

Entrepreneurial Leadership Among Headmasters in Malaysian Primary Schools (Kepimpinan Keusahawanan Guru Besar Sekolah-sekolah Rendah di Malaysia)

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ABSTRACT

The Malaysian Education Quality Standard 2010 (SKPM 2010) which has been implemented in the Malaysian education administration emphasize on creative and innovative leadership in cultivating excellence in Malaysian schools. From the literature, leadership style that has creative and innovative elements is known as entrepreneurial leadership. This survey aimed to determine Malaysian primary school teachers' perception on headmasters' entrepreneurial leadership level, and the difference in the levels according to school type. A total of 324 teachers from 36 primary schools in Peninsular Malaysia participated in the study. Data was analysed descriptively and inferentially. Findings show that according to the teachers, National Schools (SK) and National-type Tamil Schools (SJK(T)) headmasters practice high level of entrepreneurial leadership, while National-type Chinese Schools (SJK(C)) headmasters practice moderate level of entrepreneurial leadership. In addition, findings also revealed that the level of entrepreneurial leadership of SK and SJK(T) headmasters are significantly higher than SJK(C), and there is no significant difference in the level of entrepreneurial leadership in SK and SJK(T). The findings of this study implicates that the practice of entrepreneurial leadership is confirmed to be already in place in Malaysian primary schools. This provides a new insight as there are lack of empirical evidence related to entrepreneurial leadership in Malaysian school administration prior to this research.

Keywords: Entrepreneurial Leadership; School Performance; Malaysian Primary Schools; Teacher's Perception

ABSTRAK

Standard Kualiti Pendidikan Malaysia 2010 (SKPM 2010) yang telah dilaksanakan dalam pentadbiran pendidikan Malaysia menekankan kepemimpinan kreatif dan inovatif dalam memupuk kecemerlangan di sekolah-sekolah Malaysia. Dari literatur, gaya kepemimpinan yang mempunyai unsur kreatif dan inovatif dikenali sebagai kepemimpinan keusahawanan. Kajian tinjauan ini bertujuan untuk menentukan persepsi guru sekolah rendah Malaysia terhadap tahap kepemimpinan keusahawanan guru besar, dan perbezaan tahap mengikut jenis sekolah. Seramai 324 guru dari 36 sekolah rendah di Semenanjung Malaysia mengambil bahagian dalam kajian ini. Data dianalisis secara deskriptif dan inferensi. Hasil kajian menunjukkan bahawa menurut guru, guru besar Sekolah Kebangsaan (SK) dan Sekolah Jenis Kebangsaan Tamil (SJK(T)) mengamalkan kepemimpinan keusahawanan di tahap yang tinggi, sementara guru besar Sekolah Jenis Kebangsaan Cina (SJK(C)) mengamalkan kepemimpinan keusahawanan di tahap yang sederhana. Di samping itu, hasil kajian juga menunjukkan bahawa tahap kepemimpinan keusahawanan guru besar SK dan SJK(T) adalah secara signifikan lebih tinggi daripada SJK(C), dan tidak terdapat perbezaan yang signifikan tahap kepemimpinan keusahawanan di SK dan SJK(T). Hasil dapatan kajian ini mengimplicasikan bahawa amalan kepemimpinan keusahawanan adalah disahkan sudah diamalkan di sekolah-sekolah rendah di Malaysia. Ini memberikan pandangan baru kerana terdapat kekurangan bukti empirikal yang berkaitan dengan kepemimpinan keusahawanan dalam pengurusan sekolah di Malaysia sebelum penyelidikan ini dijalankan.

Kata Kunci: Kepimpinan Keusahawanan; Prestasi Sekolah; Sekolah Rendah Malaysia; Persepsi Guru

INTRODUCTION

Gauging school performance is crucial in order to warrant quality education. Yet, improving school performance becomes a never-ending challenge for Malaysian schools. Although the Malaysian education system transforms gradually into a more promising

system lately, but it is still not meeting the international standard (Ministry of Education 2012). This can be evidenced via Malaysia's results in international assessments such as the Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA) and Progress in International Reading Literacy Study. To

participate and perform well in these international assessments, Malaysia needs a transformation of its entire education system (Ministry of Education 2012). We need to improve the performance internally, before focusing on improvement in international level. Hence, the elements that influence the performance of each school should be identified. With regards to that, few studies have proved that leadership influences school performance (Ingersoll et al. 2018; Leithwood et al. 2020; Marzano & Waters 2006; Louis et al., 2010; Choraket 2011; Phillips 2013).

Leadership is a process related to the interaction between people, leaders, and followers to achieve a common goal (Northouse, 2007). Leadership is one of the important elements in promoting effectiveness in an organisation regardless of organisation type. Therefore, it must be noted that the failure to recognize a suitable leadership for an organization may lead to a great loss. This is because different leadership may deliver different outcome. Hence, it is crucial to identify an appropriate leadership which suits the organisation. As such, leadership in schools plays an important role for school success. The leadership practiced in schools influences teachers' way of thinking and behaviour towards the school, which subsequently impact the school performance. As a consequence, the headmaster's leadership style is closely related to student performance (Ingersoll et al. 2018; Leithwood et al. 2020; Moreno 2009). Hence, it cannot be denied that the headmaster as leaders must have certain knowledge and skills on planning and strategizing the school operation towards achieving a desirable school performance.

As school leadership has significant impact on school performance, the Malaysian Ministry of Education also emphasize effective leadership in Malaysian schools. In 2011, a New Deal for School Headmasters (*Tawaran Baru Kepada Pengetua*) has been established as one of the National Key Results Area (NKRA) in education. In this new deal, school headmasters are given rewards based on their performance to achieve school's target. Through this effort, the school headmasters are being recognised for their involvement in teachers' development and school performance. This reward motivates school headmasters to perform better, which lead to better school performance indirectly.

Following this, in 2014, the Ministry of Education has tightened the leadership selection criteria for schools. The important criteria to become a headmaster in Malaysian schools is to have a Certificate in National Professional Qualification for Educational Leaders (NPQEL). Under this initiative, around 2000 headmasters were given training, and around 63% of headmasters who were participated have attained a Cumulative Grade Point Average (CGPA) of 3.75 and above (Ministry of Education 2014). Not only that, the importance of leadership element has also been highlighted in the Malaysian Education Quality Standard 2010 (SKPM 2010), which is a standard developed by the School Inspectorate and Quality Assurance Unit in the Ministry of Education (Ministry of Education 2010). Basically, the standard is used to evaluate school performance based on five (5) elements, such as in Figure 1.

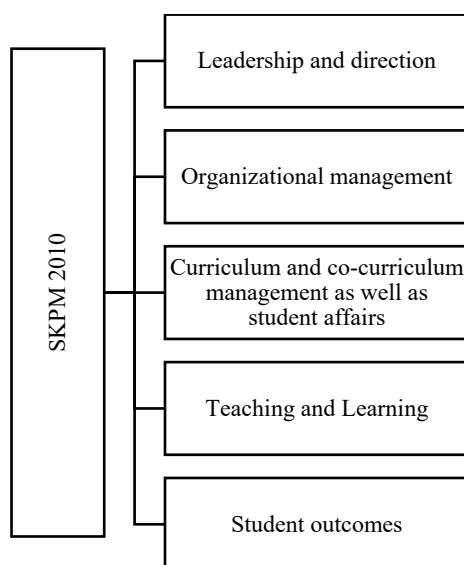


FIGURE 1. Elements in SKPM 2010
Source: Ministry of Education 2010

The first element in Figure 1 proves that the Ministry of Education emphasizes leadership in cultivating excellence in Malaysian schools. To go into details, the score description for leadership in SKPM 2010 indicates that more focus is given to creative and innovative leaders. Highest score (score 6/skor 6) is given to school leaders who implement creative and innovative elements in their leadership style (Refer to Table 1).

From the literature on leadership, leadership style that has creative and innovative elements is known as entrepreneurial leadership. If this is the case, then, it has to be noted that Ministry of Education encourages entrepreneurial leadership in Malaysian schools, which was revealed in SKPM 2010. This view can be further supported by the revised SKPM 2010, known as the

Wave 2 Malaysian Education Quality Standard (SKPMg2) (Ministry of Education 2017). In this revised standard, more emphasis is given to entrepreneurial leadership, even though the term is not explicitly stipulated in the standard. The SKPMg2 highlights that the school headmaster should play their role as a leader to guide and encourage school development (Ministry of Education 2016). This is in line with Thornberry (2006) entrepreneurial leadership model, whereby the model explained that entrepreneurial leaders are those who play the role as an activist (to stand out and lead subordinates within organization towards success) and also as a catalyst (to motivate subordinates to perform towards organizational success).

TABLE 1. Excerpt taken from SKPM 2010 on score description for leadership element

STANDARD 1	LEADERSHIP AND DIRECTIONS
ASPECT 1.1	Leadership style
CRITICAL CRITERIA	School leadership adopts effective leadership style to mobilise staff and students in achieving school goals.
SCORE 6	All the strengths described in the description of score 5 are met. There is an element of innovation and creativity that adds value to the efforts to improve the excellence level of the school that lead to improved student achievement. Such an effort should be a benchmark for other schools.
SCORE 5	<ul style="list-style-type: none"> • The headmaster practises a leadership style appropriate to a situation. • The headmaster acts proactively, dynamically, diligently and is willing to take risks to implement changes towards improvement. • The Headmaster is competent, acts with integrity and professionalism in almost all of his actions. • The Headmaster is knowledgeable and possesses various skills to generate thoughtful ideas and provide continuous guidance and advice. • The Headmaster is far-sighted and his/her competitive spirit inspires school staff and students in performing their duties. • The Headmaster gets full support from almost all school staff and students.

It is assumed that the recent educational administration policy in Malaysia (which is documented in the SKPM and SKPMg2 standards) clearly points out that entrepreneurial leadership is encouraged in Malaysian schools in order to improve its performance, among other types of leadership. Even though entrepreneurial leadership has been studied in the context of school administration before (Yusof 2009; Akmaliah et al. 2014), the SKPM and SKPMg2 standards are being used to assess school headmasters based on their practice of entrepreneurial leadership now (even though the term entrepreneurial leadership is not explicitly stated). Therefore, it is of the interest of this study to determine the current practice of entrepreneurial leadership by headmasters in

Malaysian schools. The main purposes of this study are:

1. To determine teachers' perception on the headmasters' level of entrepreneurial leadership among National Schools (SK), National-type Chinese Schools (SJK(C)), and National-type Tamil Schools in Malaysia
2. To determine the difference in the teachers' perception on the headmasters' level of entrepreneurial leadership among National Schools (SK) and National-type Chinese Schools (SJK(C))
3. To determine the difference in the teachers' perception on the headmasters' level of entrepreneurial leadership among National Schools

- (SK) and National-type Tamil Schools (SJK(T))
4. To determine the difference in the teachers' perception on the headmasters' level of entrepreneurial leadership among National-type Chinese Schools (SJK(C)) and National-type Tamil Schools (SJK(T))

The following hypotheses are formulated for this study:

- H₀₁: There is no significant difference between the teachers' perception on the headmasters' level of entrepreneurial leadership among National Schools (SK) and National-type Chinese Schools (SJK(C))
- H₀₂: There is no significant difference between the teachers' perception on the headmasters' level of entrepreneurial leadership among National Schools (SK) and National-type Tamil Schools (SJK(T))
- H₀₃: There is no significant difference between the teachers' perception on the headmasters' level of entrepreneurial leadership among National-type Chinese Schools (SJK(C)) and National-type Tamil Schools (SJK(T))

ENTREPRENEURIAL LEADERSHIP IN SCHOOL ADMINISTRATION

As studies on leadership progress, the concept of entrepreneurial leadership creeps into literature world. Thornberry (2006) claimed that leadership style changes following the supervisory level. Conversely, the entrepreneurial leadership can be practiced at all supervisory levels because entrepreneurial leaders do not spend time in changing people's mind, alternatively they spend time looking for opportunities (Newman et al. 2018). They focus more on finding like-minded people to achieve a common vision. Therefore, entrepreneurial leadership seems to be an effective leadership to be practiced in all type of organization (Sarabi et al. 2020; Newman et al. 2018).

In schools, headmasters alone cannot exhibit the initiative for school success. They must be supported by the teachers surrounding the school. The teachers must act beyond the expectation to bring the changes for the benefit of the school. For teachers to perform better, they need someone to motivate them where the headmaster's role becomes very important here

(Wibowo & Saptono 2018). The headmaster should encourage and motivate teachers to do better by improving work settings of the school. Hence, school headmasters as leaders need to play a dual role in improving school performance as follows: i) Role as an activist: to do the right things for the school improvement, and ii) Role as a catalyst: to encourage teachers to do the right things for school improvement. Thus, entrepreneurial leadership is seen as important for school improvement (Thornberry 2006).

A study conducted by Akmaliah, Asimiran, and Bagheri (2014) suggest that headmaster entrepreneurial leadership style can increase the degree of innovativeness in school. Innovativeness in an organization is claimed to be able increase the job satisfaction and commitment among employees (Lambert & Hogan 2010); which, in the context of schools, are the teachers. Therefore, the school headmasters need to focus on the way to influence teachers to accept change and understand the need for the change.

For the purpose of this study, Thornberry's (2006) Entrepreneurial Leadership Model was referred, as this model has been used by researchers in Malaysia to study its suitability in Malaysian educational context. For instance, Yusof (2009) examined entrepreneurial leadership behaviour of Malaysian academic leaders and the study indicated that Thornberry (2006) entrepreneurial leadership questionnaire is valid and reliable to measure entrepreneurial leadership behaviour in Malaysian educational context. Thereafter, Zaidatol et al (2014) also conducted another study to confirm the validity of Thornberry (2006) model and their findings showed that the questionnaire is valid and reliable to measure the different dimension educational entrepreneurial leaders. The study also further recommended to apply the model to measure entrepreneurial leaders which influence the various aspect of teachers and school performance.

Thornberry's (2006) Entrepreneurial Leadership model classifies leaders into two (2) types, which are activist and catalyst, which are further divided into four (4) behaviours, which are explorer, miner, accelerator, and integrator. The combination of these behaviours is addressed as "general behaviour" (Figure 3). In addition, the leaders' focus is also divided into two different focuses, which are internal and external, which display the similar concept of Cameroon and Quinn's (2006) Organizational Culture Assessment (OCAI) model.

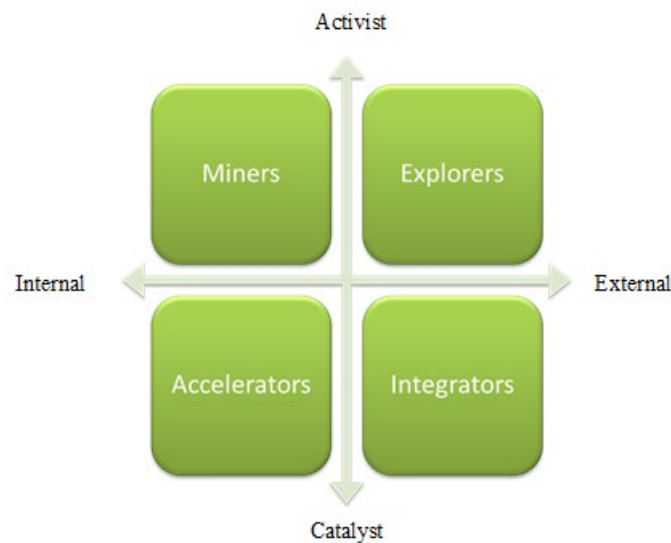


FIGURE 3. Thornberry (2006) Entrepreneurial Model

Thornberry (2006) model explains leadership behaviour at both personal and organizational level. Activist refers to the leader’s personal level behaviour, whereas catalyst refers to leader’s organizational level behaviour. Activist leaders act as an active role as the lead entrepreneur. They do not wait for others to take the first step for seeking opportunity. In contrast, catalyst leaders do not directly drive the changes and opportunity. Alternatively, they stimulate the innovation, new approaches, and entrepreneurial action among their subordinates by creating a supportive environment. In this case, miners and explorers are categorized as an activist, whereas accelerators and integrators act as a catalyst.

Explorer behaviour refers to leaders’ behaviour in exploring new opportunities. They are the one who always see the opportunities first. The term “explorer” itself displays that the leader is willing to discover new ideas and opportunities for school improvement. They work closely with external networks to identify the strengths and weaknesses of competitors. These leaders are willing to apologize for their mistakes and move on with a determination to give a better performance. In school contexts, explorer refers to headmasters who actively explore external networks and new opportunities for school improvement.

Miner behaviour refers to leaders’ behaviours in applying creative and innovative approaches in problem-solving. They focus on people, procedures, and processes internally in order to increase the competitiveness. They drive their followers towards new directions which give competitive advantage to the organization. To get external opportunities, the leaders must bring out changes internally so that the organization become more competitive and effective. Briefly, for the purpose of this study, miner refers to

headmaster who does not wait for others and bring out changes internally to become more competitive to seek external networks.

Accelerator refers to leaders’ behaviour who is not only applying creative and innovative actions in his implementations, but also creates supportive environment as well as encourages and develops teachers to be creative and innovative in performing their task. Normally, these leaders willing to spend time to accelerate innovativeness internally by encouraging their employees. Hence, in this study, accelerator means headmaster who does not take actions directly. However, the headmaster stimulates the teachers to create supportive environment internally and encourage staff to be creative and innovative.

Integrator behaviour refers to leaders’ behaviour in communicating the vision and mission to all staffs and encourages them to engage in entrepreneurial thinking to achieve the organization vision. Their focus is external, where they pull resources from outside and create positive environment for organizational improvement. Generally, for this study, integrator refers to headmasters who assists teachers to pull resources from outside school and creates supportive environment.

Thornberry (2006) Entrepreneurial Leadership Model is chosen as the framework for this study as it clearly represents how internal environment interact with external environment to achieve organizational goals. This means that entrepreneurial leaders explore the external environment to identify opportunities. Once identified, the leaders bring great ideas inside and motivate others to participate actively in the process of changing the environment for better performance.

METHODOLOGY

RESEARCH DESIGN AND SAMPLING

This study is a cross-sectional survey, which is a common approach to study a population at a particular time (Pihie et al. 2018; Wibowo & Saptono, 2018). This method is adopted for the current study, where the data was collected from a sample of primary school teachers.

This study was conducted in National Schools (SK), National-type Chinese Schools (SJK(C)), and National-type Tamil Schools (SJK(T)) in Perak, Selangor, Pahang as well as Johor to represent Peninsular Malaysia. Cochran's (1977) formula was used to calculate the sample size with 95% confidence level (t) and 5% margin error (d). However, the value for estimated proportion of population (p) is not used as .50. This is because the estimated proportion of population was made in reference to Malaysia Educational Statistics 2015 where the proportion of teachers in national schools and non-national schools was reported approximately as 75:25. Hence, the p and q value for sample size calculation is estimated as .75 and .25 respectively. The sample size calculated was 288 teachers. However, the sample size was adjusted to accommodate the non-response rate by referring to the response rate of pilot study, as proposed by Barlett et.al (2001) and Suresh et. al (2012). The final sample size was 324 teachers, after which the samples were selected by school type and state using disproportionate stratified random sampling. Permission to conduct this study as well as the ethical approval has been obtained from the Ministry of Education (MoE), as well as the schools in which this study was conducted. The teachers have also given their consent to participate in this study.

RESEARCH INSTRUMENT

This study uses a questionnaire to collect data. The items to measure entrepreneurial leadership were adapted from Thornberry (2006) Entrepreneurial Leadership Questionnaire. The original items in the

questionnaire has two types of ratings; i) importance of entrepreneurial leadership behaviour, and ii) frequency of entrepreneurial leadership behaviour. For the purpose of this study, only frequency ratings were used, as the aim is to determine teachers' perception of their headmasters' level of entrepreneurial leadership. The questionnaire assesses five (5) dimensions and contains 50 items. The questionnaire used five-point Likert scale. In previous studies, this questionnaire has reported a high validity (Zaidatol et al. 2014) and reliability (Yusof 2006; Zaidatol et. al 2014).

For the purpose of this study, the original items were adapted to suit the school context. The items were also translated into the Malay language, as the language is being used for official business in Malaysian schools. Upon the translation, the questionnaire was sent to language experts for face validity and a panel of experts for content validity. The questionnaire was then piloted, and it has reported a good internal consistency, with Cronbach's Alpha value of 0.97. This indicate that the modified Thornberry (2006) Entrepreneurial Leadership Questionnaire fit the educational settings, even though the instrument was originally intended to measure entrepreneurial leadership in business settings.

DATA ANALYSIS METHOD

Exploratory data analysis was carried out, and it was found that there were no errors, missing values and outliers. Thereafter, normality test was carried out using histograms, Q-Q Plots, as well as skewness and kurtosis values, which has reported that the data is normally distributed.

The level of entrepreneurial leadership was determined based on the mean score obtained from descriptive analysis. The mean score was categorised into three levels, using class interval width formula as in Table 2.

Besides, the mean differences comparison among the school type was carried out through one-way ANOVA. A significant p-value obtained from this one-way ANOVA analysis indicate that these schools differ significantly in terms entrepreneurial leadership, and vice versa.

TABLE 2: Interpretation of Level of Mean Score

Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

FINDINGS AND DISCUSSION

TEACHERS' PERCEPTION ON HEADMASTERS' ENTREPRENEURIAL LEADERSHIP LEVEL

Table 3 shows the findings of the teachers' perceptions on the headmasters' entrepreneurial leadership levels according to the type of schools: i) National Schools (SK), ii) National-type Chinese Schools (SJK(C)), and iii) National-type Tamil Schools (SJK (T)).

For the SK, three dimensions scored highly, which are accelerator (mean=3.78; SD=0.81), explorer (mean=3.74; SD=0.82) and integrator (mean=3.70; SD=0.78). Meanwhile, Miner (mean=3.66; SD=0.78) and General (mean=3.53; SD=0.92) scored moderately. Overall, the level of entrepreneurial leadership among headmasters in national schools is at high level (mean=3.68; SD=3.68), according to the teachers' perception. This means that the teachers perceive that their headmasters practise elements such as creativity, innovativeness, openness as well as risk-taking to create a supportive atmosphere within school and encourage teachers to do things differently for school improvement. Teachers also perceive that the headmasters get rid of the bureaucracy system within the school and encourage suggestions from all teachers in the school. This kind of headmasters' approach stimulate teachers to challenge on the existing school rules for school betterment. A school performs well when headmaster put his first step and subsequently

stimulate teachers to leverage the steps taken into greater school outcome.

For the SJK(C), all 5 dimensions scored moderately, and the overall score (Mean=3.29; SD=0.81) is also at moderate level. The range of mean score for all the dimensions are between 3.21 and 3.35, where the Miner behaviour reported the highest mean score (Mean=3.35; SD=0.78) followed by accelerator (Mean=3.34; SD=0.81), Integrator (Mean=3.29; SD=0.81), Explorer (Mean=3.24; SD=0.81) and General (Mean=3.21; SD=0.83). This finding means the teachers in National Type Chinese Schools perceived that their headmasters display moderate level of entrepreneurial leadership overall, and in all the five dimensions. The moderate practice of entrepreneurial leadership may impact the score of leadership element as guided by SKPM 2010 during the audit by the School Inspectorate and Quality Assurance (JNJK). Thus, the school headmasters may need to be aware on the importance of entrepreneurial leadership in school scoring system. Therefore, more efforts need to be taken by headmasters to be more entrepreneurial in their leadership so that it can contribute to good scoring for the schools. While there are limited studies on entrepreneurial leadership in Malaysian schools, this finding only can be compared with the study conducted by Akmaliah et. al (2014). Both studies shows that the headmasters practice the entrepreneurial leadership in moderate level.

TABLE 3. Teachers' perception on headmasters' entrepreneurial leadership levels

Primary School Type	Entrepreneurial Leadership	Number of Items	Mean	Standard Deviation	Level
National School (SK)	Miner	7	3.66	0.78	Moderate
	Explorer	9	3.74	0.82	High
	Accelerator	11	3.78	0.81	High
	Integrator	14	3.70	0.78	High
	General	9	3.53	0.92	Moderate
	Overall	50	3.68	0.82	High
National-type Chinese School (SJK(C))	Miner	7	3.35	0.78	Moderate
	Explorer	9	3.24	0.81	Moderate
	Accelerator	11	3.34	0.81	Moderate
	Integrator	14	3.29	0.81	Moderate
	General	9	3.21	0.83	Moderate
	Overall	50	3.29	0.81	Moderate
National-type Tamil School (SJK(T))	Miner	7	3.78	0.91	High
	Explorer	9	3.75	0.80	High
	Accelerator	11	3.78	0.82	High
	Integrator	14	3.73	0.83	High
	General	9	3.55	0.98	Moderate
	Overall	50	3.72	0.86	High

Note: 1.00-2.33 = Low; 2.34-3.67 = Moderate; 3.68-5.00 = High

For the SJK(T), the teachers perceived that their headmasters show a high level of entrepreneurial leadership, in four out of five dimensions, which are

Miner (Mean=3.78; SD=0.91), Explorer (Mean=3.75; SD=0.80), Accelerator (Mean=3.78; SD=0.82) and Integrator (Mean=3.73; SD=0.83). In General

dimension, they scored moderately (Mean=3.55; SD=0.98). As a whole, the entrepreneurial leadership is practiced in SJK(T) at a high level (Mean=3.72; SD=0.86). This finding means that the teachers perceived that their headmasters actively think of changing school internal environment to perform well. These headmasters spend resources and often look for something within the school process that could be leveraged into a new valuable outcome. According to the data, some of the headmasters even look for throw-away books that could be re-used in daily teaching and learning. Typically, these headmasters stimulate the teachers to utilize the resources that they already have without looking for additional assets for school improvement.

In summary, the findings show that the teachers perceived that the headmasters in SK and SJK(T) practiced a high level of entrepreneurial leadership, while teachers in SJK(C) perceived that the headmasters practiced a moderate level of entrepreneurial leadership. The findings of this study are contrary to the findings of Hamzah, Yusof and Abdullah (2009) who measure the self-entrepreneurship competency analysis of headmasters in the Teachers' Post-Graduate Special Program in Universiti Pendidikan Sultan Idris. The study found that the headmasters have average level of entrepreneurship and recommended that entrepreneurship education be included in the induction training of headmasters. The difference in these findings could be due to the different time frame of the studies, where the headmasters in the current generation are applying entrepreneurial way of doing

things as recommended in the past research, than the headmasters eleven years ago. In a more recent study, which was conducted 6 years ago, Akmaliah et. al (2014) found that the headmasters practice the entrepreneurial leadership in moderate level. Therefore, this shows that as time goes by, Malaysian primary school headmaster moves closer towards entrepreneurial leadership.

DIFFERENCES IN HEADMASTERS' ENTREPRENEURIAL LEADERSHIP BY SCHOOL TYPE

Table 4 shows the difference in the teachers' perceptions on the headmasters' entrepreneurial leadership levels according to the type of schools: i) National School (SK), ii) National-type Chinese School (SJK(C)), and iii) National-type Tamil School (SJK (T)).

The mean score reported a statistical significant difference at the $p < .05$ level in entrepreneurial leadership for all three type of schools [F(2, 227)=11.827; $p=0.00$]. The post-hoc test showed that the level of entrepreneurial leadership in SK (mean=3.68; SD=0.82) is significantly higher than the level of entrepreneurial leadership in SJK(C) (mean=3.29; SD=0.81) ($p=0.000$). Therefore, H_{01} is rejected. The test also shows that the level of entrepreneurial leadership is significantly higher in SJK(T) (mean=3.72; SD=0.86) compared to SJK(C) (mean=3.29; SD=0.81) ($p=0.000$). Therefore, H_{03} is rejected. Meanwhile there is no significant difference in the level of entrepreneurial leadership in SK and SJK(T) ($p=0.914$). Therefore, H_{02} is failed to be rejected.

TABLE 4. Level of Entrepreneurial Leadership by School Type

School Type	Mean	Standard Deviation	Level	Behaviour that recorded highest mean score
National School (SK)	3.68	0.82	High	Accelerator
National-type Chinese Schools (SJK(C))	3.29	0.81	Moderate	Miner
National-type Tamil Schools (SJK (T))	3.72	0.86	High	Accelerator and Miner
Overall	3.56	0.83	Moderate	

F=16.637, $p=.000$

TABLE 7. Post Hoc Result for Entrepreneurial Leadership by School Type

School Type	Mean Difference	<i>p</i>
SK and SJK(C)	0.40	.000*
SK and SJK(T)	0.03	.914
SJK(C) and SJK(T)	0.43	.000*

This result means that teachers in SK and SJK(T) perceive that the level of entrepreneurial leadership in their schools is significantly higher than the SJK(C). One of the possible reasons for this discrepancy in this study is culture difference. SK and SJK(T) teachers were perceived to be practicing clan culture, whereas SJK(C) were perceived to be practicing hierarchy culture, as

shown in the study conducted by Kavitha et. al (2020). In a collaborative culture such as the clan culture, all the teachers regardless of their position mingle as family members and understand each other better as they spend most of their time together. They interact and bond not just through working together, but also through other leisure things, such as a common hobby

and interest. Alternatively, in hierarchy culture environment, teachers prefer and are comfortable with doing their own work on their own most of the time and they have less opportunity to interact with their headmasters. This interaction gap in hierarchy culture may cause the teachers to have different perception on their headmaster's entrepreneurial leadership, even though the headmasters are actually practicing it.

However, this result could only be unique to the context of Malaysia, where there are vernacular schools with different races and different culture living together harmoniously in the same country. In a study conducted by Talebloo (2015), although on different type of leadership which is transformational leadership, it was found that there is no significant difference in the levels of transformational leadership as perceived by the teachers based on school type. Talebloo (2015) also made comparison with Giles et. al (2007) findings in New York, who reported the similar findings on transformational leadership levels regardless of different race and group. Therefore, it can be suggested that the difference in the level of entrepreneurial leadership in SK, SJK(C), and SJK(T) is due to the difference in culture.

CONCLUSION

This study has determined Malaysian primary school teachers' perception on their headmasters' level of entrepreneurial leadership, and the difference in the levels according to school type, which are National

School (SK), National-type Chinese School (SJK(C)), and National-type Tamil School (SJK(T)). Findings show that teachers in SK and SJK(T) perceived that the headmasters practice high level of entrepreneurial leadership, while teachers in SJK(C) perceived that the headmasters practice moderate level of entrepreneurial leadership. In addition, findings also revealed that the level of entrepreneurial leadership in SK is significantly higher than SJK(C), and the level of entrepreneurial leadership in SJK(T) is significantly higher than SJK(C), and there is no significant difference in the level of entrepreneurial leadership in SK and SJK(T). The findings of this study implicates that the practice of entrepreneurial leadership is confirmed to be already in place in Malaysian primary schools. This provides a new insight as there are lack of empirical evidence related to entrepreneurial leadership prior to this research. In continuity, educational stakeholders such as the policy makers, headmasters, and teachers will be able to know the existing level of entrepreneurial leadership practiced in Malaysian primary schools and plan related policies accordingly. This study was only conducted on a sample of primary schools in Peninsular Malaysia. Therefore, it is suggested that a similar study be conducted using different samples such as including the schools in Sabah and Sarawak for better generalisation as well as to re-confirm the findings obtained through this study. In addition, similar studies could also be done using different variables such as using other entrepreneurial leadership models as well as different research approaches to check the findings of this study.

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