

ENHANCING SUSTAINABLE EDUCATIONAL MANAGEMENT THROUGH ENTREPRENEURIAL LEADERSHIP AND PRACTICES IN PRIVATE ELEMENTARY SCHOOLS

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ABSTRACT

The focus of the research was to measure how adopting an entrepreneurial and instructional approach in private elementary school settings can assist school leaders in managing their schools toward sustainability. Most schools are governed by communities with varying degrees of development; therefore, there are many barriers to the successful implementation of an entrepreneurial leadership philosophy in education. The findings revealed that most school principals have been educated to be educators to varying degrees; have extensive experience as educators; and appear to have the positive attitudes and dispositions necessary to implement an entrepreneurial leadership model, with a minor exception regarding their success in taking risks and mobilizing resources. Although there were no statistically significant differences between teachers' and principals' perceptions of the seven dimensions of entrepreneurial leadership, teachers consistently rated the extent of implementation of their schools' entrepreneurial leadership practices higher than their principals did on two dimensions (financial sustainability and resource management). Several statistically significant relationships were found between the predominant entrepreneurial leadership practices demonstrated by school principals and various demographic and organizational characteristics. This research found that the use of entrepreneurial leadership in a single school depends on both the school's situational characteristics and the principal's individual characteristics, which together contribute to the institution's sustainability.

Keywords: Sustainable educational management, entrepreneurial leadership, private elementary schools, sustainability, resource management

INTRODUCTION

The educational system of the Philippines has undergone many changes due to globalization, the demand for higher standards in the 21st century, and rapid technological change. Additionally, Private Institutions play a key role in government primary education in the northern Philippines (Region 1). Therefore, these institutions have many challenges and require new leadership/management approaches. One approach to solving the challenges faced by these institutions is through the use of entrepreneurial leadership (Gupta et al., 2004), a form of leadership that brings together innovation, risk, and proactiveness into educational management.

The use of entrepreneurial leadership is becoming increasingly important for administrators or school principals to succeed in their roles, especially in the private school sector due to high levels of competition and limitations on resources (Bagheri & Pihie, 2011). The entrepreneurial leader can identify and take advantage of an opportunity, motivate employees to be creative and develop new strategies that lead to continued growth and sustainability of the institution.

Entrepreneurial leadership is about more than just having money; it is also about remaining innovative and responsive to the needs of the communities they serve (Leitch & Volery, 2017).

Region 1 is in the northern Philippines and includes many private educational institutions that serve a variety of students. In addition to providing quality educational opportunities, most private educational institutions in Region 1 face declining student enrollment, limited financial resources, and the need to continue developing and updating their curricula to remain competitive (Commission on Higher Education, 2020). The COVID-19 pandemic has highlighted the critical role of entrepreneurial leadership in quickly adapting to the need for online education and in finding new ways to teach and learn (Hitt et al., 2021). Entrepreneurial leadership can be defined within private schools in a number of ways, focusing on five main areas of practice: strategic planning; innovative curriculum and instructional practices; beneficial engagement with stakeholders; sound financial management; and community engagement (Fernald, et al., 2005). Effective leaders anticipate the educational environment and implement proactive strategies accordingly. By building a culture of innovation within their organizations, effective entrepreneurial leaders encourage teachers and support staff to experiment with innovative pedagogical practices and technologies (Kuratko, 2016). Additionally, entrepreneurial education leaders focus on developing partnerships with industry, government, and the community to support their organizations' goals and their students' educational success.

According to research by Bagheri and Pihie (2011), entrepreneurial skills such as opportunity recognition, innovation, risk management, and resilience are vital to successful educational leadership. Given the complexity of the challenges many private school systems face, these competencies will help educational entrepreneurs address and overcome them. In addition, entrepreneurial leadership is associated with the sustainable management of educational organizations, meaning that these organizations can continue to provide quality services and operate over the long term (Zhou & George, 2011). Sustainable educational management consists of practices that ensure financial viability, ongoing improvement in the effectiveness and efficiency of educational delivery, and responsiveness to the stakeholders that an educational organization serves (Fullan, 2006). For private schools, this means balancing the need to generate revenue with the mission to provide high-quality and accessible education. The leaders of entrepreneurial enterprises have an important function in balancing the objectives of innovation, creating alternative revenue streams, and providing their schools with the capability to deal with change (Smith and Riley, 2012).

In the Philippines, the primary focus of studies of educational leadership is on transformational leadership, instructional leadership, and servant leadership (Dimmock & Walker, 2005; Hallinger 2005). While these types of leadership provide valuable insights into the leadership process, relatively little research has been conducted on the entrepreneurial leadership model within private educational institutions. The lack of research on entrepreneurial leaders is particularly notable within Region I, where private educational institutions experience unique regional challenges related to demographic shifts, economic fluctuations, and differences in access to technology (Commission on Higher Education 2020).

Further, most of the literature on educational entrepreneurship does not describe how to apply entrepreneurial leadership within the schools' day-to-day operations. For example, how do school leaders utilize entrepreneurial strategies to lead their schools daily? What practices assist with financial viability and educational excellence? All of these questions are largely unresearched and create a huge gap in the current literature.

In addition, due to the global movement toward sustainable development of education, there is further justification for further research on education from an entrepreneurial leadership framework. The United Nations Sustainable Development Goals (SDGs) state that inclusive and equitable quality education must be provided by all countries, with an emphasis on providing access to lifelong learning for all (United Nations 2015). The entrepreneurial leadership framework supports the SDGs by promoting innovative ideas for solving education-related problems and promoting resilience within educational institutions. The purpose of this study is to address existing research gaps by examining the entrepreneurial leadership practices of private school administrators in Region I, Philippines, and how they contribute to sustainable educational management. The focus will be on the specific entrepreneurial competencies and strategies employed, the barriers faced, and the overall results of their leadership practices. The research findings are intended to provide important information to private educational leaders, policymakers and other stakeholders involved with private education about entrepreneurship and the impact of sustainable practices within private educational management.

The context for this study underscores the importance of an Entrepreneurial Leadership approach to addressing the challenges faced by private school administrators in Region I. Entrepreneurial leadership emphasizes innovative, proactive practices that foster sustainable educational management. While there is recognition that Entrepreneurial leadership is increasingly recognized in education, little research explores its practical applications in private education in the Philippines. This study investigates the experiences, strategies and outcomes associated with private school entrepreneurial leaders.

This study is designed to provide empirical data on the entrepreneurial leadership practices of private school administrators in Region I and their effect on sustainable educational management.

Statement of the Problem

This study determined the entrepreneurial leadership styles and practices of school heads in private elementary schools in Region I: inputs to sustainable educational management.

Specifically, the following problems were answered:

1. What is the extent of manifestation of entrepreneurial leadership styles of school heads in private elementary schools in Region 1 as perceived by themselves and teachers in terms of:
 - a. Innovative Leadership;
 - b. Proactive Leadership;
 - c. Risk-taking Leadership;
 - d. Visionary Leadership; and

- e. Opportunity-seeking Leadership?
2. What is the level of utilization of the entrepreneurial leadership practices of school heads in private elementary schools in region 1 as perceived by themselves and teachers in terms of:
 - a. Opportunity Recognition and Innovation;
 - b. Proactiveness and Strategic Decision-Making;
 - c. Risk-Taking and Resource Mobilization;
 - d. Visionary Leadership and Goal Setting;
 - e. Networking and Partnership Development;
 - f. Financial Sustainability and Resource Management; and
 - g. Responsiveness to Educational Trends and Community Needs?
3. Is there a significant difference on the extent of manifestation of entrepreneurial leadership styles of school heads in private elementary schools in region 1 as perceived by themselves and teachers?
4. Is there a significant difference on the level of utilization of the entrepreneurial leadership practices of school heads in private elementary schools in region 1 as perceived by themselves and teachers?
5. Is there a significant relationship between the extent of manifestation of entrepreneurial leadership styles of school heads in private elementary schools and the profile of the schools and school heads?
6. Is there a significant relationship between the level of utilization of the entrepreneurial leadership practices of school heads in private elementary schools and the profile of schools and school heads?
7. Is there a significant relationship between the extent of manifestation of entrepreneurial leadership styles of school heads and the level of utilization of the entrepreneurial leadership practices of school heads in private elementary schools in region 1?
8. What inputs to sustainable educational management can be proposed based on the findings of the study?

Scope and Delimitations

The aim of this research is to identify successful methods of leading private elementary schools using entrepreneurial leadership in Region I. Primary data sources will consist of a mini-census of the schools located in the area, historical school profile data, and data collected from administrators and teachers via survey instruments designed to measure the extent to which different entrepreneurial leadership styles manifest and how frequently they are used by both groups. In addition, the researcher will explore how the elements of school profile data relate to different entrepreneurial types of educational leaders and whether there are statistically significant differences between the two groups' opinions. The researcher will limit his study to private elementary schools located in Region I and will not include data from secondary or postsecondary private institutions; therefore, he restricts his sample size to obtainable sample sizes of all private elementary schools using available statistical data as of October 2023 collected via the academic years 2023-2024.

Review of Related Literature

Entrepreneurial Leadership in Educational Institutions

The literature on entrepreneurial leadership in the private sector educational environment is a growing area of interest among educators, management researchers and thought leaders around the world. These discussions highlight how educational institutions are using both opportunity-

driven behaviours, along with proactive innovation, as entrepreneurial leading styles to create their current management processes on a worldwide basis. According to Drucker (2014), entrepreneurial leadership is about asking the right questions rather than getting the correct answers and taking strategic risks for the purpose of growing and creating innovative businesses. Numerous management books and production publications are examining and reinforcing the need for leaders of private institutions to adopt an entrepreneurial mindset in order to sustain themselves from competition.

Dyer et al., (2011) explain in their book, "The Innovator's DNA," that there are five basic skills required for leading innovations: associating, questioning, observing, experimenting, and networking. These fundamental components must apply to private school leaders who must continuously improve upon their business practices (via innovative and relevant curriculum development; effective teaching techniques; and strong community relationships) in order to maintain the highest degree of excellence and relevance. Thus, the global perspective can again be found in education publications that consistently publish articles regarding alternate approaches to education by private schools around the world by using entrepreneurial strategies to meet changing education and student needs (Gewertz, 2020).

Kotler and Armstrong (2018) in their authoritative text "Principles of Marketing" indicate that there is a strong need for a market-driven approach to entrepreneurial leadership (i.e. market-driven leadership) and the ability to be adaptable to changing situations, both of which are core characteristics of entrepreneurial private-education leadership. Leaders of private schools must not only pay attention to their internal operations (as in Operation Excellence) but should also know what is going on around them externally—market trends and dynamics, stakeholder expectations, etc. This understanding allows private school leaders to make sound decisions. Examples of this principle appear in the Harvard Business Review, where there are several case studies (e.g., private schools) illustrating that proactive marketing, strategic branding, and differentiation are essential entrepreneurial leadership practices (Birkinshaw, 2016). Entrepreneurial behaviors and practises that can be used within private schools can further be referenced in "Entrepreneurship: Successfully Launching New Ventures" by Barringer and Ireland (2019). The authors contend that vision, innovation, and calculated risk-taking are the cornerstones that will ultimately differentiate private schools from public schools and competitors. They also encourage private school leaders to encourage creativity and responsiveness to their educational communities. Relatedly, Forbes and other business-oriented magazines regularly highlight educational entrepreneurs who are implementing innovative models and learning environments that address the needs of 21st-century learners (Anderson, 2020). Leadership-related literature further attests to the transformational aspect of entrepreneurial leadership. For example, the focus of the book "Leadership and the One Minute Manager" by Blanchard, Zigarmi, and Zigarmi (2013) is situational leadership, which allows leaders to adapt their leadership styles to meet the demands of the situation and/or needs of each individual. The adaptability of this type of leadership aligns well with the entrepreneurial leadership approach, given that private school leaders face various challenges on an ongoing basis. For example, they must address fluctuating enrollments, maintain financial stability, etc., while also adapting to ever-changing government policies surrounding education. Professional publications [The Chronicle of Higher Education] discuss the way private education employs

transformational and situational leadership to create new innovations and respond to competitive pressures in the market (Selingo, 2019). In addition to industry magazines, other books that examine organizational behavior and leadership, like Edgar Schein's "Organizational Culture and Leadership" (2016), offer insight into the importance of culture in leadership practices, as those responsible for leading private schools must create an organization that fosters experimentation, open-mindedness towards change, and continuous improvement. Across the world, this concept has been documented by professional journals and educational business publications that highlight best practices for establishing entrepreneurial cultures within educational organizations (Tate, 2020).

Entrepreneurial education leaders are also known for their abilities to create and sustain positive organizational culture (Schein 2017). According to Schein in his book *Organizational Culture and Leadership*, organizational culture plays a vital role in influencing how school stakeholders behave. Entrepreneurial leaders create a culture of innovation, collaboration, and continuous learning that enables their school to adapt to change and strive for excellence.

For example, *Education Week*, a professional magazine dedicated to education, includes case studies of entrepreneurial leadership in education leading to improvement in school performance (2021). The leaders profiled in these articles developed innovative ideas like personalizing learning locations, starting community outreach programs, or integrating technology into their schools.

Overall, entrepreneurial leadership encapsulates a wide variety of leadership skills and practices used by educational leaders to develop innovative, responsive, and sustainable schools. A review of relevant professional literature (books, magazines, and papers) reveals that entrepreneurial leaders are transformational, strategic, financially competent, culturally sensitive, and have a thorough understanding of change management. These skills are essential to private elementary school leaders in Region I as they encounter challenges in the educational leadership environment while attempting to achieve sustainable growth.

Leadership Styles in Private Elementary Schools

Leadership styles are one of the most significant contributors to the quality of education provided by, the institutional stability of, and student outcome achievement within, private elementary schools. As defined by Northouse, leadership styles are the different ways in which leaders implement their behavior to encourage their followers to work toward a common goal. At private elementary schools, the different leadership styles become vital components for the academic success of students, and for keeping private elementary schools in business, as private elementary schools face increasing competition and rapidly changing landscapes from both within and outside of education.

Transformational leadership is often described as the most commonly used leadership style in education. Transformational leaders inspire and motivate their staff to work together toward creating a common vision and holding them accountable for achieving the common goals of the school (Bass & Riggio, 2006). Transformation leaders are critical to the long term success and growth of the institution. Private elementary schools depend on changes and innovations

based on their ability to adapt to changing market conditions, Transformational Leadership plays an important role in this area. Transformational leaders create an environment that encourages creativity and stimulates intellectual growth, which helps support the development of new teaching methods, and promotes professional development of educators at private elementary schools. Goleman describes transformational leaders as having exceptional social skills, empathy, and motivating skills (Goleman, 2013). Transformational Leadership is a tool to build a cooperative school culture.

Transactional leadership is another prevalent form of leadership used at private elementary schools. Transactional leadership relies on creating structured environments and providing rewards and/or punishments for achieving specific results (i.e., performance); therefore, when a leader uses transactional leadership, they provide a well-defined framework for collaboration and accountability for meeting specific expectations. In the case of private elementary schools, transactional leadership serves to provide a structured foundation for schools to achieve compliance with performance standards and to develop strategies to create sustainable competitive advantages through continued enrollment and sustainability. While Goleman (2013) notes the importance of both transactional leadership for gaining compliance and higher-level, inspirational leadership for driving long-term institutional growth. Servant leadership has emerged as a new style of leadership that is gaining popularity in private elementary schools. Servant leaders, as defined by Greenleaf (1977), are focused on meeting the needs of others, developing people and communities, and putting service to others ahead of their own needs. In the context of private education, servant leadership is compatible with the mission of the institution to foster and develop the potential of young children through education. Maxwell (2019) directly notes characteristics of servant leaders working in schools, including mentorship, community service, and making ethical decisions, and highlights the role that a nurturing school environment plays in supporting the overall growth of students and job satisfaction for teachers.

Autocratic leadership is another leadership style that has a place in some private elementary schools, though this style is not as well-liked as it once was in the overall educational dialogue today. Autocratic leaders make unilateral decisions; therefore, they expect strict adherence to their rules and policies (DuBrin, 2015). Autocratic leadership can be very effective in times of an emergency or if quick decisions must be made, but in most cases, this style has a negative impact on teacher morale, resulting in less teacher creativity and innovation. Lencioni (2016) further supports this point by stating that in schools, excessively authoritative leadership stifles creativity and disengages staff from the accomplishment of the school's mission.

Democratic/ participative leadership provides opportunities for others to participate in and collaborate with the decision-making process (Yukl, 2013). In private elementary schools, democratic leadership promotes a sense of ownership, shared responsibility, and accountability for all teachers and staff. This style of leadership is also consistent with the collaborative nature of educational settings where input from numerous constituents (teachers, parents, and community members) can help inform the decisions made by an institution and how it implements its policy and practices. According to Sinek (2019), trust and shared responsibility

are nurtured by participative leadership. This is essential for sustaining school growth and innovation.

In certain private school environments, laissez-faire leadership is also an option (DuBrin, 2015). A laissez-faire leadership style, characterized by little intervention and a high level of autonomy, may empower teachers who have strong ability and high levels of self-motivation; however, without sufficient oversight, a laissez-faire leadership style can lead to a lack of direction and inconsistent results. Collins (2001) stated that a balance between freedom and accountability is often critical for a leader to be successful in an educational environment.

Another approach to leadership that can be effectively used within the private elementary school arena is situational leadership. Leaders whom employ situational leadership will vary their leadership style dependent upon the maturity and competence of their followers (Hersey, Blanchard, & Johnson, 2013). Because many private schools have diverse staff and differing levels of experience, situational leadership offers the flexibility and personalized approach to leading staff. Kotter (2012) supports the idea that good school leaders will adjust their leadership styles as conditions and team dynamics change.

Theoretical Framework

The theoretical foundation for this research project, "Entrepreneurial Leadership Styles and Practices of Private Elementary Schools in Region I: Inputs to Sustainable Educational Management," is based on well-established theories and models that illustrate the connections among leadership style, entrepreneurial behavior, and sustainable management practices. Drawing on Entrepreneurial Leadership Theory, Transformational Leadership Theory, Sustainable Leadership Theory (hereafter referred to as SLT), and Resource-Based View (RBV) Theory, we will use a combination of these theories to examine how leaders of private elementary schools use entrepreneurial leadership approaches to ensure their long-term sustainability and success.

Entrepreneurial Leadership Theory is the primary focus of this research. Renko et al., 2015 describes entrepreneurial leadership as the ability to direct and influence the behavior of the members of the group towards the achievement of innovative and strategic goals, frequently in situations characterized as uncertain (Gupta et al., 2004) characterize entrepreneurial leaders as individuals who display certain characteristics, including being proactive, having a propensity for taking risks, being able to foster innovation, and being able to adapt to Uncertainty and change. The leaders of the private elementary schools will have played a critical role in their ability to identify new educational opportunities; respond to external challenges; and develop, implement and assess new instructional practices that will result in increased student achievement, both in terms of overall learning and the school's future success. The Entrepreneurial Leadership Theory supports the idea that having an entrepreneurial leader is essential for any school to remain competitive in a rapidly evolving educational environment. (Leitch & Volery, 2017; Renko et al. 2015)

In addition to the **Entrepreneurial Leadership Theory**, we also consider Transformational Leadership Theory, which was initially developed by Burns in 1978 and further developed by Bass in 1985. Transformational leadership centers on the concepts of vision and inspiration,

intellectual stimulation, and the individual consideration of followers. Transformational leaders who embody the characteristics of transformational leadership have been shown to motivate their followers to exceed expectations through a shared vision and commitment to common goals. Within the private elementary school sector, transformational leaders are able to create a culture of continuous improvement, creativity, and cooperation (Bass & Riggio, 2006), which fosters an entrepreneurial climate that encourages teachers and staff to experiment with new technologies and methodologies in order to develop new and innovative solutions to educational challenges (Avolio & Yammarino, 2013).

The ***Sustainable Leadership Theory*** established by Hargreaves & Fink (2006) adds an additional layer to this theoretical framework by examining the longevity of educational leadership and the effects of educational leadership practices on school systems over time. Sustainable Leadership is a type of leadership focused on the long-term health of an organization through its practices and policies, its investment in capacity development and its balance between innovation and stability. Sustainable Leaders will make decisions not only related to solving immediate issues, but also to building the resilience and future success of their organization. In the private elementary school sector, Sustainable Leadership will be demonstrated through the creation of inclusive school policies and investment in teacher development and stewardship of financial and physical resources (Hargreaves & Fink, 2006). The principles of Sustainable Leadership when applied to entrepreneurial initiatives will ensure that entrepreneurial initiatives are in alignment with the overall goals of Sustainability within the organization.

The ***Resource Based View (RBV)*** Theory articulated by Barney in 1991 is a fundamental aspect of the Theory of Educational Leadership. The RBV Theory states that an organization's sustainable competitive advantage comes from its distinctive resources and capabilities, which are valuable, rare, inimitable and non-substitutable. In the case of private elementary schools, a variety of resources are needed to create an innovative strategic leadership example. These resources include: qualified, committed teachers; innovative curriculum; community connections; and a supportive learning environment. Entrepreneurial leaders need to strategically manage their schools' resources to promote innovation and sustainability (Wernerfelt, 1984). Through the use of their school's unique assets and capabilities, entrepreneurial leaders can develop a unique value proposition that attracts students, improves the quality of education, and ensures financial stability.

The relationship between the various theories provides an excellent basis for examining entrepreneurial leadership and how it is practiced. Entrepreneurial Leadership Theory emphasizes the need for proactive and innovative behaviors on the part of leaders in education, particularly in the dynamic environment of education. Transformational Leadership Theory describes how leaders can inspire and mobilize their teams to undertake change and pursue a common vision. Sustainable Leadership Theory ensures that these efforts are based upon long-term vision and stewardship of the institution. Finally, RBV emphasizes the effective use of organizational resources to develop and maintain a sustainable competitive advantage.

At the private elementary level in Region I, the four theoretical concepts outline how school leaders are able to manage challenges and leverage opportunities. The Educational environment is undergoing major shifts with respect to changes in educational policies,

increasing use of technology and growing demands from parents and the community (Mitra & Guha, 2021). To respond to these changes and achieve their strategic goals, entrepreneurial leaders must demonstrate the capacity to be adaptive, innovative, and visionary in their approach to education. School leaders should create an environment in which staff feel empowered to pursue new and creative ways to achieve educational goals (Bagheri & Pihie, 2019). There is also a need for transformational leadership to create trust and motivation among educators and other staff in their schools (Bass & Riggio, 2006). Transformational leaders demonstrate to their staff the vision that they have set for their schools, and they provide examples of how their staff can exhibit the desired characteristics and behaviors in their work (Bass & Riggio, 2006). This type of leadership style is especially important in educational settings where working collaboratively and sharing responsibility are necessary for achieving success. By combining the characteristics of transformational leadership with an entrepreneurial leadership approach, school leaders can build a dynamic, innovative, and adaptable school community while maintaining a strong focus on achieving long-term objectives.

The ***Sustainable Leadership Theory*** also adds relevance by emphasizing the need for a balance between change and continuity. While striving towards innovation and improvement, school leaders also have to consider maintaining the core values and institutional memory of the school and maintaining consistent processes (Hargreaves & Fink, 2006). Sustainable leadership includes decision-making that is beneficial not only in the short term but also for the school's current ability to succeed in the future. For sustainable leadership to occur, school leaders must engage stakeholders in their decision-making, plan thoroughly, and make a continuous commitment to improving the organization.

The study will utilize the ***Resource-Based View (RBV)*** to gain insight into how entrepreneurial leaders are strategically managing resources. Most entrepreneurial leaders of private elementary schools identify and build on the unique strengths and weaknesses of their schools (Barney, 1991). Some ways that these leaders build on the strengths of their schools may include investing in workforce development, facility upgrades, increasing the quality of the curriculum, and developing strong relationships with parents and community members. Effective resource management will establish private elementary schools as educational innovators and quality organizations.

The theoretical framework of this study is based on the integration of Entrepreneurial Leadership Theory, Transformational Leadership Theory, Sustainable Leadership Theory, and Resource-Based View theories. Together these theories provide a comprehensive understanding of how the entrepreneurial leadership styles and practices of school leaders positively influence the sustainable management of educational organizations in private elementary schools. The framework emphasizes that visionary, action-oriented, and resource-dependent leadership is necessary to build innovation, while stability and long-term institutional success are maintained.

Conceptual Framework

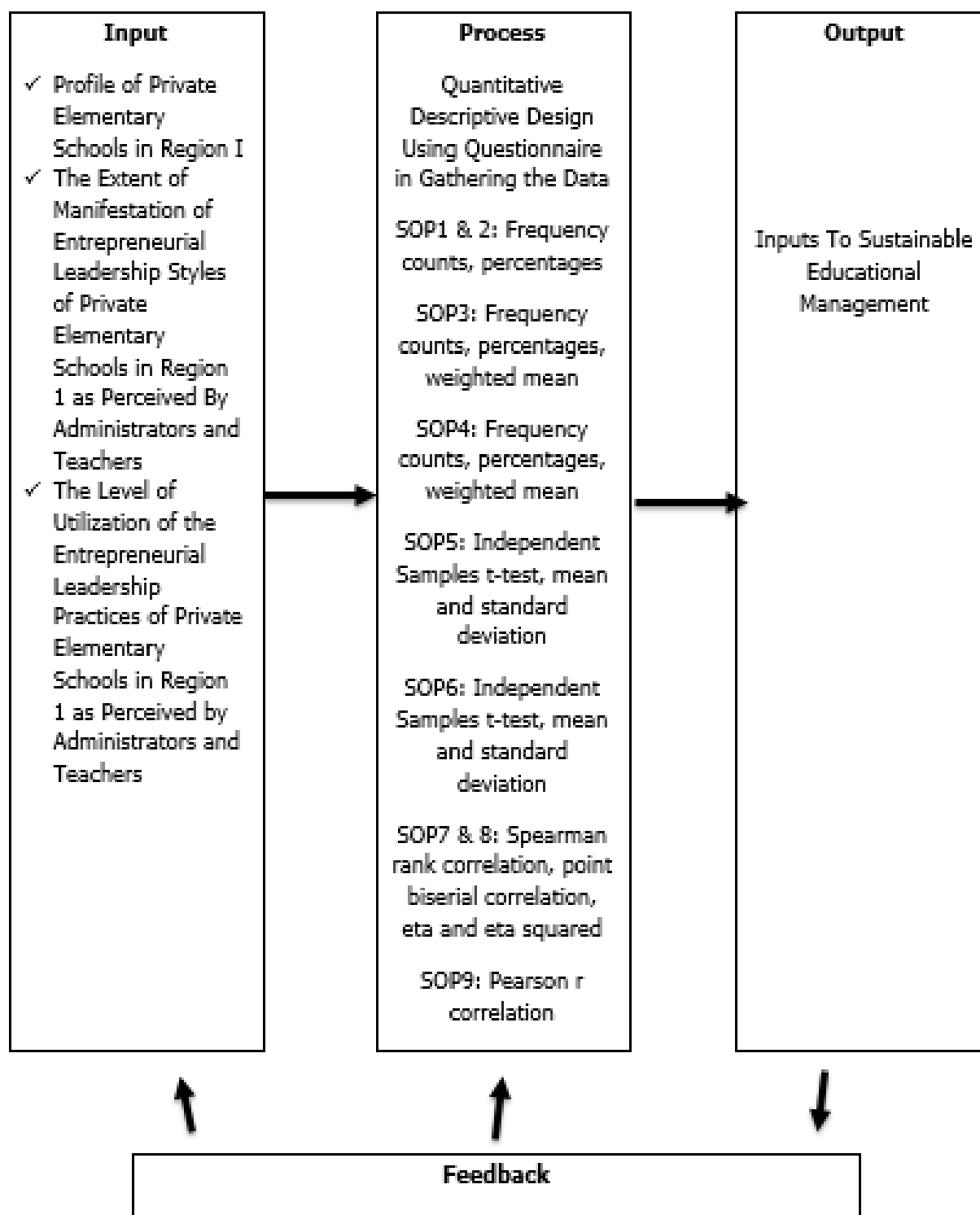


Fig. 1 The Conceptual Paradigm

Entrepreneurial leadership is a new area of study in educational administration, which includes combining innovative leadership, strategic decision-making, and risk management. These three elements are necessary to keep educational institutions functioning in an ever-changing environment (Gupta et al., 2020). The integration of entrepreneurial leadership styles and

practices will facilitate the development of sustainable educational management in private elementary schools in Region I (Gupta et al., 2020). The conceptual framework describes the essential components of how entrepreneurial leadership can be applied to educational institutions and explains how these components enhance sustainable practices within private elementary schools in Regional I.

The main components of entrepreneurial leadership included in the conceptual framework are innovation, proactivity, and risk-taking (Renko et al., 2015). Innovation is an important component of entrepreneurial leadership, as it allows school leaders to develop new ideas, programs, and strategies to meet the changing demands of education. Proactivity is a character of entrepreneurial leaders as they foresee and prepare for potential challenges and/or opportunities that may impact their schools in the future and then act in a way that strategically positions the schools for success in the future (Leitch & Volery, 2017). Risk-taking is a necessary component of entrepreneurial leadership and can help leaders make bold decisions that, despite the uncertainty of outcomes, can improve their schools (Bagheri & Pihie, 2019). The conceptual framework also acknowledges the various leadership styles that assist in the development of entrepreneurial leadership and practices within the private elementary schools of Region I. These leadership styles include transformational, transactional, and situational leadership. Transformational leadership focuses on motivating and inspiring teachers and staff to work together to achieve common goals, thereby creating an innovative environment that encourages growth for everyone in the school community (Bass & Riggio, 2006). Transactional leadership focuses on establishing structure, reward systems, and performance expectations. By utilizing transactional leadership principles, school leaders can ensure that the school operations are consistent with established standards and expectations (Burns, 1978). According to Hersey and Blanchard (1982), the Situational Leadership approach gives school leaders the opportunity to use different leadership styles based on the needs of their followers and the readiness level of each individual. Overall, different leadership styles affect a school leader's capacity for entrepreneurship, influencing how they respond to opportunities and challenges.

Encompassing strategic planning, financial management, engagement with stakeholders, and curriculum innovation (Mitra & Guha, 2021), entrepreneurial leadership practices in a private elementary school setting would include Planning strategically, Financially managing resources and budgets effectively, Establishing collaborative partnerships with community members, parents, and the education authorities to build trust and support for school initiatives, Innovating curriculum by continuously developing and modifying educational programs to meet the changing needs of students and members of the larger community.

The Entrepreneurial Leadership Framework outlines the relationship between these practices and the principles of Sustainable Educational Management which include: Economic Viability, Social Equity, and Environmental Responsibility (Shriberg & MacDonald, 2013). Economic Viability refers to a school's ability to have financial stability through diversity of revenue and responsible use of resources. Social Equity refers to providing inclusive and supportive learning environments that meet the varied needs of students. Environmental Responsibility refers to implementing environmentally conscious practices and through Environmental Education promoting a culture of sustainability among students and staff. The framework identifies many factors that affect entrepreneurial leadership in the private education system.

Among these are the internal factors: leadership abilities of the principal's, the organization of the school, the readiness of its faculty members and the availability of resources (Al-Husseini & Elbeltagi, 2018). External factors include regulatory requirements, socio-economic pressures, technological developments, and competition from other local institutions (Philippine Statistics Authority, 2022). These factors determine whether or not entrepreneurial practices will be implemented, requiring school administrators to adapt their practices accordingly.

Barriers to entrepreneurial leadership in education can be divided into four categories. These include lack of funding, resistance to change, insufficient opportunities for professional development, and inflexible educational policies (Gupta et al., 2020). To overcome these barriers, administrators must be proactive by continually developing their leadership skills, partnering with the community, and advocating for policy changes. The framework emphasizes the need for school leaders to have opportunities for professional development to build on their entrepreneurial competencies and develop the skills necessary to take risks, create innovative solutions, and develop a strategic plan (Iqbal et al., 2021).

The conceptual framework in this study focuses on continuous improvement and the use of data in decision-making as key components of entrepreneurial leadership. The administrators will develop systems to evaluate the impact of their entrepreneurial initiatives and make necessary changes and improvements on a continual basis (Renko et al., 2015). When making strategic decisions, school leaders will use multiple sources of data, including stakeholder feedback, academic performance measures, and fiscal reports.

Within this study framework, successful entrepreneurial leadership in the private elementary school sector yields numerous positive outcomes. Successful private elementary schools experience institutional growth when they have increased enrollment, increased program offerings, and improved facilities. School performance is improved when teachers implement innovative teaching strategies and an improved curriculum. Stakeholder satisfaction occurs when schools communicate openly, engage leadership in an engaging, responsive manner, and adopt inclusive practices. Sustainable private elementary schools achieve sustainability when they have an effective balance of financial management, social responsibility, and environmental stewardship.

The conceptual framework for this research describes the entrepreneurial leadership style as an evolving and dynamic process in the management of private elementary schools in Region I that uses innovative, proactive, and risk-taking elements from the diverse leadership styles and practices used in all schools. The framework recognizes the diverse influences of external and internal factors on school administrators and the need for school leaders to overcome barriers to implementing entrepreneurial activities (professional development) and develop strategic partnerships with other stakeholders. The framework emphasizes the importance of continuous improvement and using data to inform decisions to achieve desired outcomes across all areas of the school.

METHODOLOGY

Research Design

The researchers employed a descriptive correlational and comparative research design to assess how private elementary school administrators and teachers in Region I perceived entrepreneurial leadership styles and the use of entrepreneurial leadership practices. The researcher quantitatively collected and analyzed data to describe entrepreneurial leadership styles and practices used by private elementary school leaders in Region I (Creswell & Creswell, 2018). The researcher also used descriptive statistics to examine relationships between entrepreneurial leadership styles and the degree of sustainable school management (Privitera, 2020). The researchers identified patterns, trends, and correlations in this research design, providing empirical evidence on how different leadership practices contribute to sustainability (Bryman, 2016). Surveys and questionnaires were the main tools for data collection and were used to ensure that data could be measured and tested statistically through analysis. After the data were reported, the results were analyzed, and insights were provided as recommendations for school leaders and decision-makers to improve sustainable educational management practices in private elementary schools.

Population and Sampling Technique

Distribution of Respondents

Province	No. of Schools	School Administrators	Teachers	Total Respondents
Pangasinan	33	33	75	108
Ilocos Sur	15	15	33	48
Ilocos Norte	16	16	35	51
La Union	18	18	38	56
Total	82	82	181	263

The participants in this research include all school administrators and teachers affiliated with private elementary schools in Region I. More specifically, a sample of 1 administrator and at least 2 teachers will be included for each selected school.

The respondent selection for this study drew upon the total number of schools available across the various provinces in Region I, resulting in an overall respondent sample of 263 subjects which included 82 administrators and 181 teachers (Table 1).

This research utilized stratified purposive sampling to identify respondents to be interviewed because it provides a means for researchers to intentionally identify respondents that would provide meaningful, relevant, and diverse data to assist in the completion of this study (Palinkas, et al., 2015). As the primary objective of this study is exploring the leadership practices and sustainable management strategies in private elementary schools, the determination of those individuals involved in the decision-making and education process was critical in gathering valuable data. By identifying one administrator and three teachers per school, the researcher will provide sufficient, balanced representation of leadership and instructional perspectives to support a more comprehensive data collection process.

Data Gathering Procedure

The researcher used a systematic way to gather data for the research project. After the research instrument was validated by experts who specialize in educational management and leadership, the researcher developed and submitted a formal letter to the Campus Executive Director of PSU-OUS to obtain the approval to collect the data. After the request was approved, the researcher sent out a Google Form questionnaire to collect data about leadership styles, entrepreneurship (entrepreneurial) practices, and sustainable efforts that private elementary school leaders use. The Google Forms were sent via the official email of the schools, an institutional network, and a variety of platforms in order to get a broad number of participants (Buchanan et al, 2017).

The Researcher surveyed administrators and teachers who have leadership (lead) roles in decision-making in private elementary schools that are located in Region I. Sending the questionnaire via Google Forms helped the researcher to gather data efficiently and anonymously while giving the participants a convenient way to complete the questionnaire at their convenience (Wright, 2017). Sending the questionnaire through educational and social media networks like Facebook groups and LinkedIn allowed the researcher to gather a representative cross-sectional sample of the different types of private elementary school leaders, in terms of both socio-economic and geographical diversity.

Data Analysis

To obtain meaningful results and insights, the statistical tools used in the data analysis provided a fair representation of the subject's true condition.

For questions 1 and 2 regarding the profiles of private elementary schools and school heads in Region I, a simple frequency count and percentage were used to establish the data set.

To address question 3 on how entrepreneurially minded school heads in Region I perceive and School Heads, and teachers perceive, different styles of entrepreneurial leadership exhibited by school heads at private elementary institutions, a percentage was calculated for each style and the weighted average was determined and described in terms of the mean scale value. The table is indicated below:

<u>Mean Scale Range</u>	<u>Description</u>
4.51 – 5.00	Very Highly Manifested
3.51 – 4.50	Highly Manifested
2.51 – 3.50	Moderately Manifested
1.51 – 2.50	Slightly Manifested
1.00 – 1.50	Not Manifested

In problem No. 4, level of utilization of the entrepreneurial leadership practices of school heads in private elementary schools in region 1 as perceived by themselves and teachers, percentage was computed for each scale. Further, the average weighted mean was computed and described using the table of the mean scale values. The table is indicated below:

<u>Mean Scale Range</u>	<u>Description</u>
4.51 – 5.00	Very Highly Manifested
3.51 – 4.50	Highly Manifested
2.51 – 3.50	Moderately Manifested
1.51 – 2.50	Slightly Manifested
1.00 – 1.50	Not Manifested

For problem number five (is there a significant difference between the extent to which school heads demonstrate entrepreneurial leadership styles according to their own and teachers' perceptions), an independent samples t-test, mean, and standard deviation were the statistics used to address the question.

For problem number six (is there a significant difference between the extent to which school heads use entrepreneurial leadership practices according to school heads' and teachers' perceptions), an independent samples t-test, mean, and standard deviation were also utilized to analyze the question.

For problem number seven (is there a significant relationship between the extent of demonstration of entrepreneurial leadership styles by school heads of private elementary schools in Region I and the school and school head characteristics), Spearman rank correlation, point biserial correlation eta and eta-squared were employed as statistics.

For problem number eight (is there a significant relationship between the use of entrepreneurial leadership practices by school heads of private elementary schools in Region I and the school and school head characteristics), Spearman rank correlation, point biserial correlation eta and eta-squared were again used.

For problem number nine (is there a significant relationship between the extent to which school heads demonstrate entrepreneurial leadership styles and the extent to which they have utilized entrepreneurial leadership practices from private elementary schools in Region I), Pearson r correlation was utilized.

RESULTS AND DISCUSSION

EXTENT OF MANIFESTATION OF ENTREPRENEURIAL LEADERSHIP STYLES OF SCHOOL HEADS IN PRIVATE ELEMENTARY SCHOOLS IN REGION 1 AS PERCEIVED BY SCHOOL HEADS AND TEACHERS

In order to determine the extent of entrepreneurial leadership styles exhibited by school heads, the study examined five key dimensions of leadership—innovative, proactive, risk-taking, visionary, and opportunity-seeking. These dimensions were assessed based on the perceptions of both school heads and teachers in private elementary schools in Region I. The results provide insights into how entrepreneurial leadership is manifested in educational settings and highlight areas that strengthen sustainable educational management.

Summary on the Extent of Manifestation of Entrepreneurial Leadership Styles of School Heads in Private Elementary Schools in Region 1 as Perceived by School Heads and Teachers

Table 8 shows the summary on the extent of manifestation of entrepreneurial leadership styles of school heads in private elementary schools in region 1 as perceived by school heads and teachers.

Table 8
Summary on the Extent of Manifestation of Entrepreneurial Leadership Styles of School Heads in Private Elementary Schools in Region 1 as Perceived by School Heads and Teachers

Extent of Manifestation along:	School Heads		Teachers	
	Mean	Description	Mean	Description
A. Innovative Leadership	4.43	Highly Implemented	4.38	Highly Implemented
B. Proactive Leadership	4.43	Highly Implemented	4.47	Highly Implemented
C. Risk-taking Leadership	4.16	Highly Implemented	4.16	Highly Implemented

D. Visionary Leadership	4.49	Highly Implemented	4.49	Highly Implemented
E. Opportunity-seeking Leadership	4.44	Highly Implemented	4.41	Highly Implemented
Grand Mean	4.39	Highly Implemented	4.38	Highly Implemented

The overall results demonstrate that entrepreneurial leadership styles among school heads in private elementary schools in Region I are highly implemented, with a grand mean of 4.39 as perceived by school heads and 4.38 as rated by teachers. This close alignment of perspectives highlights a shared recognition that entrepreneurial leadership is embedded in the practices of school administrators across different dimensions. Entrepreneurial leadership, which combines innovation, proactivity, risk-taking, vision, and opportunity-seeking, is essential for schools operating in dynamic and resource-constrained environments (Gupta, MacMillan, & Surie, 2004; Bagheri & Harrison, 2020). The findings suggest that school heads are effectively applying these leadership traits to sustain institutional growth and adaptability.

At the general level, both respondents rated visionary leadership as the most highly manifested style (school heads: 4.49; teachers: 4.49). This underscores the ability of school administrators to articulate long-term directions, align actions with institutional goals, and inspire stakeholders toward shared objectives. Visionary leadership is considered a cornerstone of successful school management, as it fosters organizational coherence and adaptability to changing educational contexts (Kouzes & Posner, 2017; Leithwood & Sun, 2018). By communicating and refining visions, school heads ensure that their institutions remain future-oriented and sustainable.

Proactive leadership was also strongly manifested (school heads: 4.43; teachers: 4.47). This reflects administrators' emphasis on anticipating challenges, seeking feedback, and setting forward-looking goals. Research emphasizes that proactive school leaders are more effective in navigating uncertainties and responding quickly to emerging educational issues (Bateman & Crant, 1993; Ng, 2019). This quality is especially vital in private schools, where responsiveness to community and market needs can determine competitiveness and survival.

Opportunity-seeking leadership (school heads: 4.44; teachers: 4.41) highlights the capacity of administrators to pursue partnerships, secure additional resources, and leverage emerging trends. This trait is consistent with findings that entrepreneurial leaders in education often build external networks and diversify funding sources to overcome financial constraints (Ireland & Hitt, 2005; Epstein, 2018). By capitalizing on opportunities, school heads foster innovation and expand institutional programs, thereby ensuring growth despite limited resources.

Innovative leadership was similarly rated highly (school heads: 4.43; teachers: 4.38), indicating that administrators encourage creativity, adopt new strategies, and integrate emerging educational practices. Innovation in school leadership is linked to improved teaching-learning processes, stronger institutional identity, and competitiveness in the private school sector (Hallinger, 2018; Day, Gu, & Sammons, 2016). This manifestation suggests that school heads are open to experimentation, ensuring relevance in a rapidly changing educational landscape. On the other hand, risk-taking leadership received the lowest, though still high, ratings (school heads: 4.16; teachers: 4.16). This implies that while administrators are open to calculated risks, they remain cautious, likely due to the financial and enrollment vulnerabilities of private

schools. Literature supports this finding, noting that educational leaders often exhibit “calculated risk-taking,” balancing boldness with prudence to ensure institutional stability (Kuratko, 2007; Srivastava, 2020).

The results indicate that school heads in Region I demonstrate a strong entrepreneurial orientation across all dimensions of leadership. Visionary, proactive, innovative, and opportunity-seeking practices are highly evident, while risk-taking, though slightly less emphasized, still contributes to entrepreneurial leadership. These findings confirm that entrepreneurial leadership is a critical driver of sustainable school management, equipping administrators to adapt, innovate, and thrive amid educational challenges.

LEVEL OF UTILIZATION OF THE ENTREPRENEURIAL LEADERSHIP PRACTICES OF SCHOOL HEADS IN PRIVATE ELEMENTARY SCHOOLS IN REGION 1

To better understand how entrepreneurial leadership is applied in private elementary schools in Region I, this study examined the level of utilization of specific leadership practices as perceived by both school heads and teachers. The assessment focused on seven key dimensions: (a) opportunity recognition and innovation, (b) proactiveness and strategic decision-making, (c) risk-taking and resource mobilization, (d) visionary leadership and goal setting, (e) networking and partnership development, (f) financial sustainability and resource management, and (g) responsiveness to educational trends and community needs. These dimensions reflect the multifaceted nature of entrepreneurial leadership and its critical role in sustaining educational effectiveness, adaptability, and institutional growth. The results provide insights into how consistently these practices are implemented and the extent to which they contribute to sustainable educational management.

Level of Utilization of the Entrepreneurial Leadership Practices of School Heads in Private Elementary Schools in Region 1 in Terms of Opportunity Recognition and Innovation

Table 9 shows the level of utilization of the entrepreneurial leadership practices of school heads in private elementary schools in region 1 in terms of in terms of opportunity recognition and innovation as perceived by school heads and teachers.

The findings reveal that opportunity recognition and innovation are highly to very highly utilized entrepreneurial leadership practices among school heads in private elementary schools in Region I. School heads rated this dimension with a weighted mean of 4.60 (very highly utilized), while teachers provided a mean of 4.49 (highly utilized). This close alignment indicates a shared perception that administrators actively seek educational opportunities, foster innovation, and promote creativity to sustain institutional growth and adaptability. Research underscores that the ability to recognize opportunities and innovate is a hallmark of entrepreneurial leadership, particularly in resource-constrained educational contexts (Renko et al., 2015; Bagheri & Harrison, 2020).

Table 9
Level of Utilization of the Entrepreneurial Leadership Practices of School Heads in
Private Elementary Schools in Region 1 in Terms of
Opportunity Recognition and Innovation

A. Opportunity Recognition and Innovation	School Heads (n=82)					Teachers (n=191)			
	5	4	3	2	1	5	4	3	2
1. The school actively identifies emerging educational opportunities and integrates them into its programs.	51 62.2%	28 34.1%	3 3.7%	0 0.0%	0 0.0%	103 56.9%	64 35.4%	14 7.7%	0 0.0%
2. Administrators encourage teachers to develop and implement innovative teaching strategies.	55 67.1%	24 29.3%	3 3.7%	0 0.0%	0 0.0%	101 55.8%	71 39.2%	9 5.0%	0 0.0%
3. The school regularly updates its curriculum based on new educational trends and learner needs.	56 68.3%	26 31.7%	0 0.0%	0 0.0%	0 0.0%	115 63.5%	53 29.3%	13 7.2%	0 0.0%
4. Leadership promotes creativity and experimentation in school projects and activities.	55 67.1%	20 24.4%	7 8.5%	0 0.0%	0 0.0%	93 51.4%	74 40.9%	14 7.7%	0 0.0%
5. New ideas and initiatives from faculty and staff are supported and recognized. (Source: Renko et al., 2015)	47 57.3%	32 39.0%	3 3.7%	0 0.0%	0 0.0%	92 50.8%	80 44.2%	9 5.0%	0 0.0%
Weighted Mean	4.60					4.49			
Description	Very Highly Utilized					Highly Utilized			

Legend:

Highest frequency counts are in bold face

4.51-5.00 (VHU)- *Very Highly Utilized* 3.51-4.50 (HU)-*Highly Utilized*

2.51-3.50 (MU)- *Moderately Utilized* 1.51-2.50 (SU)- *Slightly Utilized*

1.00-1.50 (NU)- *Not Utilized*

At the general level, both groups of respondents affirmed that administrators actively identify and integrate emerging educational opportunities into programs (school heads: 62.2%; teachers: 56.9%). This demonstrates an openness to adapt to new developments in education, such as technological integration, curriculum reforms, and modern pedagogical approaches. Such practices align with findings by Kuratko (2007), who noted that entrepreneurial leaders thrive by turning opportunities into institutional strengths. In education, this adaptability translates into updated curricula, enhanced teaching methods, and more responsive school programs.

More specifically, one of the most highly rated indicators by both school heads (68.3%) and teachers (63.5%) is the practice of regularly updating the curriculum based on new trends and learner needs. This suggests that administrators ensure that instruction remains relevant and responsive, consistent with research emphasizing that curricular innovation is essential for school competitiveness and long-term sustainability (Ng, 2019; Leithwood & Sun, 2018). Teachers also highlighted that such updates increase student engagement and institutional reputation, reinforcing the significance of continuous improvement.

Similarly, encouraging teachers to develop and implement innovative teaching strategies was strongly acknowledged (school heads: 67.1%; teachers: 55.8%). This underscores a leadership approach that values teacher agency and creativity, which studies show positively impact school performance and foster a culture of innovation (Day, Gu, & Sammons, 2016). Leaders who empower teachers to experiment and innovate create environments conducive to professional growth and enhanced student outcomes.

The results also demonstrate strong support for creativity and experimentation in school projects and activities (school heads: 67.1%; teachers: 51.4%). This reflects a recognition that innovation is not limited to formal curriculum changes but extends to co-curricular and extracurricular initiatives. Edmondson (2011) emphasized that organizations that encourage experimentation, even at the risk of failure, build resilience and learning capacity—critical elements of entrepreneurial leadership.

Finally, both school heads (57.3%) and teachers (50.8%) confirmed that new ideas and initiatives from faculty and staff are supported and recognized. This highlights the importance of recognition in sustaining innovative practices. Research suggests that acknowledgment of contributions not only motivates staff but also institutionalizes innovation as a core organizational value (Kouzes & Posner, 2017).

The results suggest that opportunity recognition and innovation are strongly embedded in the leadership practices of private school administrators in Region I. By integrating new opportunities, updating curricula, encouraging teacher innovation, promoting experimentation, and recognizing contributions, school heads demonstrate entrepreneurial leadership that fosters adaptability and long-term sustainability. These findings corroborate global and local literature affirming that innovation and opportunity-seeking are vital to school improvement and competitiveness.

ACTION PLAN: STRENGTHENING ENTREPRENEURIAL LEADERSHIP FOR SUSTAINABLE EDUCATIONAL MANAGEMENT IN PRIVATE ELEMENTARY SCHOOLS IN REGION I

Introduction

The findings of the study reveal that entrepreneurial leadership styles and practices are highly manifested and utilized by school heads in private elementary schools in Region I, with strong alignment between their leadership orientation and actual practices. Specifically, opportunity recognition, innovation, visionary leadership, and responsiveness to trends were rated very highly, while risk-taking and financial sustainability were present but with areas requiring further reinforcement. The results also highlight that certain school and leader profile characteristics, such as the number of teaching and non-teaching personnel, length of service, and bachelor's degree specialization, influence the extent and utilization of entrepreneurial leadership practices. These findings underscore the need for a responsive, contextualized, and systematic plan of action to ensure sustainable educational management.

Sustainable educational management requires leaders who are both visionary and pragmatic—capable of integrating innovative ideas while mobilizing resources effectively. Entrepreneurial leadership provides the framework for this by encouraging proactivity, calculated risk-taking, and the building of networks and partnerships. However, challenges remain, particularly in ensuring financial sustainability, aligning professional development to entrepreneurial

competencies, and strengthening leadership renewal for long-tenured school heads who may be less inclined toward innovation.

The proposed action plan builds on the study's insights to address these challenges and sustain leadership effectiveness. It translates the research findings into actionable strategies that target identified gaps while reinforcing existing strengths. Strategies such as professional development, structured succession planning, resource mobilization programs, and stakeholder engagement mechanisms will ensure that entrepreneurial leadership is consistently cultivated across schools.

This action plan recognizes that sustainability in education is not only financial but also organizational, professional, and relational. By aligning leadership development with institutional needs and community partnerships, schools can ensure resilience, adaptability, and continued relevance in a dynamic educational environment. Through systematic monitoring, evaluation, and continuous improvement, this plan serves as an input to guide private elementary schools in Region I toward achieving sustainable educational management driven by entrepreneurial leadership.

II. General Objectives

1. To strengthen entrepreneurial leadership practices of school heads for sustainable school management.
2. To enhance innovation, proactiveness, and visionary leadership in private elementary schools.
3. To ensure financial sustainability and effective resource mobilization strategies.
4. To align professional development programs with entrepreneurial competencies.
5. To foster strong community partnerships and responsiveness to educational trends.

III. Specific Objectives

1. Provide capacity-building programs tailored to entrepreneurial leadership.
2. Develop school-based innovation hubs to promote teacher-led initiatives.
3. Establish transparent and diversified financial strategies to support sustainability.
4. Create succession and mentoring programs for leadership continuity.
5. Strengthen risk management frameworks for calculated innovation.
6. Build robust school-community-industry partnerships for resource sharing.
7. Institutionalize regular feedback systems for leadership performance.
8. Encourage evidence-based decision-making through research and data analytics.
9. Promote inclusivity by integrating community needs and global trends in school planning.
10. Monitor and evaluate the impact of leadership practices on institutional performance.

Key Findings	Strategies/Activities	Objectives	Key Performance Indicators	Persons Involved	Timeframe	Source of Funds/Budget
High in innovation, but uneven in risk-taking	Conduct leadership training on innovation and calculated risk management	Strengthen innovative and adaptive leadership	At least 80% of heads apply new strategies after training	School heads, DepEd/CHED trainers, PSU-OUS	Semi-annual	School funds, external grants

Key Findings	Strategies/Activities	Objectives	Key Performance Indicators	Persons Involved	Timeframe	Source of Funds/Budget
Visionary leadership strong, but needs alignment with staff	Develop participatory vision and goal-setting workshops	Ensure collective ownership of vision	Documented school visions with faculty/staff inputs	School heads, teachers, parents	Yearly	PTA contributions, school funds
Financial sustainability rated lower	Launch income-generating projects and transparent budgeting systems	Improve financial resilience	At least 20% increase in non-tuition revenue streams	School heads, finance committees, alumni	Continuous	School funds, alumni donations, LGU support
Long-tenured heads less innovative	Implement leadership renewal and mentoring programs	Sustain innovation across tenure	Mentoring program established and evaluated yearly	Senior and junior school heads, education networks	Yearly	School funds, scholarships, NGOs
Large schools face complexity in leadership	Strengthen delegation and distributed leadership practices	Enhance efficiency in bigger schools	Increased teacher involvement in leadership tasks	School heads, teacher-leaders	Continuous	School funds
Partnerships underutilized	Establish formal school–community–industry linkages	Expand resource mobilization and collaboration	At least 5 partnerships formalized annually	School heads, LGUs, NGOs, alumni networks	Continuous	External funding, MOUs with partners
Professional development not aligned with entrepreneurial leadership	Redesign training modules to focus on entrepreneurial competencies	Align PD to leadership demands	At least 75% of trainings entrepreneurial-focused	CHED, PSU-OUS, private school associations	2 years	CHED/Dep Ed budget, donor agencies

V. Monitoring and Evaluation

The implementation of this action plan will be monitored through regular progress reports, performance reviews, and stakeholder feedback. Quarterly evaluations will track the achievement of key performance indicators, such as the number of partnerships formed, financial improvements, and leadership practices adopted. A mid-year review will allow for adjustments in strategies, while an annual evaluation will assess overall effectiveness against objectives. Both qualitative (focus group discussions, interviews) and quantitative (surveys, financial audits, performance metrics) approaches will be used. The results will be documented and shared with stakeholders to ensure transparency and accountability.

VI. Sustainability Plan

To ensure the continuity of this action plan, sustainability mechanisms will be institutionalized. These include integrating entrepreneurial leadership development into school policies, securing long-term partnerships with government and private organizations, and embedding financial diversification strategies into school operations. Capacity-building initiatives will be cascaded to future leaders through succession and mentoring programs, ensuring continuity of practices. By fostering a culture of innovation, accountability, and collaboration, schools will remain adaptive and resilient. Furthermore, periodic policy reviews and stakeholder consultations will guarantee that the action plan remains responsive to emerging trends, thus embedding entrepreneurial leadership as a cornerstone of sustainable educational management in Region I.

CONCLUSIONS

Based on previous research, the following conclusions were drawn:

- Most private elementary schools (PK – 8) located in Region I are community-based institutions with limited resources. Most of these schools were developed in the past few years and have differing levels of accreditation, partnerships, and recognition. While there are developing capacities among these schools, the variation in capacities and developmental stages merits further strengthening of institutional support to promote quality, sustainability, and competitiveness among school systems.
- The results also reveal that school heads (Principal/Director) in Region I have a wealth of experience, formal education, and are actively pursuing their own professional development as leaders. With a solid educational background, many years of experience as employees, and the financial stability to operate and benefit from educational leadership, these leaders have the competence and readiness to create effective management and promote innovation through an entrepreneurial leadership style in the private elementary school system.
- The findings demonstrate that school heads and staff who consistently perceive themselves as exhibiting entrepreneurial leadership styles of visionary and opportunity-seeking can establish a leadership culture characterized by the four components of entrepreneurial leadership (vision, innovation, proactive behavior, and cautious risk-taking) and concurrently contribute to the institutional development and sustainability of the school.
- Overall, the results indicate that school heads utilize entrepreneurial leadership practices to a significant degree, particularly regarding the following entrepreneurial leadership dimensions—innovation, vision, and responsiveness to educational trends; however, the entrepreneurial leadership dimensions of risk-taking and mobilization of resources are less prevalent. The findings further reveal that most school heads are strategically balancing innovation and sustainability, thereby delivering adaptive, efficient, and future-oriented leadership in the private elementary school system.
- The null hypothesis was accepted due to the lack of significant differences found between school heads and teachers across all dimensions of entrepreneurial leadership. Both groups reported very similar levels of high implementation, with nearly identical means, indicating agreement and consistency in evaluating the implementation of entrepreneurial leadership practices in the Region I private elementary school system.

- Based on the results of this study, the null hypothesis was rejected for the Financial Sustainability and Resource Management dimension, where there is a significant difference between the responses of teachers who reported utilizing the entrepreneurial leadership style at a higher level than school heads. The null hypothesis was accepted for all other dimensions of entrepreneurial leadership; no significant differences were found. Overall, the differences between the two groups support the existence of a shared conceptual framework; however, regarding financial leadership, teachers view school heads more favorably.
- The null hypothesis was rejected due to a significant negative relationship observed with the following: Non-teaching personnel (staff), teaching personnel (teachers), number of trainings experienced, and length of time employed in that capacity in the private elementary school's (component of entrepreneurial leadership) system. This indicates that individual and organizational factors surrounding a school influence the existence of entrepreneurial leadership. The null hypothesis was accepted for the other profiles examined in the current study, indicating no significant relationships with the use of entrepreneurial leadership in the private elementary school system.
- The null hypothesis was rejected for profiles of schools and school heads examined for this study. The teaching personnel (teachers), non-teaching personnel (staff), length of time employed in a teaching capacity, and level of education/qualifications of the school head all had a statistically significant correlation with the utilization of entrepreneurial leadership practices within the private elementary school system; therefore, it is confirmed that the practice of entrepreneurial leadership is directly influenced by situational and personal characteristics. The null hypothesis was accepted for the other school and school head profiles showing no significant relationships.

RECOMMENDATIONS

Based on the results of this study, it is recommended to:

1. Private elementary schools within Region I must improve their institutional capacity by strengthening their current accreditation efforts, expanding partnerships with other local organizations, and investing in ongoing staff development. As schools continue to gain recognition through quality initiatives and community engagement, they will become more competitive. Stakeholders within the community, including policymakers who support these schools, can help create sustainable, innovative, and long-term educational excellence for the Region.
2. Professional development opportunities, such as advanced training or academic enrichment, should continue to encourage school heads. School heads have a strong educational background and a long tenure in the field, which together provide significant potential to expand a school's leadership capacity. Further developing the strengths of the head's extensive experience will help encourage innovative and sustainable practices at private elementary schools throughout Region I.
3. The continuation of encouraging visionary and opportunity-seeking leadership practices will enhance the existing institutional culture and, ultimately, will positively impact future growth. Exploring ways to sustain increases in leadership risk-taking while ensuring calculated, informed risk-taking will help expand the entrepreneurial

capacity of school heads, creating a more balanced and dynamic leadership style in the management of private elementary schools in Region I.

4. By maintaining highest rates of usage for innovation, vision-setting, and responsiveness to current trends creates a solid foundation for adaptive leadership. Exploring resource mobilization and strategic risk-taking practices systematically could complement school heads' existing strengths and promote a balance between stability and innovation, providing them with the capacity to build resilience in today's ever-changing educational world.
5. The overall alignment of school heads' perceptions and teachers' perceptions demonstrates a common understanding of leadership practices. By building upon this common view, the potential for more collaborative and open dialogue between school heads and teachers will provide additional support for enhancing institutional culture. Further, enhancing participatory leadership mechanisms creates more opportunities to build trust and shared accountability, supporting the development of cohesive entrepreneurial leadership processes in schools.
6. The various differences in financial sustainability and resource management create an opportunity for schools to explore "best practices" and "transparent" financial leadership. Teachers' generally positive views can be increased by providing them with more opportunities to participate in financial planning and in discussions of resource-related issues, which can promote greater inclusiveness and confidence in the school head's ability to maintain future institutional growth.
7. Findings indicate that individual characteristics and organizational structures work together with leadership practices. By streamlining workloads, optimizing staff utilization, and aligning professional development with leadership-specific needs, effectiveness can be greatly enhanced. By recognizing the effects of tenure and professional experience on effectiveness also creates an opportunity for institutions to develop leadership pathways for their school heads, allowing both first-time/novice and veteran school heads to capitalize on their strengths.
8. Leadership usage appears to be dependent on faculty size, tenure experience, and academic qualifications. Continuing to provide mentorship and differentiated support for school heads at different stages of their careers can significantly enrich leadership practice. Additionally, by allowing for greater access to the integration of diverse academic qualifications into strategic leadership decisions provides the opportunity to promote inclusiveness and innovation within school management.

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