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PRINCIPALS' ENTREPRENEURIAL LEADERSHIP PRACTICES IN SCHOOL FUND RAISING ACTIVITIES

SITI SABIHAH GHAZALI

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By

SITI SABIHAH GHAZALI

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

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DEDICATION

This thesis is dedicated to my parents, Hj. Ghazali Daud and Hajjah Salmah Ahmad and my sister Siti Faridah Ghazali for sharing uncertainties, challenges and sacrifices in completion of this thesis.

Thank you.

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of
the requirement for the degree of Doctor of Philosophy

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Chair   : Suhaida Abdul Kadir, PhD
Faculty   : Educational Studies

Insufficient school funding has become among the unresolved issues in the education
administration. Therefore, entrepreneurial leadership emerges in the school
administration to facilitate school transformation and the practices of entrepreneurs.
However, further knowledge needs to be gained on the practices of entrepreneurial
leadership for fundraising, the importance of entrepreneurial leadership in schools, the
integration of stakeholders with the schools done by school principals, and the
enculturation of entrepreneurial school culture. Accordingly, three research questions
were designed to determine entrepreneurial leadership definition in school, the
entrepreneurial leadership practices among principals in fundraising, and the school
culture development by school principals through entrepreneurial leadership.

Thornberry Entrepreneurial leadership (2006), Lunenburg Open System Model (2010),
Cameron and Quinn's (1999) Adhocracy Theory, and Knight's Financial Management
Model (1993) were implemented in the theoretical framework development. Two school
principals who implemented entrepreneurial leadership and actively conducted
fundraising activities in school led the schools of different backgrounds and locations. As
a result, different cases were presented in this study. The collection of data through 18
semi-structured interviews was followed with observations and document analysis. The
within-case and cross-case analyses were conducted through Atlas ti. software and
Microsoft Tables. Two categories were obtained for entrepreneurial leadership definition
in school. These categories were opening the schools to the external environment and
raising funds for school development. Two themes were then found, providing answers
regarding the entrepreneurial leadership practices in school fundraising, namely the
integration of the Role of Parents and Teachers Association (PTA) with the school
vision, and sharing knowledge. Meanwhile, teamwork planning and networking were
found as the themes of the development of entrepreneurial school culture.

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Four major conclusions were formulated in this study. Firstly, besides the raise of school funds, entrepreneurship leadership is perceived as one of the mediums which contribute to the involvement of an external environment with the school. Secondly, school principals need to integrate the Parents Teachers Association (PTA) with school vision. Thirdly, the entrepreneurship knowledge possessed by principals should be shared, so that the principals could implement fundraising in school through entrepreneurial leadership. Fourthly, to encourage outside parties' engagement with school parties, the school entrepreneurship culture development is based on teamwork planning and effective networks. Theoretically, four dimensions in Thornberry Entrepreneurial Leadership are associated with the school's fundraising success and entrepreneurial culture development.

It is recommended that entrepreneurial leadership is emphasized in the National Professional Qualification for Educational Leaders (NPQEL). With this emphasis, school principals would be able to improve their entrepreneurial leadership skills and enhance their qualities as entrepreneurs in school administration. Last but not least, the empowerment of PTA in schools is important as it is the first step towards successful fundraising and entrepreneurial culture development in school.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai
memenuhi keperluan untuk Ijazah Doktor Falsafah

AMALAN KEPIMPINAN KEUSAHAWANAN PENGETUA DALAM AKTIVITI PENGUMPULAN DANA SEKOLAH

Oleh

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Peruntukan kewangan sekolah yang tidak mencukupi merupakan isu yang tidak berkesudahan dalam pentadbiran pendidikan. Lanjutan itu, kemunculan kepimpinan keusahawanan dalam pentadbiran pendidikan dilihat membantu dalam mentransformasi sekolah dan amalan keusahawanan. Namun begitu, maklumat berkaitan kepentingan amalan kepimpinan keusahawanan dalam pengumpulan dana sekolah, kepimpinan sekolah dan keupayaannya mengintegrasi pihak berkepentingan di sekolah dan pembentukan budaya keusahawanan masih dangkal dan memerlukan kajian lanjut. Sehubungan itu, tiga soalan kajian telah dibina untuk menghuraikan definisi kepimpinan keusahawanan di sekolah, amalan kepimpinan keusahawanan yang diamalkan oleh pengetua dalam pengumpulan dana sekolah dan pembentukan budaya keusahawanan di sekolah.

Kepimpinan Keusahawanan Thornberry (2006), Sistem Model Terbuka Lunenburg (2010), Teori Adhocracy Cameron dan Quinn (1999) dan Model Pengurusan Kewangan Knight (1993) digunakan dalam membentuk kerangka teori. Dua pengetua sekolah yang mengamalkan kepimpinan keusahawanan dan menganjurkan aktiviti pengumpulan dana dari lokasi dan latar belakang yang berlainan dikaji. Data didapati melalui 18 interview separa struktur dan diikuti dengan pemerhatian dan analisis dokumen. Analisis data bagi setiap kes dan antara kes dilakukan menggunakan ATLAS.ti dan Jadual Microsoft Word. Dua kategori didapati hasil daripada analisis berkaitan makna kepimpinan keusahawanan di sekolah. Kategorinya adalah membuka sekolah kepada pihak luar dan pengumpulan dana untuk pembangunan sekolah. Dua tema selanjutnya didapati yang menjawab kepada persoalan amalan kepimpinan keusahawanan dalam pengumpulan dana sekolah iaitu integrasi peranan Persatuan Ibu Bapa dan Guru (PTA) dengan visi sekolah dan berkongsi ilmu merupakan dua tema yang. Manakala, perancangan berpasukan dan rangkaian jalinan merupakan tema pembentukan budaya keusahawanan di sekolah.

Empat perkara dapat disimpulkan daripada kajian ini. Pertama, selain daripada untuk pengumpulan dana, kepimpinan keusahawanan menyumbang kepada penyertaan persekitaran luar dengan sekolah. Kedua, pengetua sekolah perlulah mengintegrasikan PTA dengan visi sekolah. Ketiga, pengetahuan berkaitan keusahawanan yang dimilki oleh pengetua perlulah dikongsikan bersama supaya pengetua dapat mengaplikasi penjanaan dana melalui kepimpinan keusahawanan. Keempat, untuk mendorong pihak luar terlibat dengan pihak sekolah, pembinaan budaya keusahawanan sekolah adalah berdasarkan kerjasama berpasukan dan rangkaian jalinan. Secara teorinya, kesemua dimensi dalam Teori Keusahawanan Thornberry adalah saling berkaitan dengan kejayaan pengumpulan dana dan pembentukan budaya keusahawanan.

Kepimpinan keusahawanan dicadangkan supaya ditekankan dalam Kelayakan Profesional Pemimpin Pendidikan Kebangsaan (NPQEL). Dengan ini, pengetua sekolah dapat meningkatkan skil sebagai pemimpin keusahawanan dan kualiti sebagai usahawan dalam aspek pentadbiran sekolah. Oleh itu, pemerkasaan PTA adalah penting kerana itu merupakan awal kepada keberkesanan aktiviti pengumpulan dana dan pembentukan budaya keusahawanan di sekolah.

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ALHAMDULILLAH, this thesis would not have been appeared the way it looks devoid of devoted supervisory committee team. Each of the supervisory committee members was extremely important to accomplish my doctoral journey. I am without doubt owe undying gratitude to my supervisory committee members. Thanks for the encouragement and inspirations that you provided to me throughout the journey. You have really been inspirational and remarkable mentors for me. I would like to mention and express my special gratitude to Assc. Prof. Dr. Suhaida bt Abdul Kadir, my supervisory committee chair for her persistent effort and expertise in the field – she regularly ensured this thesis is realized. I would also like to extend my sincere appreciations to Assc. Prof. Abdul Lateef Krauss Abdullah and Assc. Prof. Soaib Asimiran who guided me in high standard and share the knowledge of being a qualitative researcher.

In particular, I would like to thank both of the school principals who are agreed to participate in this study and all participants who participate in this study. Finally, but not the least, I would like to express my gratitude to all individuals who were part of the making of this doctoral thesis; they are part of this achievement. I particularly would like to single out my countless indebtedness to both my parents and sister who do help me a lot in this study.

Thank you all.

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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Declaration by graduate student

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Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

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LIST OF ABBREVIATIONS

ASCT	Adhocracy School Culture Theory
ACT	Adhocracy Culture Theory
CBS	Central School Block
CSR	Corporate Social Responsibility
EL	Entrepreneurial Leadership
EC	Entrepreneurial Culture
EPRD	Bahagian Perancangan dan Penyelidikan Dasar Kerajaan
HPS	High Performing Schools
IAB	Institut Aminuddin Baki
ICT	Information and Communications Technology
MOE	Ministry of Education
MRSM	Maktab Rendah Sains MARA
MEB	Malaysia Education Blueprint (2013-2025)
NGO	Non-Government Organization
NPQEL	National Professional Qualifications Educational Leaders Program
OEC	Organizational Entrepreneurial Culture
OST	Open System Theory
PCG	Per-Capita Grant
PPD	Education District Office
PTj	Responsible Center
PPP	Public-Private Partnerships
PTA	Parent-Teacher Organization
SBUF	School Block Unit of Funding
SMK	Sekolah Menengah Kebangsaan
SABK	Government Aided Religious Schools
SBP	Boarding Schools
SUWA	Public Contribution Account
SA	South Africa
SFM	School Financial Management
SPM	Sijil Pelajaran Malaysia
SOP	Standard Operating Procedures
UK	United Kingdom
US	United States

CHAPTER 1

INTRODUCTION

1.1   Background of the Study

The principal plays an important role in influencing the effectiveness of the school manangement (Byrne, 2008; Crowder, 2013; Zaidatol, Soaib, & Bagheri, 2014), the progress of students and the financial management of a school (Thayer & Shortt, 1994). They are often considered leaders of the school with the autonomy in developing school practices (Feit, 2016). Besides, principals are also important in making decisions that will improve schools (İzzet Döş & Ahmet Cezmi Savaş, 2015; Zaidatol, Soaib, et al., 2014). Alongside the administration team, principals manage the school system and set the school culture and practices.

Previous literature on school principals highlights the current need for school principals in increasing the financial abilities of schools for educational purposes (Mestry, 2016). In the present education setting, school principals are expected to have qualities that can influence stakeholders (Dolph, 2016; Trnavčevič & Vaupot, 2009) such as creating a positive atmosphere and strong culture (Dodge, 2011; Dolph, 2016; İzzet Döş & Ahmet Cezmi Savaş, 2015; Rauf, Ali, Aluwi & Noor, 2018; Turan & Bektaş, 2013), being proactive (Byrne, 2008), a risk-taker and ready for changes (Lengh, 2003; Miri Yemini, Addi-Raccah, & Katarivas, 2015; Turan & Bektaş, 2013), effective in securing school resources (Hebert et al., 2008; Lunenburg, 2010), having a strong vision (Dolph, 2016), as well as being innovative (Geraki, 2014). Therefore, a principal's role extends beyond school management (Crowder, 2013).

Of late, the inadequate school funding has quickly become one of the main issues of contention within the education system. Adequate funding for the management of schools is important as it helps schools to remain competitive, given the present demand for education. For instance, school principals in the United States (US), Israel and United Kingdom (UK) are responsible for fund-raising in schools given the decentralized policies applied in those countries (Addi-Raccah, Amar, & Ashwal, 2018; Culbertson, 2008; Yemini & Sagie, 2015), whereas, at the same time, experiencing diminishing support financially for several reasons (Jacobson, 2014; Oliff, Mai, & Leachman, 2012). First, schools experience a reduction in funding allocated to them, given the number of schools increasing each year (EdSource, 2017). However, the number of schools in a particular district does affect the number of funds received nor allocated. Second, the current demand in the education system is forcing schools to locate external sources for financial support (Borasi & Finnigan, 2010; Nieswandt, 2017; Xaba & Malindi, 2010). For example, the community is expecting adequately skilled and trained teachers at schools, including the provision of facilities to attract the interests of students to learn and develop. For that reason, school principals, as the leader, are faced with high expectations among the community,

including teachers, students, school administrative staff, and especially parents, to address funding issues.

Previous studies have revealed that entrepreneurial leadership (EL) is helping school principals to align their role in light of globalization and the demand for quality and affordable education (Borasi & Finnigan, 2010; Feit, 2016; Harris, Jones, Cheah, Devadason, & Adams, 2017; Miri Yemini, Addi-Raccah, & Katarivas, 2015; Nieswandt, 2017; Pashiardis & Savvides, 2011). Moreover, because school principals believe that innovation affects school funding and leadership practices (Miri Yemini et al., 2015). Similarly, previous studies have also revealed that the school principal is responsible for managing school fund-raising activities as part of their management responsibilities (Mestry, 2016). Many studies have also highlighted the strong relationship between EL of school principals and school funding (Alfirevic̀ & Petrovic̀, 2013; Hörnqvist & Leffler, 2014; Miri Yemini et al., 2015; Zaidatol, Soaib, et al., 2014). Moreover, Yemini and Sagie (2015) mentioned that fund-raising activities are one of the mechanisms to assist schools in producing better outcomes (Knight, 1993; Yemini & Sagie, 2015). Therefore, in that context, the importance of EL facilitating school funding is undeniable.

Kirzner (1979) believed that the role of EL in an organization was mainly for funding purposes. He also believed that the amount of available funding influences the performance and outcomes of an organization. Applying the view of Kirzner to education, we can see that school outcomes will invariably affect the school's image and loyalty of the parents since performance attracts the parents to become part of the school community (Li & Hung, 2009). However, maintaining the school's image requires stable funding. Consequently, school principals need to be cautious in practicing EL in schools. Inevitably, the practice of EL by school principals will affect the culture of the school because given they have a responsibility in stratifying school management, culture, and practices (Reeves, 2007). Thus, entrepreneurial school culture will be created through the process of the school principal implementing and demonstrating EL.

Although in Malaysia, a different situation exists, given all public schools operate under a central government body with all funding allocated by this body based on assigned budgets for schools (Muhammad Faizal, Norfariza, Saedah, & Faisol, 2012; Shahril, 2005). Public schools in Malaysia are supported by the Ministry of Education (MOE) based on a yearly allocation of funds assigned by the government. However, in the 25 October 2013 National Budget Presentation, since 2014, the allocation of funding for education in Malaysia was RM 54 Billion (Malaysia, 2013), which in the following year increased to RM 56.7 Billion (Kementerian Kewangan Malaysia, 2014). Although, for 2016, the allocation decreased to RM 41.3 Billion (Kementerian Kewangan Malaysia, 2015), and in 2017, budgeting allocated for school improvement was only 250 million (Kementerian Kewangan Malaysia, 2016). Since the budget allocated to schools from the government has tightened, fund-raising activities have quickly evolved as the mechanism to help schools in this area.

Statistically, the total sum of secondary schools in Malaysia managed and overseen by the Malaysia Education Ministry is 2,408. With the recent launch of 21st Century Learning Policies, the possibility of covering all expenses for secondary schools alone is practically impossible (Shahril, 2005). Therefore, to address this hurdle, school principals have been advised to act independently in organizing fund-raising activities for their respective schools, in order to benefit students. Moreover, school alumni should contribute or partner with their previous school to assist in acquiring and upgrading school equipment to help improve school performance (Mahadzir Khalid, 2016).

While the government has reduced the level of expenditure allocated across public sector departments (including schools), fund-raising is presently aligned with the competencies expected of "High Impact School Principals" by the Institut Aminuddin Baki (IAB). Resources and operations, including human relationships, are two important competencies emphasized for the National Professional Qualifications Educational Leaders Program (NPQEL) (IAB, 2006). For instance, resources and operational competencies concern the effectiveness of school financial management, school physical and assets development, managing and providing ICT in schools and improving performance, since it is significantly related to leadership practices (Aminah, 2012). As a result, principals need to be concerned concerning the culture and school environment, exposing this external (Addi-Raccah et al., 2018; Lunenburg, 2010) in order to explore and attract suitable resources for the school.

Furthermore, human relationships and competencies must encompass the capacity to develop, communicate, develop external relationships, and teamwork. All of these elements, if combined, are associated with EL and practices (Butcher, 2014; Esfahani & Pour, 2013; S. Scott & Webber, 2013; Zaidatol Akmaliah & Bagheri, 2011). In human relationship competencies, the meaning of entrepreneurial competencies is the ability to develop the capacity and relationships with external parties. Here, the role of third parties is explained further as part of the Malaysia Education Blueprint (2013-2025) (MEB) in which their role is to partner with NGOs and the private sectors along with the alumni of school funding organizations. This was also highlighted in the Malaysia Education Blueprint (2013-2025) (MEB). One of the indicators is to partner with parents, the community, and the private sector.

Further, the MEB elaborates by highlighted a third objective to expand the trust of schools by including alumni groups and NGOs as potential sponsors to ensure the success of schools (MOE, 2013). It is important for the school to have good sponsorship instead of merely relying on funds from the MOE. For instance, computer giant "Apple" sponsored 700 tablet devices for students in Tengku Kursiah College in Bandar Enstek, Negeri Sembilan, as one of the mechanisms in supporting schools under the MOE policy related to 21st Century Learning. This sponsorship was exclusive to Apple, whereby the company also named the school as "The Distinguished School" (Haryanti, 2017). Even though the competencies of school principals in Malaysia are aligned to EL to overcome the insufficient funding issues, a study by Zaidatol et al. (2014) shows that EL among school principals is only moderately practiced. Their findings demonstrated that the school principals are less aware of the innovation and improvements in the entrepreneurial leadership practices which may affect their school

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performances. However, in contrast, the awareness demonstrated by teachers of EL is high regarding the benefits afforded to the future of schools. A year prior, Zaidatol & Bagheri (2013) found that EL would lead to school effectiveness. Hence, the study by Yemini et al. (2015) mirrored the findings to that of Zaidatol & Bagheri's (2013) findings. That EL of school principals improved school innovation and the way of dealing with the current change. EL, as part of school effectiveness, is to provide an effective teaching and learning environment (Zaidatol et al., 2014), avoid fund constraints (Yemini et al., 2015) and to instill quality education for students.

Notwithstanding, the practice of EL among Malaysian school principals still requires additional knowledge in this area (Zaidatol & Bagheri, 2013) for several reasons. One such reason is that, in Malaysia Education Blueprint (2013-2025) (MEB), school principals are often advised on applying instructional leadership (IL) (MOE, 2013). This perception and practice of the EL were separated among Malaysian school principals. Although, the previous study (MEB) undertaken in Malaysia shows that the practice of EL school principals is only moderate (Zaidatol et al., 2014). Moreover, from the public school's viewpoint, entrepreneur leadership only suits the business organization because the purpose is to obtain money for the organization's continuance (Zijlstra, 2014).

Nonetheless, it is unfair to conceive that all public secondary schools in Malaysia do not organize fund-raising activities. Primarily, fund-raising activities occurring in several schools are operating under government supervision through the Corporate Social Responsibility (CSR) (Maimunah, 2009; Maimunah, Ratna, Roziah, & Siti Noormi, 2013) programs and partnerships. However, bear in mind that the CSR program is only targeting several prestigious schools. Depending on the CSR program is needless for several unpopular schools and students. Likewise, schools located in suburban districts are normally left behind. Therefore, to overcome these issues, school principals are beginning to organize their own school fund-raising activities. However, much information remains to be explored on how EL can help schools to raise funds for secondary schools in Malaysia.

However, despite schools being able to raise funding, schools are also becoming more experienced in creating an entrepreneurial culture. The importance of entrepreneurial culture is unavoidable as it is created beliefs, norms, leadership, practices, and history of the school (Ali Sabanci, Ahmet, Alev, & Yilmaz, 2016; De, Tavares-Silva, & Pessanha, 2012; Deal & Peterson, 2016; Reeves, 2007). Therefore, for that purpose, school principals need to influence school stakeholders to understand the school's mission and vision and approach to become a successful school (Weiler, 1990). Concerning the role of stakeholders, MEB (2013-2025), as mentioned earlier, the plan proposes that one of the key indicators is to partner with parents, the community, and the private sector. The third objective under the plan also mentions the trust of schools by including alumni groups and NGOs as a potential sponsor (MOE, 2013).

Therefore, based on the justification and that of previous studies, EL is not an option but a necessity to overcome the funding constraints in Malaysia secondary schools. Also, Malaysia school principals need to realize that their roles are not simply limited

to improving school results, but are to develop good relationships with parents, the community and NGO's (MOE, 2013). This is aligned with the suggestion of Yemini et al. (2015) that schools need to partner with the private sector or other sources while becoming entrepreneurial. At the same time, entrepreneurial cultural development should be created through the practice of EL as a school function that mirrors the organization. This is in line with previous findings found in studies where there is a correlation between job satisfaction and entrepreneurial behavior (Neto, Rodrigues, & Panzer, 2017), school effectiveness (Zaidatol, Soaib, et al., 2014) and school culture (Feit, 2016) in in the education setting.

Therefore, EL practices in school fund-raising activities form the center-piece of this study. Notably, EL in the context of this study should be applied with regards to school leadership instead of implementing a standard style of leadership (Scott & Webber, 2013). Consequently, the collaboration of stakeholders plays a major role in helping schools stabilize their financial position concerning their facilities and funds management (Norfariza, Faizal., Saedah, & Mojgan, 2013). Also, from the literature, schools could increase their funding via partnerships, foundations, and school grants (Thayer & Shortt, 1994). Fund-raising activities need to be further investigated as it requires the school principal to be innovative (Knight, 1993). In this regard, research on EL among school principals is limited even though various initiatives could be explored in this domain (Yemini et al., 2015).

1.2   Problem Statement

Insufficient funding for schools is a significant issue in Malaysian schools. With a significantly large number of schools increasing, the ability of the MOE to provide sufficient support to each school is diminishing, if not, inconceivable. Despite the allocation of funds received from MOE each, funding is still tormenting school principals. This mainly due to the need for sufficient funding, which is needed to accommodate students with better education, and through organizing academic programs and to accommodate classes with modern facilities. In fact, the reduction of school funding adversely impacts the school's role, students, and teachers given it affects school programs, operations and the image of the school (Agyemang, 2010; Miri Yemini et al., 2015; Salahuddin, 2016; Xaba & Malindi, 2010). Subsequently, school performance decreases, unable to achieve set targets and goals. However, some school principals do take the initiative to raise school funding. Although public schools in Malaysia operated under the government, they are less concerned with fund-raising as school principals (Zaidatol, Afsaneh, & Soaib, 2014) have insufficient knowledge and emphasis placed on fund-raising. Indeed, some school principals are less concerned about school funding as they believe it is more applicable to prestigious, well-performing schools.

Interestingly, entrepreneurship in the education system has helped schools to align with globalization and innovation (Borasi & Finnigan, 2010; Feit, 2016; Miri Yemini et al., 2015; Nieswandt, 2017). Thus, the role of entrepreneurship has led to changes in leadership practices and has helped to generate funding (Miri Yemini et al., 2015). A recent study revealed that EL helped schools overcome various sources that constrained

the school, such as funding and facilities (Miri Yemini et al., 2015; Xaba & Malindi, 2010). Moreover, sufficient funding in school management helped them to be on par with the demand imposed on the education system. More importantly, the myriad of modern policies that needs to be implemented in the school system (Clouse & Alexander, 1998; Donovan, Green, & Mason, 2014; Ferrandino, 2001) and the rapid changes in education to enhance methods in teaching and learning may require a significant amount of funds to be realized. .

Consequently, the awareness of school principals towards the reduction and challenges faced regarding the allocation of funding is necessitated to ensure that performance of the school remains unaffected (EdSource, 2017; Jacobson, 2014; Oliff et al., 2012). Moreover, school principals quickly realize the importance of developing good relationships with parents, the community, and NGO's (MOE, 2013). In this regard, EL plays a leading role in helping school principals to overcome fund constraints. However, in Malaysia, a study by Zaidatol et al. (2014) found that the awareness of EL among school principals was moderate. Therefore, school principals need to be equipped with appropriate training and preparation in confronting new challenges as an entrepreneurial leader to help increase school performance. Moreover, the limited EL practices concerning fund-raising and the development of an entrepreneurial culture show a significant gap in the literature (Yemini et al., 2015). Moreover, the insufficient knowledge on the implementation of entrepreneurial leadership by Thornberry (2006) was also discussed (Kavitha & Zaidatol Akmaliah, 2017). These limitations prompt the researcher to identify the role of school principals in practicing entrepreneurial leadership for fundraising and in developing an entrepreneurial culture in school besides understanding the meaning of entrepreneurial leadership in school.

As a result, regarding the meaning of the practices associated with EL for fund-raising purposes, and entrepreneurial school culture development, further investigation is needed. While, limited studies have been found on EL in the context of the Malaysian education system (Zaidatol & Bagheri, 2013; Zaidatol, Soaib, et al., 2014), many of those studies do not focus on the practices of the school principal in fund-raising. Moreover, the knowledge on how EL has been practiced, the importance of EL in the context of schools, how school principals integrate with others within the school, and the enculturation towards EL still needs investigation. Acquiring this knowledge is important, given the importance of fund-raising in the context of school principals. Therefore, this study illuminates how successful principals engage in EL in the Malaysian context by adopting multiple case studies in determining the similarities of school principals. Here, two schools with EL and which actively practice fund-raising activities are used to address the specific research questions of this study.

1.3   Research Objectives

Three objectives have been formulated:
1.   To explore the meaning of entrepreneurial leadership in schools.
2.   To explore how school principals' practice entrepreneurial leadership in school fund-raising.
3.   To explore how school principals develop entrepreneurial school culture.

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1.4   Research Questions

The research questions developed in supporting the achievement of the above objectives are:
1.   What is the meaning of entrepreneurial leadership in schools?
2.   How is entrepreneurial leadership practiced by school principals in school fundraising?
3.   How do school principals develop an entrepreneurial culture in schools?

1.5   Significance of the Study

This study is important for several reasons. First, it explores the meaning of EL in school settings. There are limited studies concerning the practice of entrepreneurial leadership in education administration especially in school fundraising, given that many believed it would lead to selling the school to external parties. This study challenges previous thoughts as EL is believed to assist schools by increasing their performance and readiness in being open to external environments. Besides, this study also provides knowledge on entrepreneurial leadership practices in fundraising activities and the development of entrepreneurial culture in schools. Second, this study also expands the Thornberry Entrepreneurial Leadership dimensions and the associated practices in fund-raising activities government schools and the meaning of EL in this context. Some government schools having sufficient funds allocated each year negated the need for school principals to perform fund-raising. Hence, the knowledge needed for principals to assume the role of an entrepreneurial leader in school proves to be necessary.

In contrast, this study investigates the practices of EL in school fund-raising activities by school principals who proactively perform these activities. Additionally, this study reveals the meaning of EL in the centralized school system and extending the body of knowledge in this domain. Thirdly, the implementation of EL of school principals and the impact on the culture is also examined (Hörnqvist & Leffler, 2014; İnandi & Giliç, 2016; Miri Yemini et al., 2015; Muhammad, 2009; Thomas, 2000).

As mentioned earlier, this study aims to focus on the EL practices of school principals in performing fund-raising activities for their schools. Similarly, utilizing EL has also helped schools to develop an entrepreneurial culture specifically in the context of a non-profit organization and centralized school. In this regard, this study contributes to the development of entrepreneurial school culture through the examination of two case studies.

Furthermore, this study will aid the MOE in improving NPQEL leadership courses for school principals in Malaysia. Fund-raising is fast becoming one of the key issues being discussed in Malaysian schools nowadays. One of the factors contributing to many of these discussions is the role of EL for school principals related to fund-raising activities. Although fund-raising is a common practice in developing countries, in the

Malaysian school system, the implementation is different, hence, further exploration is needed in this area. From the literature, the purpose and objectivity of EL are to raise funds for the growth of an organization (Kirzner, 1979; Young, 2013), which means that the ability of EL in helping schools to raise funds rather than relying on government allocation is feasible. Previous studies do reveal that EL is suitable in employing in decentralized schools for sourcing and searching purposes (Borasi & Finnigan, 2010; Miri Yemini et al., 2015; Xaba & Malindi, 2010; Yemini & Sagie, 2015). However, there are different practices undertaken in Malaysian public schools where centralization is being introduced for school operations and administration. This study will examine this particular aspect. The meaning of EL practices of school principals in the context of two schools in Malaysia is addressed in this study. Moreover, the connection between entrepreneurial leadership and the school principals'competencies of Institut Aminuddin Baki (2006) were also highlighted, thus, providing an insight into the development of entrepreneurial school culture and the involvement of the external environment in schools as required by MOE in the Malaysia Educational Blueprint (2013-2025).

Notwithstanding, this study can be used as a benchmark for the implementation of EL in schools in raising funds and developing the entrepreneurial school culture. Moreover, the findings could be utilized in the form of a framework or model for school principals in organizing fund-raising activities, given the requirement for effective EL skills. Lastly, the differences in EL and the suitability of these practices in the context of Malaysian schools, coupled with the centralizing policies, could be used as a benchmark for other school principals to employ.

1.6   Scope of the Study

The current study intends to explore entrepreneurial leadership practices in fundraising activities, entrepreneurial culture development, and the role of entrepreneurial leaders in school. Knight (1993) identifies fees, income generation, and fund-raising as external funding sources for schools. In the Malaysian school context, fund-raising is the most suitable mechanism to help schools increase their funding as Malaysian public schools currently operate under government supervision with various laws and regulations imposed. Likewise, leadership practices of school principals affect the culture of the school (Chikoko & Rampai, 2011; Eilers & Camacho, 2007; Mees, 2008; Turan & Bektaş, 2013). Therefore, the development of entrepreneurial school culture is important, as shown in the two case studies that are examined in this study.

Accordingly, three research questions and objectives have been developed in this study to explore the meaning associated with school principals' EL style, the practices of EL in school fund-raising activities, and the development of school entrepreneurial culture. Two school principals recognized as entrepreneurial leaders by their peers, teachers, districts, and who actively lead their schools in organizing fund-raising activities are included in this study. Additionally, different school principals from different districts were also selected to participate in this study for several reasons. First, while this study focuses on Malaysian school principals, two school principals from East and West Malaysia were chosen given they fulfilled the criteria and characteristics of the

researcher and by selecting two school principals from different sides and background operating under government supervision, helped in collecting data needed for this study and findings.

It was important that both school principals were leading separate schools having diverse backgrounds but who practiced EL in fund-raising activities. Also, through the selection of these two entrepreneurial school principals with diverse characteristics and backgrounds contributed towards identifying the implications for policymakers in Malaysia. The contribution of this study, as mentioned earlier, emphasized on fund-raising activities regarding EL in schools, EL practices for fund-raising, and the process of entrepreneurial school culture development. These attributes are important given they align with the purpose and objectives of this study. Second, while this study focuses on the meaning of these abovementioned characteristics of EL, it helped to fulfill the aim and objectives of this study.

The similarity of EL practices is also examined, resulting from the analysis of data presented in Chapter Four. Importantly, the findings also contribute to the body of knowledge from the similarity of practices in school fund-raising activities, entrepreneurial culture development in school, and the meaning of EL in schools. However, there may be slight differences between school practices concerning operational time, location, number of teachers, statistical numbers, type of students, pedagogy application, school belief, and culture. However, all the differences are negotiable in this study since the main aim of this study centers on the practices of EL helping schools to raise funds, entrepreneurial culture development, and the meaning of EL based on the data collected. Although, this study does not address school principals of international schools and other private schools given the different environments, policies, and practices.

1.7   Research Limitations

Several limitations are inherent in this study. One limitation concerns the amount of time in collecting data. The researcher spent five-months in collecting data, which included conducting interviews, observations, and analyzing the material. The researcher also needed to travel to each of the two schools during this period located in East and West of Malaysia. Although qualitative research does require more time to be spent in field research, the researcher was able to communicate with both schools via social media and using electronic messaging. There were limitations in attending all fundraising activities due to data collection approval, but, this was overcome by analsysing the pictures and minutes of the meeting that were recorded.

The second limitation of this study concerns the time for observations as it was limited to 30 minutes only. For that reason, the minutes of the meeting and related documents were used as document analysis for this study. Thirdly, the study also has limited access to the data of the school fundraising collection due to the confidentiality of the documents. Moreover, the fourth limitations in this study is the selection of expert for the semi-structured interview protocols validations. Both experts who validated the

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interview questions were supervisors of this study and have a background in education administration and methodology.

The fifth limitation of this study is that this study was centered around using multiple case studies in a bounded system. Although the qualitative research purpose was not generalizable, the findings may be generalized in employing strategies and processes associated with this study. Besides, time management in employing a multiple case study approach needs to consider the time needed to collect detailed data.

1.8   Definition of Terms

The following definitions and terminology are used in this study:

School Fund Raising: refers to any action taken by school principals to increase the funding sources for the development of the school such as money, program sponsorship, equipment, and facilities (Mestry, 2016; Miri Yemini et al., 2015; Winton, 2016). Actions may include partnership activities, fund-raising, contribution through foundations, (Culbertson, 2008; Knight, 1993; Peterson, 2014; Winton, 2016), alumni (Thayer & Shortt, 1994) mobilizing school activities while focusing on raising school funds.

Meaning of Entrepreneurial Leadership in School Setting: Yemini & Sagie (2015) claimed that opening schools to external environments helped schools to stay relevant and benefited in obtaining sources for the school. This study refers Entrepreneurial Leadership to schools being open to external environments and in raising funds for school development.

Entrepreneurial Leadership (EL): refers to the actions of leaders that promote innovation, able to take risks, efficient decision-making, seeking opportunities, creating a positive culture with strong and focused vision (Thornberry, 2006).

The practice of Entrepreneurial Leadership: refers to the entrepreneurial leadership set of practices such as being a visionary, take risker, creative networker, source sustainer and a good manager (Blake, 2008; Borasi & Finnigan, 2010; Leonard, 2013; Miri Yemini et al., 2015; Salahuddin, 2016; S. Scott & Webber, 2013; Xaba & Malindi, 2010). In this study, the interpretation of entrepreneurial leadership is consistent with Thornberry's (2006) four dimensions of entrepreneurial leadership namely, miner, accelerator, explorer, and integrator.

Entrepreneurial Culture is an organization holistically involved with entrepreneurial activities which requires risk-taking, innovation, proactiveness, dynamic/change-oriented, and visionary leadership (Cameron and Quinn, 1999).

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Entrepreneurial School Culture: is an organization (school) that practices the entrepreneurial activities (fundraising) with non-profit intention (Knight, 1993), enabling interactions with external environments (Lunenburg, 2010) under the leadership of a risk-taking, innovative, proactive, dynamic/change-oriented, and visionary school principal.

Decentralized Schools: is often known as a school-based management whereby the school principal has autonomy and responsibility in making decisions on educational matters (Miri Yemini et al., 2015; Mwinjuma, 2016).

Centralized Schools: are schools fully governed and funded by the government. The school operates using a top-dwon approach. All of the decisions and policies decided by the top must be implemented by those at the bottom level (Green, 1997).

Per-Capita Grant (PCG): is an allocation received by public schools from the Ministry of Education (MOE), there are PCG for school subjects and PCG for non-subjects. The allocation of PCG is obtained by estimating the number of students for the following year (Bahagian Kewangan, 2012).

1.9   Summary

In Malaysia, insufficient school funding has been a long-standing issue in the education system. With the current demand in the education system, school principals are often advised to seek alternative solutions to these issues. Several studies have highlighted the role of entrepreneurial leadership in school to overcome funding matters.However, Malaysian school principals still require extra guidance on the practices of entrepreneurial leadership, specifically on fundraising, the development of entrepreneurial culture, and the meaning of entrepreneurial leadership in school settings. Three objectives and three research questions were developed to address this gap. This study is important as it can contribute information to MOE on the implementation of entrepreneurial leadership concerning fundraising activities, entrepreneurial culture development, and the role of entrepreneurial leadership in Malaysia's centralized school setting. The scope and limitations associated with the research were also described, along with definitions and terminology. The review of the literature is presented and discussed in Chapter Two.

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