3	7.1	97.7

Strongly disagree	1	2.4	100
Total	42	100	

Source: Primary data (2022)

The leader change direction when results are not being attained, 14.4% strongly agreed, 40.5% agree, 35.7% uncertain, 7.1% disagree and only 2.4% strongly disagreed with the statement. Leader flexibility is evident in secondary schools IGPs as leaders are willing to change direction when results are not being attained. The Spearman’s rank correlation results between leadership flexibility and success of IGPs are shown in Table 4.11.

Table 4.14: Correlation between flexibility and success of IGPs

		Flexibility	IGPs success
Spearman's rho	Flexibility	Correlation Coefficient	1.000
		Sig. (2-tailed)	.0020
		N	42
	IGPs success	Correlation Coefficient	0.357*
		Sig. (2-tailed)	0.020
		N	42

*. Correlation is significant at the 0.05 level (2-tailed).

There is a positive relationship between innovation and the successful accomplishments of IGPs in schools. Success of IGPs and innovation are correlated by 0.534. The correlation coefficient, which is equal to 0.534, shows a low positive correlation. Nevertheless, IGP success is significantly correlated with innovation since the *p*-value is less than alpha value of 0.05. Yukl (2014) indicated that leadership flexibility is particularly important to deal with changes in the external environment. Thus, the findings of this study are consistent with previous study results by Vaari (2015) which showed that flexibility is the core of effective leadership.

4.8 Regression analysis

The primary objective of the study was to determine the influence of key attributes of entrepreneurial leadership on success of IGPs in secondary schools in Gurube district. To determine the impact of the variables on success of IGPs, multiple linear regression analysis was performed to determine whether the independent variables (leadership vision, flexibility, innovation, and risk-taking) predict the dependent variable (success of IGPs). Furthermore, multiple linear regression analysis was used to determine which amongst the four

independent variables contribute most to the variation of the dependent variable. The multiple regression model was formulated as shown the equation below:

$$Y = \alpha + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \epsilon$$

- Where:
- Y = IGPs success
 - α = Intercept
 - $\beta_1, \beta_2, \beta_3, \beta_4$ = Regression coefficients
 - X_1 = Leadership vision
 - X_2 = Innovation
 - X_3 = Flexibility
 - X_4 = Risk-taking
 - ϵ = Random error term

The summary of the model, shown in Table 4.15, shows the variation that the independent variables may account for.

Table 4.15: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.687 ^a	0.472	0.414	0.765

a. Predictors: (Constant), Risk-taking, Flexibility, Innovation, Vision

How closely the data match the fitted regression line is determined statistically by the R-squared. The greatest theoretical R-squared is 100, whereas the least theoretical R² is 0. R² values that are close to 0 shows that the model does not account for any of the variability in the response data around its mean. The entrepreneurial leadership qualities in this study account for 47.2% of the variation in IGPs in schools. This leaves only 52.8% unexplained. Analysis of variance (ANOVA) was used to examine the regression model's statistical significance and determine if it adequately describes the connection between the predictor variables and the dependent variable. It is displayed in Table 4.15.

Table 4.16: Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.334	4	4.834	8.255	0.000 ^b
	Residual	21.666	37	0.586		
	Total	41.000	41			

a. Dependent Variable: IGPs success

b. Predictors: (Constant), Risk-taking, Flexibility, Innovation, Vision

The results shown in Table 4.16 suggest that, the regression model is a good descriptor of the relationship between leadership vision, innovation, flexibility, risk-taking and IGPs success ($F= 8.255$; $p=0.000$). This means that the independent variables significantly explain the variation in the dependent variable.

Beta standardised coefficients were used to determine which of the four predictor variables, that is, leadership vision, innovation, flexibility, risk-taking contribute the most to the variation in secondary school IGPs success.

Table 4.17: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.447E-17	0.118		.000	1.000
	Vision	0.522	0.120	0.522	4.371	0.000
	Innovation	0.182	0.120	0.182	1.519	0.039
	Flexibility	0.407	0.120	0.407	3.403	0.002
	Risk-taking	0.020	0.120	0.020	.163	0.871

a. Dependent Variable: IGPs success

The results presented in Table 4.17 indicate that leadership vision has the most weight or contributes the greatest amount of variation to the success of IGPs in secondary schools in Guruve ($\beta = 0.522$; $p = 0.001$) followed by leadership flexibility ($\beta = 0.407$; $p = 0.002$). The contribution of risk-taking was negligible ($\beta = 0.020$) and not significant at 5% level of significance.

4.9 Analysis of the hypothesis

4.9.1 Hypothesis 1

The first objective sought to ascertain the influence of leadership vision on the success of IGPs in secondary schools in Guruve District, Zimbabwe. It was, therefore, hypothesised that:

H₀: Leadership vision does not play an important role to the success of IGPs in secondary schools.

H₁: Leadership vision significantly plays an important role to the success of IGPs in secondary schools.

A significant regression equation was found ($F(4,41) = 8.255, p < 0.001$) with an R^2 of 0.472. The regression result show that, truly there is a strong, significant and positive relationship between leadership vision and success of IGPs in secondary schools in Guruve district ($\beta = 0.522, p < 0.001$). Therefore, the null hypothesis was rejected and it was concluded that leadership vision has a moderate, positive significant influence on the success of IGPs in secondary schools in Guruve district. An additional unit of leadership vision will result in 52.2% improvement in IGPs success.

4.9.2 Hypothesis 2

The second objective sought to determine the influence of leadership risk taking on the success of IGPs in secondary schools in Guruve district, Zimbabwe. It was therefore, hypothesised that:

H₀: There is no significant relationship between leadership risk taking and IGPs success in secondary schools.

H₁: There is a significant relationship between leadership risk taking and IGPs success in secondary schools.

The regression result show that there is a weak relationship between leadership risk-taking and IGPs success in secondary schools ($\beta = 0.094, p < 0.001$). The relationship was not significant at 5% level of significance hence the null hypothesis was rejected and it was concluded that leadership risk taking has a weak, insignificant influence on IGPs success in secondary schools in Guruve district. Therefore, it is important to know the risk factors that affect the success of IGPs in schools, find relationships between them, and design models that show their effects.

4.9.3 Hypothesis 3

The third objective sought to determine the influence of leadership innovation on IGPs success in secondary schools. It was therefore, hypothesised that:

H₀: There is no significant relationship between innovation and the success of IGPs in secondary schools.

H₁: There is a significant relationship between innovation and the success of IGPs in secondary schools.

The regression result show that innovation has a weak positive significant influence on IGPs success ($\beta = 0.031, p > 0.05$). Therefore, we reject the null and it was concluded that at 5% level of significance there is a significant relationship between innovation and the success of IGPs in secondary schools in Guruve district.

4.9.4 Hypothesis

The fourth and final objective sought to determine the influence of leadership flexibility on IGPs success in secondary schools. It was therefore, hypothesised that:

H₀: There is no significant relationship between leadership flexibility and the success of IGPs in secondary schools.

H₁: There is a significant relationship between leadership flexibility and the success of IGPs in secondary schools.

The regression result show that, leadership flexibility has a moderate positive significant influence on IGPs success ($\beta = 0.407, p > 0.05$). Therefore, we reject the null and it was concluded that at 5% level of significance there is a significant relationship between leadership flexibility and the success of IGPs in secondary schools in Guruve district.

Table 4.18: Summary of hypothesis testing

<i>Hypothesis</i>	β	<i>p-value</i>	<i>Decision</i>
H1: Leadership vision significantly plays an important role to the success of IGPs in secondary schools	0.522	**	Supported
H2: There is a significant relationship between leadership risk taking and IGPs success in secondary schools	0.020	<i>ns</i>	Not Supported
H3: There is a significant relationship between innovation culture and the success of IGPs in secondary schools.	0.182	*	Supported

H4: There is a significant relationship between leadership flexibility and the success of IGPs in secondary schools	0.407	*	Supported
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** significant at $p < 0.001$; *significant at $p < 0.05$; ns – not significant

4.10 Presentation of Qualitative Findings

In this research, school heads of selected secondary schools in Guruve district were interviewed to get their views regarding the practice of entrepreneurial leadership in their schools.

4.10.1 Coding

The researcher was able to successfully conduct interviews from five secondary schools. The interviewed school heads were given codes to conceal their identity for ethical purposes. The following codes were used as pseudonyms to protect the schools and respondents representing the five schools from where the researcher collected the data.

Table 4.19: Respondent codes and meanings

Respondent code	Meaning
SH1	School head at school 1
SH2	School head at school 2
SH3	School head at school 3
SH4	School head at school 4
SH5	School head at school 5

Table 4.19 above shows the school heads who were interviewed from five secondary schools in Guruve district.

4.10.2 What is your vision for your school IGPs?

The findings from interviews indicate that school leaders have clarity regarding entrepreneurial activities in their school. 100% of the respondents in interviews were clear with the direction of entrepreneurial activities in their institutions. In the interviews with participants they indicated the following regarding their vision with entrepreneurial activities in their schools.

SH1 said *“Our entrepreneurial activities are after growing the school through generation of additional income to fund infrastructure development and other high expenditure activities”*.

SH2 *“The vision of our income generating projects is to exploit locally available resources and opportunities to generate extra income for the school”*.

SH3 *“Our school is into income generating activities for the purpose of affording learners a hands-on learning experience”*.

SH4 *“Our institution’s direction with IGPs lies on education within production”*.

SH5 *“The direction of entrepreneurial activities in the school is to help in molding all rounded learners with both academic and practical skills”*.

In view of the responses given above the findings from questionnaires and interviews collaborate well regarding the clarity of entrepreneurial activities direction in the school, suggesting they is trustworthiness in the data collected from both sources in the study.

4.10.3 How do you familiarize your project team members with the school vision on IGPs?

The interview respondents were also in agreement that communication of vision is important to IGPs success. Respondents indicated that they make use of platforms such as briefings and meetings to familiarize their income generating projects team members of their vision. One interviewee (SH2) indicated that

“The vision is displayed in the school head’s office and staff room to serve as a constant reminder to every team member of the aims of the organization. I talk about our institutional vision frequently to sell it to others and try to bring every team member onboard”

Generally, the findings from interviews confirm findings from questionnaires that communication of vision is important to the success of IGPs. Data gathered through the questionnaire indicate under-communication of the vision which ultimately negatively influences the performance of IGPs in secondary schools.

4.10.4 Theme 1: Does the vision drive IGPs success?

This study sought to ascertain if leadership vision influences the success of IGPs in secondary schools in Guruve district, Zimbabwe. There was consensus between data collected from questionnaires and data collected through interviews regarding the influence of vision on the success of IGPs in secondary schools. Respondents in both interviews and questionnaires concurred that vision is important to the success of IGPs in secondary schools. In reiterating the importance of vision SH1 said

“Vision gives the leader an opportunity to lead from the front and rally team members to pursue common goals. It generates a team spirit in the implementation of IGPs making success a possibility”

Vision was regarded important because it gives guidance and acts as a focus point to team members in the pursuit of IGPs goals. From vision comes the strategy to achieve the vision which sets the stage for IGPs success.

4.10.5 Theme 2: What role does risk taking play in your leadership practice?

Respondents in the study indicated that risk taking is a way of handling uncertainty with creativity and a way of breaking away from the traditional ways of doing things.

SH2 said *“We are prepared to take risk and push the boundaries. We are prepared to do new things to move forward”*

This shows that school heads in schools are charting new courses for their income generating activities by exhibiting the entrepreneurial leadership behavior of risk taking. Respondents to interviews also indicated that risk taking must be accompanied with the ability to accept responsibility for actions undertaken. If things do not go as planned the school leader should not apportion the blame to team members but rather should accept the blame and try to act intelligently in the future.

There were also mixed views regarding the role of risk taking on the success of IGPs in secondary schools. While there was agreement on the importance of risk taking in the implementation IGPs the interview respondents emphasized on calculated risk taking. In the words of SH3

“Risk taking must be properly planned and implemented. Unplanned and unfocused risk taking can bring disastrous results and endanger organizational resources and activities leading to failure of income generating activities”

It is important to note that risk taking has potential for both growing of entrepreneurial activities in the school setup or it could also lead to loss of organizational resources. Both questionnaire and interview respondents largely agreed to the fact that risk taking is important to the success of IGPs in secondary school. Interview respondents however indicated that risk taking should be done with proper planning and management within the confines of policy regulations.

4.10.6 Theme 3: Does innovation influences the performance of IGPs in secondary schools in Guruve district.

Innovation influences the performance of IGPs in secondary schools by enabling the introduction of novel processes, projects or products. Interview respondents indicated that innovation enables IGPs members to venture into new opportunities. According to SH1 innovation is about thinking outside the box. It is about breaking away from the traditional ways of doings things. SH2 indicated that innovation is important in that it develops team members to view challenges as potential opportunities.

SH3 said *“To be upfront and stay there you have to embrace innovation. In any entrepreneurial venture you cannot expect to gain a competitive edge and stay ahead of others if you do not deliberately encourage innovative behaviors in your team members.”*

SH4 reiterated the need to empower team members to become innovative. SH5 indicated that it is always necessary to challenge team members to come up with new innovative ideas as a way to drive IGPs success.

Respondents also indicated the importance of sharing of ideas with team members and an attitude of being open minded as necessary to cultivate an innovative environment with the school IGPs. SH5 also emphasized on the need for an ‘open door policy’ as a way to encourage generation of new ideas. In this regard the results from both questionnaires and interviews resonate well as they all indicated that innovation is important to the success of IGPs in secondary schools in Guruve district.

4.10.7 Theme 4: Flexibility influences the success of IGPs in secondary schools in Guruve district.

Leadership flexibility was identified as important to the success of IGPs in secondary school in Guruve district. SH1 indicated leadership flexibility in terms of plans as needful. The respondent further said “*flexibility is unquestionable and implies the ability to adapt to changes in both the internal and external environment*”. SH2 also said “*uncertainty is the new normal, changes are happening every day that are threatening the smooth operations of school operations and IGPs. To be effective it demands flexibly responding to unexpected events in the work environment.*” Hence, there was general consensus from the research respondents on the need to apply some flexibility in the implementation of IGPs.

4.11 Chapter summary

This chapter analysed the data that was obtained from questionnaires and interviews. Conclusions were made based on the data. The next chapter provides the findings, conclusions and recommendations for policy intervention.

CHAPTER FIVE

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and recommendations. This study sought to establish the influence of entrepreneurial leadership on the success of income generating projects in secondary schools. The researcher used a combination of questionnaires and interviews to collect data. The chapter further presents suggestions for further research.

5.2 Conclusions of the Study

5.2.1. Objective: To ascertain the influence leadership vision on the success of IGPs in secondary schools in Guruve district, Zimbabwe.

From the findings of the study it can be concluded that leadership vision is important to the success of IGPs in secondary schools. The results show that there is positive relationship between leadership vision and success of IGPs in schools in Guruve district. Leadership vision has a 0.534 correlation with IGPs success. However the study found out that although leadership vision is a contributor to the success of IGPs, it is not well communicated and participation of team members in coming up with a vision is very minimal.

5.2.2 Objective: To determine the influence of leadership risk taking on the success of IGPs in secondary schools in Guruve district, Zimbabwe.

The research findings indicated that there is negative relationship between risk-taking and success of IGPs. Risk-taking has a -0.011 correlation with IGPs success. The value of the correlation coefficient indicates a very weak negative correlation. The relationship was not significant at 5% level of significance hence it was concluded that leadership risk taking has a weak, insignificant influence on IGPs success in secondary schools in Guruve district.

5.2.3. Objective: To examine the influence of innovation on the success of IGPs in secondary schools in Guruve district, Zimbabwe.

The study concludes that innovation is a critical factor to the success of IGPs. The regression result showed that innovation had a moderate positive significant influence on IGPs success. The respondents agreed that innovation is a way to break away from the traditional ways of

doing things and introducing methods, projects, products and services that make the organization stay upfront of their competitors.

5.2.4. Objective: To examine if leadership flexibility influence IGPs success in secondary schools in Guruve district, Zimbabwe

The study concludes that flexibility is an important element to the success of IGPs in the secondary schools. For leaders to be effective in various situations they must be flexible in their leadership style and their plans. However, according to findings flexibility is the factor with the least impact on success of IGPs comparing to other variables under study.

With reference to the above given information the researcher concludes that the research questions has been satisfactorily answered. All appropriate findings and developing issues from the research have been revealed.

5.3 Recommendations to school heads and project managers

In light of the above conclusions, the following recommendations are made:

School leaders and project managers are encouraged to adopt entrepreneurial leadership in the implementation of IGPs in secondary schools. The study found out that schools with vibrant IGPs are implementing entrepreneurial leadership style.

School leaders should craft a clear vision that is effectively communicated both verbally and written. The study found out that vision is important in the implementation of IGPs but it is not being communicated effectively to IGPs members.

School leaders should promote an environment where risk taking is encouraged. The study found out that school leaders with an entrepreneurial character promote risk taking.

5.3.1 Recommendations to the Ministry of Primary and Secondary Education

The researcher recommends MoPSE to develop a comprehensive income generating projects policy. The policy should outline operations and leadership issues in the implementation of IGPs in secondary schools. The ministry should support schools with leadership training to

improve practice, particularly training school leaders on the distinct entrepreneurial leadership style.

5.4 Areas for further study

One might wish to apply quantitative methods to measure the influence of entrepreneurial factors on IGPs success. There is need to test the impacts of entrepreneurial leadership constructs on IGPs success more widely in educational settings.

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7 APPENDICES

Appendix 1: Interview guide



BINDURA UNIVERSITY OF SCIENCE EDUCATION

GRADUATE SCHOOL OF BUSINESS (GSB)

FACULTY OF COMMERCE

Cover letter for the interview guide

21 October 2022

Dear Respondent

My name is Adam Simbi. I am student currently enrolled at Bindura University of Science and Technology, in the Graduate School of Business conducting a study in partial fulfilment of the requirements for the degree of Masters in Leadership and Corporate Governance. The purpose of this study is **to investigate the influence of entrepreneurial leadership on the success of income generating projects in secondary schools in Guruve District.**

It is my humble request to invite you to become a voluntary participant in this research. I assure you that the data collected from you will be treated with utmost confidentiality and will be used for academic purposes only. Should you have any queries or require any further information do not hesitate to get in touch with me on +263 772862998, email:

a.simbi2016@gmail.com

Thank you for your help and support.

Adam Simbi

INTERVIEW GUIDE

SECTION A: LEADERSHIP VISION

1. What is your vision for your school IGPs?
2. How do you familiarize your project team members with the school vision on IGPs?
3. Do you involve team members in the overall vision of the project?
4. Does the project vision drive project success?

SECTION B: RISK TAKING

5. Who assumes ultimate responsibility for all projects at your school?
6. What role does risk taking play in your leadership practice?
7. Do you consider risk taking important to IGPs success?

SECTION C: INNOVATION

8. Do you encourage new ideas in the operation of IGPs?
9. How do you and project team members come up with new ideas?
10. In the last 3 years did your IGPs introduce improved/new products; processes, or marketing methods?
11. In your opinion, what do you think you do differently as compared to other schools in the running of IGPs?

SECTION D: FLEXIBILITY

12. How do you react to changes in policy?
13. Do you prefer a single leadership style or alternating leadership styles?
14. Are you open to revising your plans to incorporate new ideas? How do you do it?
15. Do you listen to and act upon school stakeholders' complaints?

Thank you for your participation

Appendix 2: Questionnaire



BINDURA UNIVERSITY OF SCIENCE EDUCATION

GRADUATE SCHOOL OF BUSINESS (GSB)

FACULTY OF COMMERCE

Cover letter for the research questionnaire

10 November 2022

Dear Respondent

My name is Adam Simbi. I am currently enrolled at Bindura University of Science and Technology, in the Graduate School of Business conducting a study in partial fulfilment of the requirements for the degree of Masters in Leadership and Corporate Governance. The purpose of this study is to investigate **the influence of entrepreneurial leadership on the success of income generating projects (IGPs) in secondary schools in Guruve District.**

It is my humble request to invite you to become a voluntary participant in this research by filling in this questionnaire as truthful as possible. I assure you that the data collected from you will be carefully will be treated with utmost confidentiality and will be used for academic purposes only. Should you have any queries or require any further information do not hesitate to get in touch with me on mobile number 0772862998, or email: a.simbi2016@gmail.com

Thank you for your help and support.

RESEARCH QUESTIONNAIRE

Tick where appropriate

SECTION A: DEMOGRAPHICS

1. Please Indicate your gender M F
2. Please indicate your age:
Less than 21 21 - 30 31-40
41-50 Above 50
3. Indicate your highest level of education
Primary Secondary Diploma
Degree Other (please specify)
4. For how long have been working in with your current school
0- 4 years 5-8 years
9-12 years 12-16 years Over 16 years

SECTION B:

VISION

5. Do you consider the vision of your school important to IGPs success?
Yes No
6. Is the vision of your school well communicated to all IGPs team members?
Yes No

RISK TAKING

7. Do you consider risk-taking an important factor in the success of IGPs at your school?
Yes No
8. If yes, explain how it contributes to IGPs success at your school.

.....

INNOVATION

9. Do you consider innovation an important factor to the success of IGPs at your school?
 Yes No

10. If yes, explain how it influences IGPs success.

FLEXIBILITY

11. Do you consider flexibility an important factor to the success of IGPs at your school?
 Yes No

12. If yes, give examples of how it influences IGPs success at your school.

SECTION C: QUESTIONS REGARDING YOUR LEADER

13. Using the following scale please indicate the extent of your agreement with each of the statements given below regarding your leader

<i>Strongly agree</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1	2	3	4	5

	Element	1	2	3	4	5
C1	Demonstrates an entrepreneurial orientation at work					
C2	Has a clear understanding of where we are going with entrepreneurial activities					
C3	Asks team members for their vision and where they see their work going?					
C4	Encourages team members to come up with new ideas in the operation of IGPs					
C5	Creates a climate that encourages continuous improvement					
C6	Challenges us to think of new and better ways to beat the competition					

C7	Is not afraid to take risks						
C8	Promotes an environment where risk taking is encouraged						
C9	Is highly involved; energetic; motivated towards entrepreneurial activities						
C10	Communicates a vision of how the school may be improved in the future if specific projects are undertaken.						
C11	Anticipates, attempts to forecast events, considers what will happen in future						
C12	Sets money aside outside of the conventional budget to finance and support innovative initiatives.						
C13	Encourages staff to adopt an alternative perspective and be more creative.						
C14	Creates an environment where project team members feel free to try new things.						
C15	Is open to trying new suggestions and strategies from others						
C16	Quickly takes a different direction when results are not being achieved						
C17	Is flexible in the management of school projects						

SECTION D: IGP SUCCESS

14. Using the following scale please indicate the extent of your agreement with each of the statements given below regarding your school's IGPs success

<i>Strongly agree</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1	2	3	4	5

		1	2	3	4	5
D1	Our school's income initiatives are consistently finished on schedule and within budget.					
D2	Income projects carried out this year had positive income revenues					
D3	The school's income-generating ventures improved total profit considerably.					
D4	Our school reported a profit in its yearly financial report.					
D5	The IGPs assist the school in maintaining a positive cash flow and self-sufficiency.					

Thank you for your participation

Appendix 3

Adam Simbi Final Turnitin

ORIGINALITY REPORT

	0%	0%
SIMILARITY INDEX	3%	3%
INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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