

Unveiling The Journey: From Entrepreneurial Leadership to The Emergence of Entrepreneurial Culture in Malaysian Schools

Siti Sabihah Ghazali¹, Steven Eric Krauss², Suhaida Abdul Kadir¹

¹Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor, Malaysia, ²College of Education and Human Development, University of Missouri, Columbia, 65211 Missouri, United States

Corresponding Author Email: sitisabihah@upm.edu.my

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Abstract

Entrepreneurial leadership within school administrations stands out as a notable aspect of contemporary educational systems. While there is a growing body of information on entrepreneurial leadership in schools, there remains a lack of specific insights into the practices of these entrepreneurial leaders within centralized school systems. Schools, traditionally regarded as non-profit organizations, are now witnessing a significant shift towards entrepreneurial leadership in their administrative structures. Despite past studies emphasizing the crucial role of school leaders in shaping school culture, there is a dearth of detailed discussion on the specific practices of centralized entrepreneurial school principals. This study aims to address this gap by examining how entrepreneurial leadership practices influence the cultural emergence of schools. To achieve the objectives of this study, two entrepreneurial school principals from different backgrounds and locations were selected. These principals were chosen based on their successful implementation of entrepreneurial practices as recognized by their followers and community members. A total of 18 respondents, including school principals, teachers, and stakeholders, were interviewed and assessed following the study's objectives. In conclusion, this study contributes to the educational literature by expanding our understanding of entrepreneurial culture within schools through the lens of leadership practices employed by school principals.

Keywords: Education Administration, Entrepreneurial Culture in School, School Culture, School Principal, Entrepreneurial Leadership

Introduction

Entrepreneurship has recently garnered attention as a vital element in school development. Past studies indicated that Entrepreneurial Leadership helps schools to gather the society and

stakeholders with school administration (Yemini et al., 2015; Xaba & Malindi, 2010; Yemini & Sagie, 2015). Moreover, entrepreneurship in school also encouraged school administration to develop branding for a competitive advantage (Esfahani & Pour, 2013; Molitoris, 2013). Although there was much information on the implementation of Entrepreneurial Leadership in business and starting to grow in the field of school administration, very little information in the literature review discussing and argues on the effect of entrepreneurial leadership specifically by the school leaders in school management and impact in school culture development (Ali Sabanci et al., 2016; Atasoy, 2020; Berry, 1997; Kalkan et al., 2020). The shifts in an organisational culture relied on socialisation, communication, rapport, history, and behaviour among organization members (İnandi & Giliç, 2016; Turan & Bektaş, 2013). Essentially, in the school administration environment, principal leadership practices reflected the primary aspects affecting school culture (Li & Hung, 2009; Hörnqvist & Leffler, 2014; Morris et al., 2020; Turan & Bektaş, 2013). Although much of the information on school principals' leadership practices substantially impacted school culture development, studies specifically on the entrepreneurial culture in school as an effect of the Entrepreneurial Leadership practices need more information due to the holistic Entrepreneurial Leadership implementation in school administrations (Acton, 2021; Kruse & Louis, 2010; Morris et al., 2020; Turan & Bektaş, 2013).

Given that schools as non-profit institutions varied from other organisations, comprehensive investigations on the effects of entrepreneurial leadership practices on the entrepreneurial culture in school were deemed necessary. This study aimed to provide a sound understanding of school entrepreneurial culture through school principals entrepreneurial leadership practices. Specifically, this study adds to our knowledge of the entrepreneurial school culture within educational institutions by examining how the leadership practices of principals influence such culture in school administration. A comprehensive comprehension of these practices and the development of the school culture was attained through the meticulous implementation of a qualitative multiple case study method.

Literature Review

School Culture

The organisational culture was formed through socialisation, communication, and rapport among organisational members through history, behaviour, and practice (Hallinger & Leithwood, 1996; İnandi & Giliç, 2016; Lund, 2003; Muhammad, 2009; Thanomwan & Buncha, 2014; Uğurlu, 2009). Previously, Erickson (1987) indicated school culture as the nature of life and instruction in educational institutions. Likewise, Louis and Wahlstrom (2011) conceded that culture was one of the essential efficient leadership components. On another note, school culture practices affected the shifts in school missions and visions, educational approaches, decision-making, and implemented regulations (De, Tavares-Silva & Pessanha, 2012; Kavitha & Akmaliah, 2016; Naranjo-Valencia et al., 2011). Regardless, some primary research elaborated on school culture components and the influential roles of school principals towards school culture development. Table 1 presents the school culture components based on much research.

Table 1

School Culture Components from Multiple Studies

References	School Culture Components
Hörnqvist & Leffler (2014)	School culture implied the behaviours and attitudes of principals, teachers, and staff.
İnandı & Giliç (2016)	School culture was impacted by history, customs, and practices.
Turan & Bektaş (2013)	School culture was established through principals' and teachers' socialisation and communication.
Ali Sabancı et al. (2016)	School culture was established through school leaders using communication skills.
Kalkan et al. (2020)	School culture practices and principals leadership style reflects the school branding.
Zhu, Devos & Tondeur (2014)	School culture was influenced by several factors such as nation culture, education policies and school leadership practices.

Notably, the primary elements of school culture development begins with the principal leadership styles for several reasons. First, a school principal was the school “gatekeeper” who catalysed substantial school culture shifts from the leadership practices (Hörnqvist & Leffler, 2014; Thomas, 2000; Yemini & Sagie, 2015). Additionally, the school principal denoted the primary school administration component who guided the school accordingly (Aminah, 2012; Hörnqvist & Leffler, 2014; Louis & Wahlstrom, 2011). In this vein, school principals played a highly essential role in school culture, subsequently leading to other educational practices and implementations as a consequence of the leadership practices.

In this study, the primary objective is to identify the vital features incorporated by school principals entrepreneurial leadership towards the emergence of entrepreneurial culture in school. Notably, a school principal was the key determinant of adequate school culture practices (Hornáčková, Princová & Šimková, 2014; Hörnqvist & Leffler, 2014; Thomas, 2000; Yemini & Sagie, 2015). As school culture was determined by organisational individuals, entrepreneurial culture inevitably occurred in school administrations. This study examined the entrepreneurial culture in school through the lens of Thornberry Entrepreneurial Leadership Model (2006) as it aligned with the objectives of this study.

Thornberry (2006) Entrepreneurial Leadership

Essentially, Thornberry (2006) denoted entrepreneurial leaders as innovative and proactive risk-takers who implemented entrepreneurial techniques through leadership activities and roles. Thornberry recommended four dimensions reflecting entrepreneurial leaders, such as miner, explorer, accelerator, and integrator. The miner dimension denoted leaders' approaches in executing responsibilities. Meanwhile, the explorer dimension emphasised opportunities for organisational manipulation and management. In this vein, opportunity reflected one of the primary concerns in examining and comprehending organisational growth and perpetuation. The accelerator dimension was also outlined in the entrepreneurial leadership model.

In education administration, the incorporation of followers' performance into organisational visions would conveniently occur with external knowledge (current educational trends, policies, and practices conveyed by leaders to followers). Typically, followers comprehended and believed in organisational visions through specific actions and general performance. In

school settings, school principals would continuously interact with employees in promoting school visions through particular deeds and decisions. Figure 1 presents each dimension roles.

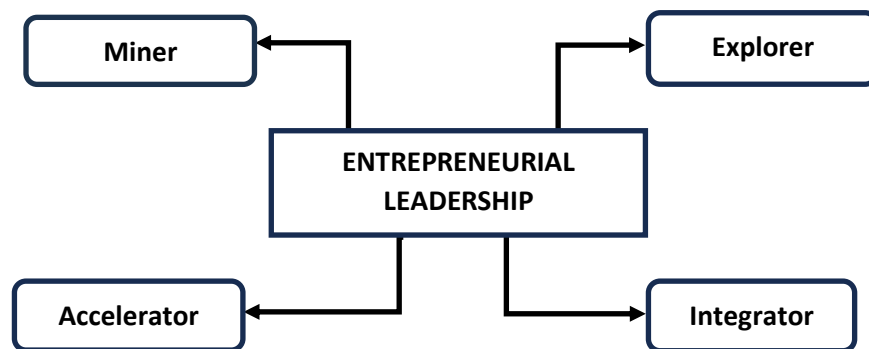


Figure 1: Thornberry (2006) Entrepreneurial Leadership Dimension

Entrepreneurial Culture in School

Perceivably, knowledge of entrepreneurial culture in school remained lacking Hörnqvist & Leffler (2014) following specific reasons. Given that schools were typically denoted as non-profit organisations Knight (1993), entrepreneurial culture was seldom highlighted (Miri Yemini et al., 2015). Additionally, entrepreneurial culture was particularly outlined within common organisations (Bhattacharyya, 2010; Kuratko & Hodgetts, 2007), whereas implementation levels in schools varied. Despite the agreement on the adhocracy culture as a reflection of the entrepreneurial counterpart (Feit, 2016; Nieswandt, 2017), the conceptualisations and disagreements on entrepreneurial school culture and subsequent developments remained ambiguous. Although entrepreneurial culture in school elements remained questionable, the entrepreneurial culture in school integration with school principals' leadership practices as catalysts of school visions, stakeholders, risk-takers, and creative and innovative strategies induced scholarly concern. In denoting schools and school principals as organisations and school leaders, respectively, it was vital to comprehend that organisational members shared similar attitudes and behaviours in organisational practices (Louis, 2006). Consequently, the entrepreneurial culture in school implied a shift of the oriented culture following the present education needs. In other words, the shift in school culture aligns with the school development and performance with the current demands. However, the emergence of entrepreneurial culture in school administration through the entrepreneurial leadership practices still require a deep study and proven.

Entrepreneurship was gradually occurring with entrepreneurial leadership practices (Miri Yemini et al, 2015). Given that schools were generally non-profit organisations, various methods were implemented to promote entrepreneurship in schools (Borasi & Finnigan, 2010; Yemini & Sagie, 2015). This study identifies the specific entrepreneurial practices implemented by the principals leads to the emergence of entrepreneurial culture in school administration as a non-profit school with centralized administration through a deep multiple case study.

Methodology

The study employed a multiple case study method to gain a thorough understanding of how entrepreneurial school leaders foster entrepreneurial culture within their schools (Creswell, 2013; Merriam & Tisdell, 2016). Interviews and observations were conducted to gather data,

with semi-structured interview questions guiding the discussions. Schools from various districts were chosen, with two schools serving as the primary data sources to ensure diverse perspectives. To enhance accuracy, the selected schools were located in different geographic areas, with two-tier sampling used to select respondents. Both school principals operated in distinct environments—one in a modern city and the other in a small town, both under government supervision. A total of 18 respondents, including principals, teachers, and stakeholders from the selected schools, participated in face-to-face, in-depth interviews following established approaches (Merriam, 1998; Merriam & Tisdell, 2016). Identifying entrepreneurial school principals was challenging due to the lack of categorization in Malaysian school leadership practices. However, through careful selection based on known entrepreneurial leadership traits, schools with entrepreneurial culture practices were identified. This approach aimed to uncover fundamental practices contributing to the emergence of entrepreneurial culture in schools.

Two entrepreneurial school principals, each representing distinct school characteristics, were chosen to enhance the understanding of entrepreneurial school culture emergence. The criteria for entrepreneurial culture included community involvement, engagement with stakeholders, and activities promoting entrepreneurship. Initially, individual interviews were conducted with the principals, followed by separate interviews with three stakeholders and five teachers, crucial figures in shaping school culture. This process ensured that all key stakeholders were aligned with the identified cultural elements. In the preliminary phase, principals were selected from diverse locations, districts, and school backgrounds, reflecting the variability in Malaysian secondary school status. These principals were recognized for their entrepreneurial leadership and active involvement in organizing entrepreneurial activities such as fundraising to augment school funding. Others were excluded due to lack of experience in entrepreneurship and mismatched school culture. The duration of a principal's tenure was considered important and believed to significantly influence the emergence of entrepreneurial culture. After identifying suitable candidates, permission was obtained from the Ministry of Education (MOE). Approaching principals and participants directly followed finalisation of privacy protocols. The selected principals, situated in West and East Malaysia, represented varied locations, backgrounds, and districts but embraced the entrepreneurial culture. This selection aimed to highlight specific entrepreneurial leadership practices contributing to the emergence of such culture in schools.

Document analysis is crucial in this study, focusing on meeting minutes, Parents and Teachers Association (PTA) fund records, and entrepreneurial activity documentation. These documents strengthen data triangulation, evidencing the entrepreneurial school culture. However, confidentiality measures were enforced by the principals. Meeting minutes and activity records indirectly informed culture development. Interviews were transcribed and analyzed with Atlas.Ti and Microsoft Word to identify similarities between cases.

Participants Selection

The interviews involved respondents' observations on school principals' entrepreneurial leadership practices leading to the entrepreneurial culture development in their school. Furthermore, the study themes were established to thoroughly examine the crucial implementations in the interview setting. Every interview was conducted between 60 and 90 minutes, recorded, and transcribed verbatim, followed by classifications and theme analyses. Table 2 presents the selected entrepreneurial school principals' characteristics in this study.

Table 2

Entrepreneurial Principal Characteristics

Characteristics	Principal Suzi, SMKA	Principal Kelvin, SMKC
Leadership Practice	Entrepreneurial Leadership	Entrepreneurial Leadership
School Location	Modern City	Small town
School Background	1.School with high performanc students 2. Selected students 3.High-income parents	1. Daily Secondary School 2. Various types of Students 3. Moderate and Low-income parents

Data Collection

The primary data for this study were gathered from the interviews. Six questions following Cameron and Quinn's (1999) adhocracy culture and Thornberry's (2006) Entrepreneurial Leadership model were utilised as data-collection instruments. Perceivably, school principals' leadership was fundamental to school culture development (Alsharija & Watters, 2020; Fullan, 2002; Yemini et al., 2015). Two academicians who are entrepreneurship and school administration experts were consulted during the question preparation. The study outcomes were subsequently discussed with authenticated objectives and objective of the study. The data, participants, and framework of this study were also defined in line with the study objectives using applied pseudonyms.

Observations and document analysis were integral to ensuring the accuracy of interview data in our study. We aligned our data collection strategy with study objectives, observing school entrepreneurship events to validate their relevance. We inquired about upcoming activities from principals to understand their significance. Both schools annually organize School Open Day events, recognized by teachers and students as fostering community and private sector relationships. These events enhance community recognition of the schools. Permission was sought to attend school meetings, enabling observation of entrepreneurial principals' practices. Although principals requested no document recording, they allowed access to meeting minutes, PTA fund accounts, and entrepreneurial activity documentation for analysis.

Data Analysis

The findings of the study were analysed with ATLAS.Ti software following Merriam's (1998); Merriam and Tisdell's (2016) suggestions for multiple case studies. In data analysis, ATLAS.Ti were employed purposely for code identification. Specifically, this study purpose is to identify the specific entrepreneurial leadership practices by school principal that leads to the emergence of entrepreneurial culture in school administration. A deep analysis was conducted and total of 20 codes were derived from the analyses and themes while the classifications were developed using Morse (2008) categories and themes identification. The interview coding was performed following the Saldana (2016) coding guide to deliberately implement symmetrical processes in both schools. The identified codes were categorised under the practice similarities for the cross-case analysis in multiple case studies using Microsoft Word Table (Merriam, 1998; Merriam & Tisdell, 2016). Notably, the interviews were evaluated following the action taken as the deed resembled school principals' practices, leading to the entrepreneurial culture emergence in the school administration. Additionally,

themes and categories were integrated with the observation process during data collection and subsequently categorised.

Findings and Discussion

Inandi and Giliç (2016); Muhammad (2009) claimed that organisational culture was derived from socialisation, communication, and relationships among organisational members who were impacted by history, behaviour, and implementation. In this vein, school culture development was observed through the shifts catalysed by school principals' leadership implementations (Hörnqvist & Leffler, 2014; Turan & Bektaş, 2013). Although entrepreneurial culture development processes appeared similar, the practices varied following different school principal and internal environment characteristics. As such, two themes were derived from the data analysis: teamwork planning and networking.

A. Collaborative Strategy Sessions

In this study context, both school principals indicated adequate collaborative strategy session and networking as their primary practices leading to the entrepreneurial culture in school emergence (Fullan, 2002, 2014). Hence, good communication was one of the essential principal attributes towards employees' vision and trust enhancement (Sabanci et al., 2016; Kirkley, 2016). Although the timeframe and framework varied following school location and background, both school principals practices leads to the entrepreneurial culture in school were similar.

i. School Principal Strategy

School culture changes required meticulous strategy and detail planning, such as performing surveys to explore the current culture before entrepreneurial leadership practices implementations. In this study, a survey and adequate observations proved essential to determine existing school practices and internal reactions before incorporating the changes while sustaining specific beneficial practices. As such, appropriate surveys and observations were crucial within an acceptable period to plan future entrepreneurial culture as stated by Madam Suzi (SMKA Principal):

"You need to survey first. Do your survey and then you can decide and plan. You cannot build a new culture without doing analysis or a survey. What I did to start the new culture is by taking the first step. In addition, the leader must ensure that the first step involved convincing others. That is what I did."

The recommended survey served to facilitate school principals to comprehend current practices, including the school administration's strengths and weaknesses. Following the aforementioned survey done by the school principal, future implementations could enable school principals to garner acknowledgement from school teachers and enhance the entrepreneurial culture-planning to complement existing cultures and strengths. In line with the school principal, Parent Teachers Association (PTA) members, and the EXCO of SMKA, Cory, agreed with Principal Suzi on the practices implemented as the school principal. Principal Suzi also involved the school stakeholders (parents and teachers) while encouraging school entrepreneurial culture from the entrepreneurial leadership practices. Principal Suzi did not hesitate to explain to stakeholders on the proposed school vision with feedback. Cody stated as follows:

“The principal took one step at a time and got feedback. The principal did proper planning. In addition, a discussion was necessary before any implementation. The principal was open to any criticism in order to improve her leadership.”

Through the process, Principal Suzi educated the stakeholders on entrepreneurship as part of the strategy process for entrepreneurial cultural implementation as shown during school meeting observations. Specifically, Principal Suzi emphasised the school vision to teachers and PTA members. Madam Amisha from SMKA stated as follows:

“The principal also educated us, teachers and parents, about this entrepreneurial leadership and the entrepreneurship in school. Hence, principals were more concerned about the function of school cooperatives because it was one of the mechanisms to educate us on the school entrepreneurship.”

Following the observations, SMKA was advancing towards entrepreneurial culture in school through the leadership implemented by the school principal. The entrepreneurial culture in school was not only perceived from administration and stakeholder perspectives, but the school implemented the entrepreneurial practices through cooperative stores where students were permitted to aid cooperative helpers store during recess.

The SMKC school principal incorporated a similar approach towards the school entrepreneurial culture shifts. One of the SMKC respondents who is the school administrator, Arnold, elaborated on the practices implemented by Principal Kelvin from a personal perspective as follows:

“The principal surveyed the school. Then, the principal surveyed the school activities, students, attitudes, and discipline. Whatever was good for the students, the principal continued it. If there was a part that needed to be altered, the principal helped make it better.”

Both school principals in this study came with various school visions and strategy as different schools implied different practices, beliefs, and norms. Both principals opined that appropriate strategy and clear vision with leadership practices were unnegotiable to transform schools from the existing cultures to novel entrepreneurial counterparts. Elaboration on entrepreneurial leadership practices proved essential in facilitating stakeholders' comprehension of principals' goals and visions. Teacher Hayati narrated the following information about the principal:

“To avoid this, the principal gave a clearer explanation and continued the in-house training. The principal also shared updates and new information with the teachers and staff.”

ii. Principal Encourage School Administrator Teamwork

School administrator aid was an essential transformation as the school middle-managers who facilitated principals in presenting novel culture to school communities. In this study, school administrator teamwork implied collaborations with school principals' leadership towards the same objectives. Entrepreneurial school principals required a group of administrators who

enabled school principals' entrepreneurial culture. Principal Suzi in SMKA acknowledged having a supportive team in practicing entrepreneurial leadership by stating as follows:

"Actually, it is not me alone. I do have my administrators helping me practicing this entrepreneurial leadership. The eight of us have the same wavelength. I shall say our thinking is the same. So, when we have the same wavelength, we do not have a problem with teachers."

Teacher Arnold from SMKC did have similar opinions about the school principal, Principal Kelvin:

"This is what I saw. The principal acts according to the teacher's personality. Depends on the person. If the principal is a kind of slow-talking principal, it will never work. So, the principal used the other approach. We do agree that way. It seems effective."

The entrepreneurial culture in school success was induced through good administrative teamwork with school leadership to ensure that administrators comprehended and shared the same goals for the benefit of the school. For example, the SMKA principal also established a good relationship with administrators and shown the practices of entrepreneurial leader with the administrators team. Following the observations, both school principals asserted administrative support advantages in embracing the entrepreneurial culture in school as often perceived during school meetings and interpersonal communication. As such, school principals assigned school administrators to determine potential external connections for a networking. Teacher Khatijah from SMKA who is the Senior Assistant of Students Affair stated as follows:

"My principal assigned me to look for our former students for contributions and connections. After I found them, I reported to the principal. So, my role in this is linked between external parties and the school principal. My team and I identified the possible contributors among our former students."

The aforementioned observation implied the advantages of having a supportive administration team in school in practicing the entrepreneurial leadership involving external environments. Resultantly, enabling the external environment to engage with schools leads to the entrepreneurial culture in school. Zack recognized the positive school principal-administrator relationship and synchronised wavelength in facilitating Principal Suzi's decisions:

"The internal... no problem. They stay on the same wavelength as we expect them to be. I am sure that the school principal guided them and briefed them about the entrepreneurial thing. So far, I see no problem on the internal side. The school principal can handle it well."

The same scenario was reflected in SMKC under Principal Kelvin's supervision. Principal Kelvin opined that collaborations with school administrators and their understanding about the entrepreneurial leadership practices were essential in the emergence of entrepreneurial

culture in the school. The administrators comprehended Principal Kelvin's actions involving teachers following the past school practices. The principal's vision and aims and positive connections are essential to enhance the SMKC image in becoming one of the top schools in the district. Regardless, the principal's practices remained acceptable among the staff and teachers as the school ultimately benefited as follows:

"Well, you have to treat them well because they are human. What I did was talk to them, to my teachers, my senior assistants. I talked to them. However, when there is a situation that requires me to be firm, or friendly. It depends."

Teacher Arnold who is one of the SMKC administrators with position as the Senior Assistant of Student Affairs was actively engaged with internal school operations and quickly acknowledged how principal Kelvin acted in practicing entrepreneurial leadership towards entrepreneurial culture in school as follows:

"This is what I saw. He acts accordingly to the teacher's personality. Depends on the person. If the principal is a kind of slow-talking man, it will never work. So, the principal used the other approach. We do agree that way. It seems effective."

The statement was also conceded by Teacher Chris who is also one of the school administrators team who as follows:

"Actually, our principal ensured that what being said or wanted was done. From there, it can be seen that the principal is very good at doing this entrepreneurial thing. The principal could manage it very well. So, I think in terms of entrepreneurial culture... the culture that the principal practice. Because what the principal practice, is actually good for the students and the school."

Principal Kelvin's firm entrepreneurial leadership practices in school administration led to the entrepreneurial culture transformations due to the principal strong character. Resultantly, SMKC reflected high performance and success in academics and school development.

School principals' strategy and school administrators' teamwork implied the vital practices of entrepreneurial leader which led to the emergence of entrepreneurial culture in school. Essentially, school principals leadership practices were the primary catalyst of the entrepreneurial culture emergence in school Fullan (2002, 2014); Hallinger (2013); Hörnqvist & Leffler (2014); Mustamin & Yasin (2012) following the role as accountable school leaders in establishing adequate practices for high school performance (Turan & Bektaş, 2013).

School principals, supported by teachers and administrators, actively fostered an entrepreneurial culture in schools, as revealed by interviews and observations (Hornáčková et al.; 2014). Successful implementation required principals to prepare teachers (Chikoko & Rampai, 2011; Fullan, 2002, 2014; İnandi & Giliç, 2016; Liu & Bellibas, 2018; Reeves, 2007). Both emphasized this strategy in their leadership, confirming entrepreneurial culture's emergence in schools due to principal initiatives (Reeves, 2007; Feit, 2016; Manaf & Omar, 2018).

This study underscores the significance of communication and interaction between school principals and administration teams in fostering entrepreneurial leadership, drawing from various sources (İnandi & Giliç, 2016; Thanomwan & Buncha, 2014; Ali Sabanci et al., 2016;

Mustamin & Yasin, 2012). Developing structures and leadership practices aligned with the school vision facilitated the emergence of an entrepreneurial culture (Turan & Bektaş, 2013), corresponding to the miner, integrator, and accelerator elements in the Thornberry model. Principals focused on reforming school culture through strategic leadership, identifying internal strengths, and promoting shifts within the school community. Collaborative efforts among administrators were crucial, as highlighted by (Yemini et al., 2015). The study affirms that entrepreneurial culture stems from principal leadership, although school success also hinges on engaging teachers and staff (Feit, 2016; Fullan, 2002; Mustamin & Yasin, 2012).

B. Networking

Regarding entrepreneurial leadership practices, the schools under principal leadership needed to establish a positive working relationship with external parties as part of the necessary actions to be executed by being an entrepreneur. As such, two networking types such as Parents and Teachers Association (PTA) and the community are essential for the school to stay relevant with the needs within the community.

i. Networking with Parent Teacher Association (PTA)

Parents' role in school was formally developed through PTA to facilitate change of practices implemented by school principals. Following the MOE in Malaysia, PTA served to facilitate school in several areas and involved parents (MOE, 2013), whereas school principals' role exceeded internal school operations. Holistically, the internal-external environment integration proved beneficial for schools towards network development. For example, networking with parents began with good school principal-parental interaction. The SMKC principal stated as follows:

"I have a very good rapport with my PTA members. Even the police also. Their children studied here, and I always try to take care of all the students here. So, when I talk to their parents, I have a topic to discuss with their parents. This is how I communicate with the parents in this school. I try to know the parents and talk to them about their children in the school."

Notably, the principals' decision to engage the school PTA was the primary reason of the influenced of entrepreneurial leadership engagement led to the emergence of entrepreneurial culture in their school. This is confirmed by one of the PTA EXCO in SMKA, Lisa, stated as follows:

"The principal role is not as a principal but beyond that. She includes the PTA in school activities including the entrepreneur activities, and this brought a positive impact on the school. It is a positive collaboration between the school and the PTA"

Both school principals ensured the entrepreneurial leadership practice by them benefits and brought a positive impact on schools and students. Ultimately, PTA networking catalysed the entrepreneurial culture in school through the practices of the entrepreneur school principal. Teacher Zara from SMKC stated as follows:

"The PTA members in this school do help us a lot. The unique thing about this school is the PTA Chairman does support us in everything that we try to do here for our

school and students. Sometimes, the idea comes from the PTA Chairman self, and we, the school members, cooperate with the PTA Chairman. The PTA Chairman commitment to the school is superb."

Perceivably, parental engagement in schools benefitted students and schools. The school PTA Chairman possessed good rapport with the school as observed during the observation when Chairman Zack (PTA Chairman) often visited and assessed school activities. Through our observations and analysis, networking with the school PTA committee was also one of the networking mechanisms in the community developed through the practice of entrepreneurial leadership. Crystal clear, this practices led to the entrepreneurial culture within the school. Principal Suzi commented below:

"The relationship between the school and parents actually came from the parents themselves. Through PTA, they introduced and helped us to find the opportunities, talked to the parents, and community. So, it was the PTA that helped us."

School principals' decision to engage the school PTA with the entrepreneurial practices was the primary reason for the emergence of entrepreneurial culture in the school development. PTA EXCO Lisa stated as follows:

"Principal Suzi as the school principal includes the PTA in school activities, and this brought a positive impact on the school. It is a positive collaboration between the school and PTA. We could do more for the school."

As school principals, the change of practice and leadership implementation for schools required positive impacts that benefitted schools and students alike. Essentially, PTA networking becoming one of the essential practices as an entrepreneur leader in education institution and mediator towards the reform of entrepreneurial culture in the school.

ii. Community Networking

Both schools established good PTA networking as one of the practices started by their school principal. From the good networking with the PTA, the implementation happens in the long-term management period leading to the entrepreneurial culture in school. The networking type originated from the school PTA and principals' implementations. Both school principals were considerably acquainted with outsiders, thus resulting in networking opportunities. Teacher Arnold from SMKC stated as follows:

"Our principal always knows someone from outside. It is quite hard to find outsiders to help us if we do not have any acquaintances from outside. However, our principal always knows and happens to know someone."

A similar scenario also occurred in SMKA towards the influence of the entrepreneurial leadership practices on the entrepreneurial culture in their school as stated by Principal Suzi:

"We open our doors to the community, the NGO's, the private sectors. But we do filter all the outsiders who try to partner with us. We do not simply agree on any partnership approach from the community. We have to."

From our analysis, the schools, PTAs, and communities were integrated as one entity towards the entrepreneurial culture in school through the initiatives taken by the school principal from their leadership practices. Hence, this are clearly shown during the observations and the meetings conducted in school. From the experience garnered by both schools, community networking was implied as school principals permitted external environment engagement (NGOs and private sectors) for joint ventures with schools. Through effective networking, the document analysis we performed during data collection reveals the numbers of contributions gained from both the community and outsiders for the school. In this vein, community networking was established through school principals, PTAs, and community engagement. Teacher Arnold from SMKC stated as follows:

“Our principal always knows someone from the outside. It is quite hard to find outsiders to help us if we do not have any acquaintances from the outside. But, our principal always knows and happens to know someone.”

In the SMKC setting, Principal Kelvin significantly influenced communities to embrace the entrepreneurial culture. Given that Principal Kelvin possessed entrepreneurial leadership, the capacity to appeal to the community proved essential as most of the students originated from moderate to low-income families. Teacher Chris from SMKC stated as follows:

“We try our best to achieve it and help in terms of the community; then we try our best to get the community to help us. For example, apart from that, we do not get cash from the community, but we get goods from the community to help us. For example, collaboration with CTC.”

The SMKC also had support from team members who were prepared to aid the school. The school principal focused on communication and communal techniques as one of the essential practices of entrepreneurial leaders ensuring their followers could follow their leads. Through this practices, the entrepreneurial practices and the necessity will be much easier as stated by Miss Zara:

“This school previously, we did not approach the community. The school principal change this and we start to approach the community. However, we tried to change the thought of the outsiders to us. Communication is very important. We try to have a good fondness of the community who came to our school.”

Changes occurred in SMKC and SMKA in attempting to engage with the community and refrain from isolating the school from the community through good rapport as a result in entrepreneurial leadership practices. As stated by Principal Suzi:

“You see, our school has its name and image. Whether we like it or not, without an invitation, some of the outsiders are willing to collaborate with us”

The study findings highlight the importance of networking skills for school principals in promoting entrepreneurial practices, which align with past studies (Ab. Aziz et al., 2005; Al-Lawati et al., 2022; Husain et al., 2015). Such networking enhances collaboration between schools and communities, sustaining educational progress. Principals, acting as mediators,

initiated collaborations between PTAs and communities, aligning with both parties' goals (Yemini & Sagie, 2015). Principals play a crucial role in embodying school missions and fostering unity within the community (Thanomwan & Buncha, 2014; Velarde & Ghani, 2019). Teachers, principals, and the community commit to change, emphasizing current relevance (Hamzah et al., 2018). Through PTA engagement, principals facilitate the emergence of an entrepreneurial school culture, impacting school performance (Pourrajab, Ghani & Panahi, 2018). School principals' willingness and ability to promote entrepreneurial culture are key to school success, supported by strong school-community connections facilitated by the Ministry of Education (MOE, 2013).

Following Thornberry's Entrepreneurial Leadership (2006) model, the networking theme reflected the explorer dimension. We agree the entrepreneurial culture in school involved school principals' networking opportunity development with PTAs and communities as part of exploring other opportunities. Internal-external environmental interactions were evident through the connection among schools, PTAs, and communities. Following the observations, school activities, including the School Carnival facilitated the interaction and communication of schools with the community. Through active engagement, PTAs enabled schools to identify adequate funding Body (2017); Borasi & Finnigan (2010); Kenayathulla et al (2018) while the entrepreneurial culture were influenced by principal leadership practices and the level of implementation (Alsharija & Watters, 2020; Hallinger & Leithwood, 1996; Louis & Wahlstrom, 2011). With collaborations among PTAs, school leadership and management practices, and networking practices, schools, the emergence of entrepreneurial culture in schools happens on its own.

Both principals established strong community networking through PTA with entrepreneurship, risk-taking, change orientation, and vision as part of the school practice in management (Lunenburg, 2010; Cameron & Quinn, 1999; Fullan; 2014). Specifically, entrepreneurial leadership encompassed miner, accelerator, explorer, and integrator components implemented by both principals towards the implementation of entrepreneurial culture in school (Fullan, 2002; Hornáčková et al., 2014; Hörnqvist & Leffler, 2014; Yemini & Sagie, 2015). As such, school principals' entrepreneurial leadership practices enabled schools to advance while shifting the current school culture to entrepreneurial. Through our deep data analysis, we generate a specific entrepreneurial leadership practices that enable the entrepreneurial culture in school to be implemented and practice by the school administrators in Figure 2.

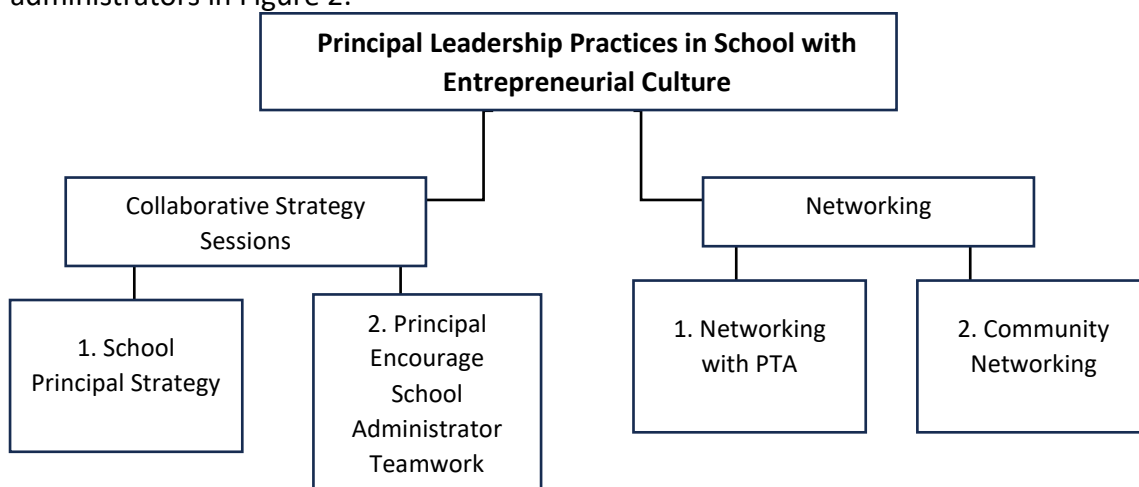


Figure 2: Model of Principal Leadership Practices in School with Entrepreneurial Culture

Conclusion

Adequate school leadership implementations facilitated high school performance. Being an entrepreneurial leader in school, principals are practicing the entrepreneurship in the school administrations as one of the fundamental actions towards school vision. Evidently, the emergence of the entrepreneurial culture in school are the implication of school principals' entrepreneurial leadership practices through interaction, behaviour, and communication involving the school community such as teachers, staff and PTA members. The shifts of school culture towards on being an entrepreneurial culture does involved a specific completion period following the timeline determined in the strategy planned by the school principal with the involvement of the school stakeholders.

The first step towards principals' entrepreneurial leadership were practice due to the necessity of school reform by identifying past leadership practices, including strengths and weaknesses, school operations, and the role of members in school systems through the observations done by the school principal. The components were then regarded by school principals in planning a specific strategy in implementing the entrepreneurial leadership with the comprehension that the practices in the school administration were significantly shows the consequences in the long term. Regardless, school principals needed to develop the proper leadership practices, people, structure, and actions taken suitable for the school environment they managed.

The duration of the emergence of the entrepreneurial culture in school and the acceptance of entrepreneurship as part of the school administration practices was essential as consequences of the leadership practices were time-consuming. Indeed, the process required optimal principal influencing skills to establish cohesive internal bonds internally and externally of the school. Although appropriate strategy planning was vital in school entrepreneurial culture shifts through the leadership practices, networking denoted one of the essential mechanisms for organisational sustenance. Regarding school administration, adequate networking skills enabled school principals to improve entrepreneurial practices. In this vein, networking in education denoted school practices in collaborating with communities that benefitted schools. Consequently, school principals needed to ensure that community ventures and school collaborations potentially attained the goals of both parties. In conclusion, a school with an entrepreneurial culture incorporates collaborative strategy sessions, such as those led by the school principal, and fosters teamwork among faculty and staff. These findings emphasize the importance of leadership strategies and teamwork in cultivating an entrepreneurial culture within a school, aligning with Thornberry's Entrepreneurial Leadership Explorer dimension. Additionally, networking between the school, the Parent-Teacher Association (PTA), and the broader community contributes significantly to the success of a school with an entrepreneurial culture. As a non-profit organization, the school principal's ability and creativity in establishing networks between the school and the community greatly influence the school's success and enhance the principal's leadership capabilities.

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