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Entrepreneurial School Culture Model Development: Centralized Implementation in Malaysian Schools

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Abstract: This paper discusses the development of entrepreneurial school culture in schools based on the models available in the current business discipline and its suitability in the education system. The emergence of entrepreneurial culture within a school as a non-profit organization is new and require vast improvement and enhancement method. In the Malaysian education system, the centralized education system practiced among schools under the government authorities do challenge all the school leaders to explore and develop entrepreneurial culture among students. For that purpose, this paper integrated models of entrepreneurial culture based on prior studies. Thus, this paper recommends models to be applied by the school principals in developing entrepreneurial school culture.

Keywords: *School Culture, Entrepreneurial School Culture, School Culture Change, Entrepreneurial In Centralize School, Entrepreneurial School Culture Model*

Introduction

Embarking upon the new level of dynamic and performance in education administration, the suitability of school culture is one of the important factors for school effectiveness. Based on literature, the effectiveness of schools is driven by effective culture practices (Chikoko & Rampai, 2011; Cruiser, 2012; D.Ayub & Norasmah, 2013). Moreover, with the current rapid changes in development, schools need to be adaptable to the influences from the external environment such as the community and private sectors (Lunenburg, 2010; Miri Yemini, Addi-Racah, & Katarivas, 2015; Nieswandt, 2017; Xaba & Malindi, 2010). Hence, Moloi (2002) strongly agreed that performance enhancement of schools is often measured by the success in practicing the appropriate school culture. In line with Moloi (2002), Nieswandt (2017) suggested that administration of schools needs to change the current practices and employ entrepreneurial skills, to be on par with the current progression. Based on previous and current study on school leadership, entrepreneurial leadership is one of the new styles of leadership in school administration (Alfirević & Petrović, 2013; Borasi & Finnigan, 2010; Byrne, 2008; Feit, 2016; Miri Yemini et al., 2015; Neto, Rodrigues, & Panzer, 2017;

Nieswandt, 2017; Xaba & Malindi, 2010; Yemini & Sagie, 2015). Yet, very little information and suitability of school culture based on the entrepreneurial leadership is hardly being a topic of discussion. Hence, with centralized practices in Malaysian schools, and the readiness to apply entrepreneurial leadership in school is still low (Zaidatol, Soaib, & Bagheri, 2014); the guideline of entrepreneurial culture development is still a demand. However, the problem that arise in the school administration is pertaining the suitability of the entrepreneurial culture to be practiced in the centralized education setting.

This article discusses on the entrepreneurial school culture based on the suitable current model and theories of entrepreneurial organization. For that purpose, this article will adapt Culture Transformation Process Model (Alzira, 2016), Four Importance Element of School Culture Change (Reeves, 2007) and Corporate Culture (Schein, 2010) to the education setting to identify the suitable model to be employed in the education setting.

The Concept of School Culture

There have been scarce of arguments or debates by scholars regarding school culture. Scholars agreed that the school culture was developed and characterized by traditions, values, belief, and history of the schools (Chikoko & Rampai, 2011; Bush & Anderson, 2003; Deal & Peterson, 1990; Kruse & Louis, 2010). Moreover, Kruse and Luois (2010) believed that the school culture development is a change process (Inandi & Giliç, 2016) that led by the school leaders in creating a positive culture and enhancing teachers' performance (Leithwood, 1990; Kavitha & Zaidatol Akmaliah, 2016). During this process, the leaders are the main drive that will either help the school to be successful or the cause of failure of the schools (Moloi, 2002) because the leaders are responsible in creating, embedding, evolving and manipulating the culture (Ali Sabanci, Ahmet, Alev, & Yilmaz, 2016). Moreover, to be a successful and effective school, the school leader is advised to embrace values, focus on the people and achievement, face the inward and outward possibility, and have competence to face challenges and obstacles (Day et. al, 1999).

The school culture is developed over the time as people in the organization learn to deal with problems and behaviours of the staff in an organization (Kavitha & Zaidatol Akmaliah, 2016). The development of a school culture is often accurate with the leader's vision and often being isolated from cooperative and collaboration with other schools. Each school is unique (Hongboontri & Keawkhong, 2014), have their own culture and sometimes the culture is developed from a combination of several organization's cultures. The evolvement of a new school culture is for a certain purpose (Gelsthorpe and West, 2003). It is a combination and mixture of passion, emotion, hope, alliances, internal and external expertise consideration, and leadership. The leadership of a school principal is the biggest influence in the change of the school culture change related to the school goals.

In educational setting, the end goal is to make differences in the student's future (Fullan, 2014). In a journey of making the end goal a reality, the change of culture begins from the leader's vision (Fullan, 2014), and the commitment of the staff (Turan & Bektaş, 2013). Student's future is one of the main concern of the school's principal because the effectiveness of the school mirrors the students'

achievement (Odhiambo & Hii, 2012). Similar to entrepreneurial school culture, the drive of entrepreneurial leadership practices is based on and individual with entrepreneurial mind who is able to integrate and lead the organization to the new vision (Newman, 2013). To evolve the entrepreneurial school culture, a thorough plan is necessary with the purpose of culture change is clearly explained to the staff (Fullan, 2014). Hence, the school principal is responsible during the process of school culture change (Fullan, 2014; Reeves, 2007). The change of school culture to entrepreneurial school culture as well as the suitable dimensions to be implemented need to be identified in detail.

Entrepreneurial School Culture

The entrepreneurial organizational culture emphasizes on the importance of change. Change is one of the important mechanisms in entrepreneurial culture as agreed from the previous studies and scholars. McCrimmon (1995), Fullan (2014), McGuire (2003), Wong (2014) and Reeves (2007) emphasize on the importance and necessary of change in implementing the entrepreneurial culture. The change of school culture is often described as uncommon in the school administration. However, the importance of culture in school as organization is undeniable (Fullan, 2001) because of the influence of the external environment (Lunenburg, 2010; Nieswandt, 2017). The leader needs to have a moral purpose (Fullan, 2014) and able to explain the purpose of culture change to the staff of the organisation (Newman, 2013).

To implement the entrepreneurial school culture in Malaysian schools, a school principal is responsible to explain the purpose of change because the teachers in the centralized school under the Ministry of Education (MOE) superior is bounded under the government's law and policies. It is important for a school principal to reconsider the policies and law as a government servant to avoid any unnecessary consequences in the future. With a strong moral purpose and vision to help the students (Fullan, 2014), the school principal will identify the available opportunities for the school development. For that purpose, the change of school culture is highly recommended. Large number of the school principals in centralized schools are often not ready for school culture change because of the law and policies underlined (Zaidatol, Afsaneh, & Soaib, 2014). This is because, the autonomy of administration of school is still unclear to be implemented in public schools. However, with a clean and clear process and implementation of entrepreneurial culture change, the change of culture is possible in centralized schools.

It is always a challenge for any organization in developing a culture that encourages and support innovation (Kavitha & Zaidatol Akmaliah, 2016) because conceptualizing a new idea and approach requires entrepreneurial planning (Byrne, 2008). As agreed in the beginning, the concept and atmosphere of entrepreneurial culture aligned with the positivity and readiness to change (McCrimmon, 1995), opportunities, and motivation (Wong, 2014). School culture plays an important role in the school operation (Fullan, 2001). Hence, the change of entrepreneurial culture is based on the organizational enthusiasm, stakeholder's alignment, learning and development support, opportunity driven to change and cohesiveness as the five main dimension of entrepreneurial culture (Wong, 2014). McCrimmon (1995) has previously integrated eight elements of entrepreneurial culture within an organization. According to McCrimmon, entrepreneurial organizational culture

always welcomes the change and encourages positive attitude, embraces knowledge; seek for permanent, creative and unconditionally support; have continuous investment in human resources; reward and respect employees' attitude; have autonomy in decision making in all management level; employ open communication and high-quality teamwork; commitment and a sense of belonging. The implementation of entrepreneurial culture from McCrimmon's (1995) perspective is aligned with the centralized education system for certain reasons as discussed below.

Change is a good opportunity for the organization's development. Hence, integrating innovative and proactive qualities are necessary for a successful organization. In educational setting, these elements do intertwine with Lunenburg's (2010) approach of school as an open system whereby the schools are encouraged to welcome changes. Thus, the schools need to prepare for changes of policies and practices, at the same time the school's principal need to be proactive in searching for opportunities and sources (Miri Yemini et al., 2015; Xaba & Malindi, 2010).

The entrepreneurial organizational culture embraces knowledge. Hence, knowledge is one of the important key factors specifically in problem-solving (Hagemann & Stroope, 2013). Certain issues often occur in daily school operation. For that purpose, each school in Malaysia is provided with a manual or Standard Operating Procedure (SOP) as a guideline for the school leaders in solving certain issues. As matter of fact, the school principal is expected to master and understand the guidelines and know how to solve a problem. Although the entrepreneurial culture welcomes new ideas, the school principal needs to welcome any new approaches in problem-solving such as the method of teaching and learning, and discipline issues. Hence, past experiences have always become as references in problem-solving. Therefore, these fundamental skills are essential in producing excellent results and enhancing school's performances (Hagemann & Stroope, 2013).

The third element in entrepreneurial organizational culture as discussed by McCrimmon (1995) is often seeking for permanent, creative, and unconditional support. Being creative often relates to the concept of 'thinking outside the box' (Leonard, 2013). Developing an entrepreneurial school culture do require the school principals to practice 'out of the box' style of thinking skills (Hörnqvist & Leffler, 2014). This is because, interaction between the school with the internal and external environment is one of the important characteristic of a successful school principal (Loke Heng Wang, Gurr, & Drysdale, 2014).

Therefore, continuously investment in developing human resources is the fourth important element to be concerned in developing an entrepreneurial culture (McGuire, 2003; McCrimmon, 1995). Within the uncertainty atmosphere, the organization purposely focus on developing trust and willingness of staff. This behaviour could be practiced by listening to the staff needs, constraints and challenges to achieve organization goals. The team work is the key (p.13; Kruse & Loius, 2009). In the education setting, the school principals realized the importance of staff effectiveness in achieving the school vision (McDermott, Kidney, & Patrick, 2011). For that purpose, staff development program focusing on social cohesion and social control are concerns by the school principal in motivating the teachers (Chikoko & Rampai, 2011).

Providing reward and respecting employees attitude is also a proactive practice of entrepreneurial culture. There is no difference of attitude among leaders to the staff because they believe in individual qualities, knowledge skills and competencies. In education setting, the positivity of working atmosphere is clearly being practiced to encourage the staff to be more critical in their task. For example, equal treatment by the school principals in ensuring the staff are respected. In the future, the positivity culture atmosphere will increase teachers' productivity and satisfaction in performing the task (Stolp, 1994).

The sixth organizational entrepreneurial culture practice by the entrepreneurial organization is the autonomy in decision making in all management level. The leaders in certain level experience freedom in delegating authority, being flexible and efficient while at the same time minimizing the bureaucratic issues (Kuratko, Ireland, Covin, & Hornsby, 2005). The leaders of the school need to understand and clearly explain to their staff that the purpose of culture change is for the sake of the school performance because most of the teachers are not ready for any changes if relates to any form of policies change (Inandi & Giliç, 2016). By practicing the autonomy in decision-making, the employee will feel respected and self-belonging to the organization. In the school setting, the school principal, in deciding, often refers to the teachers by asking their opinion, ideas and suggestion. School principals will also include all the department head in discussion and act based on the majority.

Open communication and high-quality teamwork are the seventh element in an organizational culture. Being open to both internal and external will help in exposing the organization to a different method, an environment that will lead to various circumstances, better performances and impact to the school operation (Loke Heng Wang et al., 2014; Lunenburg, 2010). Despite, schools need to be aware on the involvement of parents and community in the school operation and performance (Addi-Racah, Amar, & Ashwal, 2018; Li & Hung, 2009; Lunenburg, 2010) although in the school setting, the opinion by the teachers are heard by the school principal and the bond among the teachers and administrator is strong.

The eight entrepreneurial organizational culture elements are the commitment of working and a sense of belonging. It is always a challenge for any leaders in an organization to build the trust among the employee because it consists of integrity, competence and reliability (Kruse & Loius, 2009). In the education setting, trust among the staff and their superior is vital to produce an improved result for the school. In Malaysia, the quality of the school is measured through the results of Sijil Pelajaran Malaysia (SPM) and Sijil Tinggi Pendidikan Malaysia (STPM). It is important for the school principal to understand the purpose of the school's operation in the Malaysian education system to avoid any misunderstanding of responsibility in managing schools (MOE, 2013). Besides producing good results, quality and attitude of students are also the main concern in Malaysian education system.

The Change of School Culture

The change of organizational culture requires on the understanding the needs of new culture replacement before accelerating it (Connor & Smith, 2013). With the similarity of hierarchy stages as a general organization (Scott, 2008), the implementation of this concept to the education is possible. Hinde (2004) strongly claimed that the school culture is a pervasive element of a school and scrutiny

to be defined. The pervasive elements, however, play a large role in a school's operation and with the integration of school principal leadership and district continuous support, may result a sudden change of a school culture within a short period (Eilers & Camacho, 2007). School is small organization whereby all the staff and students are involved in various school events and activities. The permeated of a new culture is not impossible due to the similarity of the school hierarchy with the other organization (Scott, 2008). Although the change of school culture is a complex task with schools being perceived in producing good results (Holmes, Clement, & Albright, 2013), the school culture change is possible to be developed with a detailed planned considering the size of school, staff commitment and school sources (Phegan, 2013). For that purpose, Schein (2012) indicates elements of artifacts, espoused beliefs and values, and basic underlying assumption as the three important considerations for culture change.

The change of school culture demands a holistical transformation, appropriate planning, and active role by the school leader (Reeves, 2007). However, the timeframe for culture change depends on the leadership of an organization. The smaller the size of an organization, change of culture is introduced at a shorter time period. With a large number of employees, the development of culture within an organization will take more time. The timeframe for culture change by Phegan (2013) was categorised by the number of employees within an organization as in Table 1.

| | | | | | |
|-------------------------|----|-----|------|--------|---------|
| Number of employees | 10 | 100 | 1000 | 10 000 | 100 000 |
| Year to complete change | 1 | 2 | 3 | 4 | 5 |

Table 1: Phegan (2013) Organizational Culture Change Timeframe

İnandi and Giliç (2016) indicate that the change of organizational culture is a process of organization transformation from one situation to another. Thus, the transformation process includes certain activities, for example the change of school policies that require the school leaders to alter the school culture (Reeves, 2007). However, the change of school culture requires the leader to be more careful with educational organization. This is because, culture provides meaning and self-esteem that will improve organization's performance (Kruse & Loius, 2009). To reach that level, leaders are not allowed to change the culture independently based on the situation as individuals who are the main stakeholders will be affected from the change (İnandi & Giliç, 2016). Hence, leaders need help in changing and sustaining the organization culture for progress. This argument may be suitable for the business department; however, in terms of education, the growth of the school may not occur because of the school practices and function. To transform the organization culture to be entrepreneurial, Alzira (2016) suggests five steps to be considered by the organizational leaders.

Culture Transformation Process (Alzira, 2016)

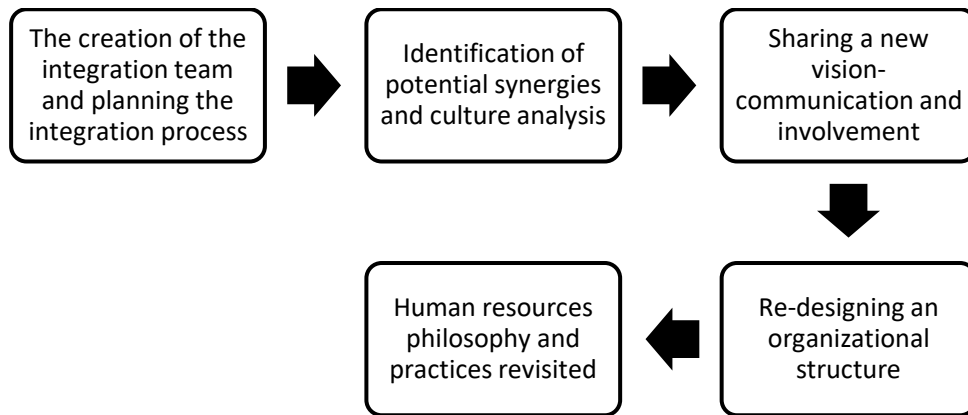


Figure 1: The Culture Transformation Process (Alzira, 2016)

Based on the five steps, the process of culture change needs continuous effort, determination by leaders (Leonard, 2013; Reeves, 2007), and teamwork. Alzira (2016) further states that school leaders must form an integration team and plan the processes, continue with the process of synergy and culture analysis, share a new vision that involves the communication and involvement, followed by re-designing an organization and completes the flow by revisiting the human resource philosophy and practices.

Schein Corporate Culture (2010)

Corporate Culture integrated three important elements in corporate culture. According to Schein (2010), *“artifacts represent visible products of the group such as the architecture of its physical environment such as the physical environment; its language; its technology and products; its artistic creations; its style as embodied in clothing, manners of address, and emotional display; its myth and stories told about the organization; its published lists of values; and its observable rituals and ceremonies.”* (p.23). In the context of the education world, the visible products of the group is represented by the school’s infrastructure, administrators, teachers and students’ manners, the dress code, school policies and rules, which lead to the different perception based on the element viewed externally. Indeed, Reeves (2007) believed that the change of school culture is involved with the act of identification of values, traditions and relationship preserved by the leader.

Another element in the corporate culture is the espoused belief and values. The belief and values of individuals are apparent when solving issues and obstacles. Schein (2010) believed that the assumptions of what is right and wrong to be practiced in solving issues is influenced by the leader’s perception and directions. In the centralized education system, the approach when dealing with certain crisis must be aligned with the government’s policies and practices (Zaidatol, Soaib, et al., 2014).

The third element in the corporate culture is assumption. The dimension of assumption within the organization is defined by the purpose, perception, observation, and actions taken in, various kind of situations. In an education organization, the similarity of management practices is aligned with the general organization (Scott, 2008). Conclusively, the assumptions do explain on the emotions within

an individual, which may influence their action in a certain situation. Furthermore, the emotion is believed to remain tenacious for a long period if the same patterns of believed are repeated continuously.

Whether the organizations are purposely focusing on making profit, expanding the growth of an organization or non-profit organization, the process of culture change could be applied through this model. Hence, the collaboration of the three dimension in education will help the school in rebranding the school's image and create a positive climate for the school's promotional purposes (Sramova, 2013).

Four Importance Element of School Culture Change (Reeves, 2007)

Reeves (2007) suggests on *"use the right change tools for your school or district"*, *"defining what you will not change"*, *"recognizing the importance of actions"* and *"willingness to do the extra work"*. Critical analysis of the elements of Reeves (2007) show the connection between Culture Transformation Process (Alzira, 2016) in organizational culture change and Reeves' (2007) suggestion. Hence, Corporate Culture (Schein, 2010) model emphasises on the three dimensions; artifacts, espoused beliefs and values, and basic underlying assumptions while making changes. The schools have both internal and external values (Schein, 2010) that need to be concerned in change of culture. Hence, centralizes schools are bounded under the government system, policies, and laws. Changing a school culture to the entrepreneurial culture is with all the elements is a big challenge for the school principal. For that purpose, the integration of the models by Alzira (2016), Reeves (2007) and Schein (2010) for school cultural change process to be developed. The stage of school changing culture is divided into three main steps. The new model of school culture development is show in Figure 2.

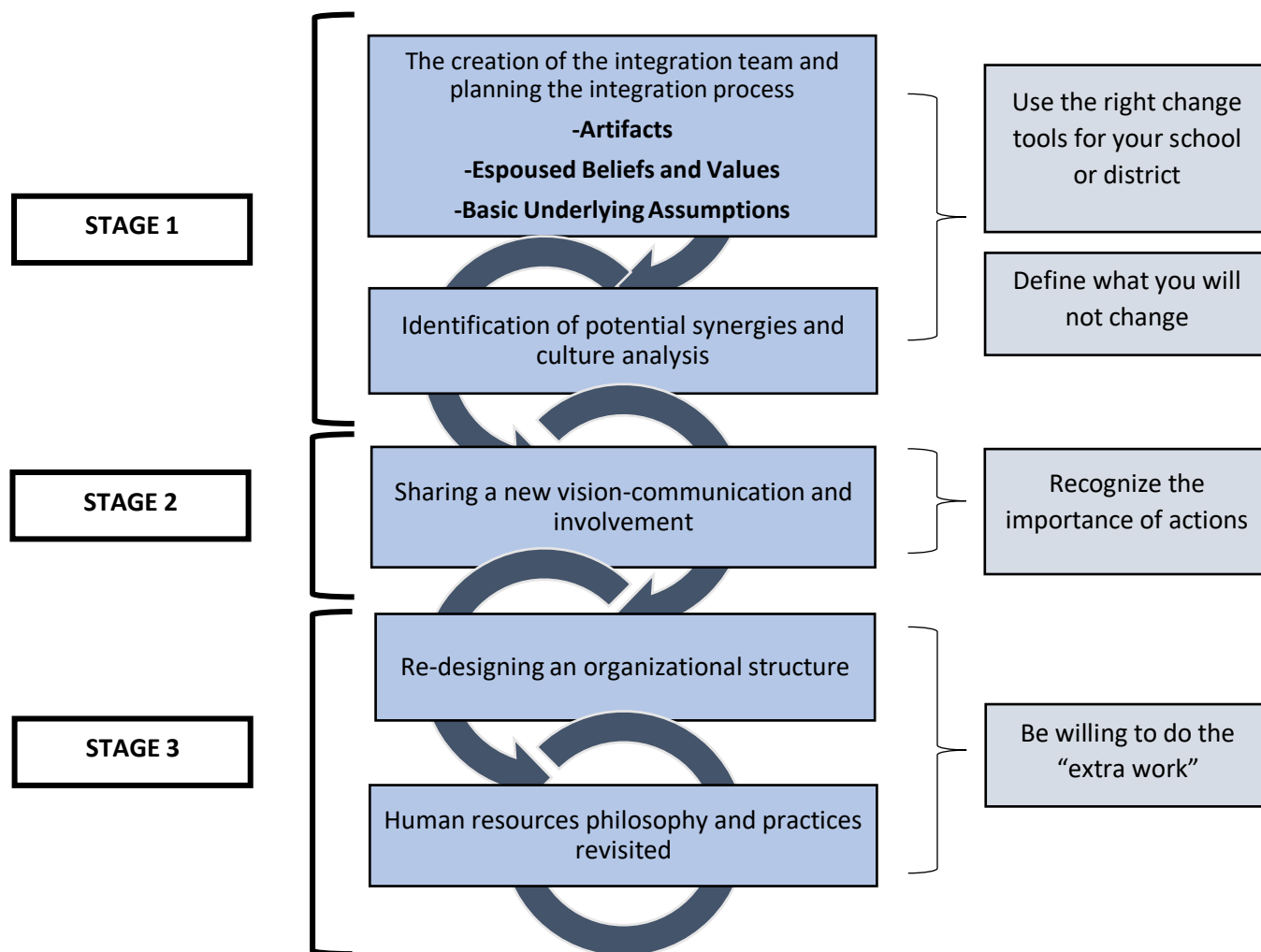


Figure 2: Entrepreneurial School Culture Change Model for Centralize School

The first stage is focusing on the creation of the integration team and planning process. In this stage, school principal needs to identify the ‘team mate’ and build a good relationship with them. To change a school culture, although the school principal is the leader who holds a power in decision making (Fullan, 2002), the good and dependable team member is important to ensure all the important characters of the school understand the new entrepreneurial culture and vision suggested by the school principal. Clear explanation on the new entrepreneurial culture is necessary to avoid any different interpretation among the administrators (Newman, 2013). Malaysian public-school administrator team is categorized into four different roles such as senior assistant of administrator, senior assistant of student’s affair, senior assistant of co-curricular and afternoon supervisors for schools with two sessions. Before presenting the new plan of entrepreneurial school culture to the other staff, the administrators’ acceptance and understanding is necessary. The school principals are expected to be able to explain the objectives and vision of the entrepreneurial culture of the school and how it will be implemented. The school principal needs to identify and clearly observe the

potential synergies and analyse the culture to be implemented and is based on the government's law and policies. This stage is important to avoid any undesirable rejection among the school administrations. There are number of reasons why Schein's (2010) Corporate Culture is listed in the first stage of this model. The first stage emphasizes on the identification and design of the culture. Nonetheless, it is important for the school principal to identify "what is not enough in their school?" The school principals are advised to fulfil this responsibility through daily observation to identify the school facilities that need an improvement and change.

The second stage is the beginning of the process of permeating the new culture to the organization and staff. Although the school principals are the main stakeholders in the school, the administrators assist and the understanding of the staff is shown in this stage. Furthermore, the participation and involvement of school members in supporting the new culture are vital. This is the stage where school principal experiences rejection, rejection, obstacles, and challenges in implementing the entrepreneurial culture in the school. Being a risk taker is always an entrepreneurial characteristic (Borasi & Finnigan, 2010; Miri Yemini et al., 2015; Xaba & Malindi, 2010; Zaidatol, Afsaneh, et al., 2014). Nonetheless, to overcome all the rejection, the school principal is advised to develop and maintained good communication skills with all the administrators and school teachers (Ali Sabanci et al., 2016; Aminah, 2012; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Saaverdra & Opfer, 2012). Good communication skills will help the teachers to understand the purpose of the relevant actions and objectives. Hence, teachers will understand and are willing to implement the entrepreneurial culture in the school if clear explanation is provided (Zaidatol, Soaib, et al., 2014).

The third stage states that the school principal needs to revise and design the organizational structure with the philosophy and practices of human resources. Also, in this stage, the school principals will re-observe the practice implemented in the school. Some of the current and previous practices will be removed from the organizational practices, which are not aligned with the school's objectives and culture design desired by the school principal and the Ministry of Education (MOE) in Malaysia. It is important for the school principal to ensure that all the new entrepreneurial dimensions practices in the school are aligned with the policies and rules of Malaysia education system although the school principals are autonomous in shaping the culture of their own school (MOE, 2013). To avoid any unnecessary charges being charges to the school staffs and school principal, the law, and policies as a government servant are parallel. School principal as the change agent need to ensure that all the practices are aligned with the national policies (Xaba & Malindi, 2010). All the new practices must be revisited to avoid any undesirable consequences in the future specifically in relation to several practices. These are the reasons Reeves (2007) emphasizes on the 'extra work' willingness in school culture change.

Suitable Entrepreneurial Culture for Centralize Education Administration

There are various models of Entrepreneurial Culture for organization. However, for the centralize school implementation, this article will discuss Adhocracy Culture developed by Cameron and Quinn (1999) and Organizational Culture (OEC) developed by McGuire (2003).

Adhocracy Culture (Cameron & Quinn, 1999)

Robert Quinn and Kim Cameron developed a model defining four different cultural practices of an organization. There a similarity between Schein (2010) and Cameron and Quinn (1999) on the culture in an organization. Both the models believed that culture does play an important role in organization performance because artifacts, beliefs and values and underlying assumption in Schein (2010) model of cultural development emphasize on the similar characteristics. Although the school culture is often separated from the general organizational culture (Chikoko & Rampai, 2011), however, there are certain elements and characteristic suitable to be applied in the school culture after alteration specifically for the school purpose. Prior studies by Feit (2016) and Nieswandt (2017) specifically aiming at the school as an organization agreed on the adhocracy culture is a mirror to the entrepreneurial culture.

In the sub-dimension of adhocracy culture, the school suggests being open to the external environment (Lunenburg, 2010). Indeed, Lunenburg (2010), Lei and Nordin (2012) and Ng, Nguyen, Wong, and Choy (2015) agreed that open school system will help them in achieving the targeted performance and enhancing the implementation of being an entrepreneurial organization (Cameron & Quinn, 1999). Although the centralization of school in Malaysia is still ongoing, and along with the challenges and constraints, the possibility to apply this entrepreneurial culture has never been a question with the roles of Teacher-Parent Association (TPA) and school principal. The model Adhocracy Culture developed by Cameron and Quinn (1999) is shown in Figure 4 below:

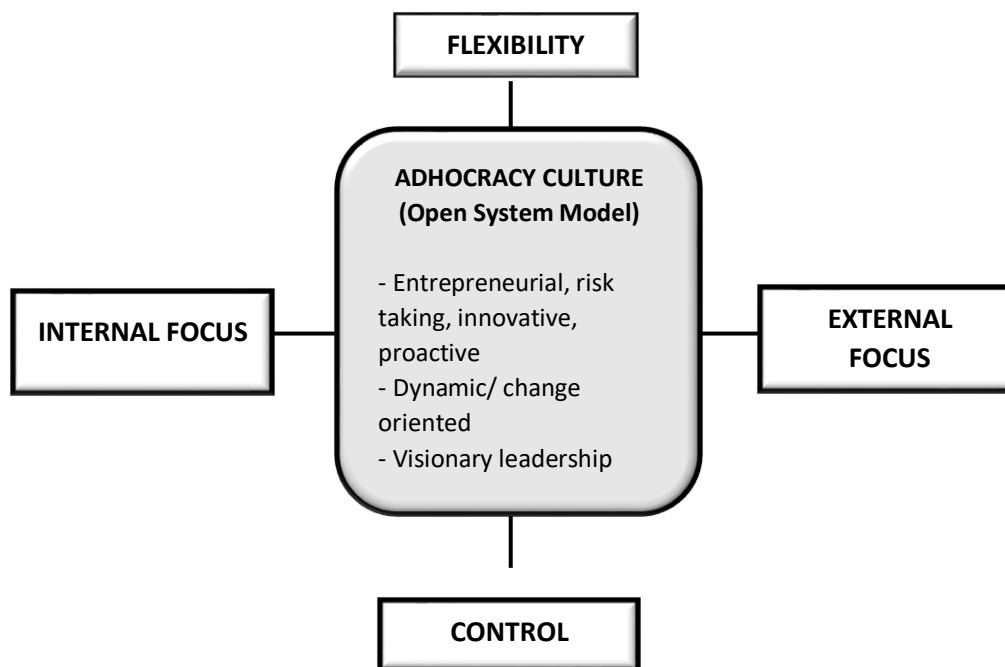


Figure 4: Entrepreneurial School Culture (Adapted from Cameron & Quinn, 1999)

Organizational Entrepreneurial Culture (OEC) by McGuire (2003)

McGuire (2003) named eight important dimensions in Organizational Entrepreneurial Culture (OEC). The dimension indicated by McGuire is referred to the obligation of an organization leader as the driven and influencer in developing the entrepreneurial culture as agreed by Cameron and Quinn (2003). The change of an organizational culture was influenced by the demand and the dynamic of change in education. For that purpose, people, and empowerment is one of the important factors that need to be focused on changing a culture. Dealing with human triggers to the emotional and another psychology aspect (Blake, 2008; Shaver, 2010). Changing culture required the school leader to be concern on human as the execution of the entrepreneurial vision. Hence, empowering people with trust will help an individual to stay loyal and dedicated to the organization (Thornberry, 2006).

In McGuire's Entrepreneurial Culture, all the eight dimensions are intertwined with the organization, the employee and leader practices. Hence, several dimensions as discussed by McGuire (2003) is coherently aligned with Schein's (2010) culture development model. Systematically, Schein in his model also emphasized on the importance of value creation through innovation and change. Moreover, risk acceptance is one of the characters to be maintained and sustained for an organization to continuously grow. The model of McGuire's (2003) Organizational Entrepreneurial Culture is shown in Figure 5:

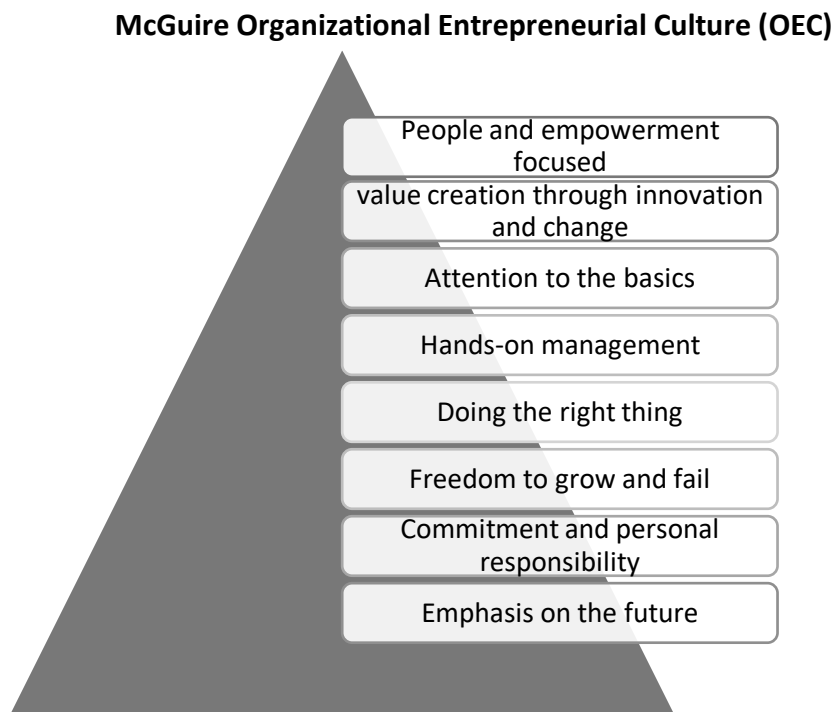


Figure 5: McGuire Organizational Entrepreneurial Culture (OEC)

Conclusion and Recommendation

From this model, the identification of the right tools or approaches for the school entrepreneurial culture change helped in capturing the support and the success of the school in the future. By that extension, it is advisable for the school principal to master the entrepreneurial school culture before starting to implement it to the school. As discussed in the previous sections, being a knowledgeable principal is vital to avoid any unnecessary issues in the future. A research must be conducted on the current culture practices of the school prior to deciding on the change of the school culture. Moreover, the implementation of this entrepreneurial culture must be outlined effectively depending on the number of school staff in the school (Phegan, 2013) and the vision of the school indicated by the school leaders (Fullan, 2014). This is because the change of culture requires unrelenting effort, concern, and time for the school to be familiar with the changes. Hence, the moral purpose (Fullan, 2014) will be the drive to measure the success of this culture. The school principal must bear in mind that the change of the school culture from current to the entrepreneurial school culture is purposely for the students and the school (Fullan, 2014). In the Malaysian scenario, the centralized implementation demands the public school to consider the government authorities in action and operation of the schools. However, with the right approaches, vision and equilibrium of action to the purpose of change will benefit the school in the future. The integration of this entrepreneurial school culture from Alzira (2016), Reeves (2007) and Schein (2010) models is equilibrium and equivalent to the centralized school implementation because the three stages discussed in this paper covered all the aspects of the centralized school consideration. The right approaches and clear explanation are important to gauge all the support from the school teachers. In sum, with various demands in education, the entrepreneurial school culture implementation is one of the mechanisms to enhanced school effectiveness.

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