

# Entrepreneurial Leadership in a Private College in Kuala Lumpur: A Case Study

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## **Abstract:**

In education entrepreneurship, captivation with educational institutions around the world is a new trend. A huge amount of capital is now being invested in this sector. Although there are plenty of complaints about the acceptability of the education business, the number of private colleges and universities has been rising day by day. The objective of this research is to understand how a private college in Kuala Lumpur survived an antagonistic environment and established a successful educational institution. This research used a case study design and questionnaire to achieve the objectives. The findings indicate the way entrepreneurial leadership is performed and maintained in this private college in Kuala Lumpur and what more they could do with regard to making educational business more successful in South Asia. As awareness of Malaysia's diversified education business, its marketing of education and the resulting interest in its educational institutions has rapidly spread around the world, it is deemed that entrepreneurial leadership is an urgent necessity to sustain the country's development of the education sector. The development of college education may also be dynamic enough to transform the way of conducting education business and, at the same time, satisfy local employability requirements, producing international graduates with enhanced capacity at the international level. In this transitional time, it is important that research concentrates on the nature of traditional education systems and the necessity of entrepreneurial business-oriented institutions.

**Keywords:** entrepreneurial, leadership, private college

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## **Introduction**

### **Background of the Study**

Entrepreneurial leadership is characterised by spontaneous creativity, the ability and willingness to make decisions in the absence of

solid information and generally having a risk-taking personality. Entrepreneurs are described as being engaged in the creative disruption of existing products and services. An entrepreneur must also have considerable

persistence in their leadership. A successful entrepreneur should also be able to recognise opportunities and possess the courage to act on them if they are appropriate. Being a leader generally requires having the good communication skills needed to inform others of his/her ideas, talents and efforts.

Private colleges are complementary alternatives to mainstream educational institutions; therefore, they need to have great leadership expertise and innovative systems to successfully compete with traditional public colleges. In recent years, private colleges with increasing student enrolment are quite noticeable in Kuala Lumpur. People seem to prefer private colleges over public institutions if they can afford the higher costs of enrolment. The dynamic nature and the fast pace of administration along with the use of technology have attracted the young generation to pursue their education in private colleges. Lee (2004) notices that both the public and private sectors in Malaysia are adopting a commercial approach to higher education.

With the passage of the Education Institutions Act of 1996, Malaysia entered the era of the private college education system (Lee, 2004). This act followed the General Agreement on Trade in Services (GATS), millennium round, which highlighted matters involving the guidelines of education as an internationally traded service. Transcontinental edification is a key component of such trade. Southeast Asia is something of a laboratory in the development and regulation of transnational education (McBurnie&Ziguras, 2001). Consequently, Malaysia is recognised as one of the countries nurturing and developing this sector of the economy. Entrepreneurial individuals and continuous innovation are vital components of successful organisations. Thus, the private education sectors in Malaysia, within a short period of time, were required to develop

entrepreneurial characteristics and actions in individuals with a focus on innovation. Their survival in this business sector is evidence of their success. Reimers-Hild (2009) feels that institutions of higher education have an especially important role in the development of entrepreneurial individuals because innovation is an essential component of success to employers, employees and business founders in the emerging entrepreneurial economy. Furthermore, educational institutions must become more entrepreneurial themselves in order to compete in an increasingly competitive industry (Ministry of Higher Education, 2016). This requires entrepreneurial leadership. The way this entrepreneurial leadership is performed and maintained in these private colleges in Kuala Lumpur and what more they could do with regard to making such businesses more successful in South Asia are the concerns of this study.

According to Bagheri, Pihie, and Zaidatol(2011), "Entrepreneurial leadership as another worldview of request has as of late been the focal point of research and practice in both enterprise and administration discipline"(p. 447). In fact, entrepreneurial leaders play an important role in enhancing individuals, groups, organisational success and in dealing with the highly turbulent and competitive environments of current organisations (Fernald, Solomon,&Tarabishy, 2005; VanOra, 2019; Yang, 2008). Entrepreneurship can form a basis for competitive advantage and technological growth in education systems that are oriented towards authority and greatness in the new worldwide economy (Gupta, MacMillan,&Surie, 2004). Most private colleges in Malaysia currently face environmental challenges, such as increasing student enrolment, lecturers' high turnover, recruiting international students, and trying to change the way of doing business. According to Fernald et al.

(2005), entrepreneurship can be a solution to help organisations to overcome these challenges. Entrepreneurship significantly contributes to innovations, and aptitude, which comprise good predictors of organisational success. However, there has been little research related to entrepreneurial leadership in colleges, thus information on this topic is lacking. For these reasons, the need to understand this information gap about the entrepreneurial role of leaders is the primary impetus for this study.

The present study raise semergent themes and questions related to the role of entrepreneurial leadership qualities for the organisational success of private colleges. Presently, the education sector has proven to be competitive with other kinds of business and industries. The private colleges have emerged not only as complementary to the educational sector but also as a profit-making industry. However, profit-making objectives are causes of concern as many private colleges have lost their intellectual integrity as well as their academic values in their pursuit of financial gains. Therefore, the purpose of this study is to recognise the entrepreneurial function of private college heads and the prospects and demands connected with inculcating entrepreneurship during the development of an establishment. As a case study, a private institution was chosen to ascertain faculty and organisational awareness of entrepreneurship within the institutional structure to verify the degree to which the heads were entrepreneurial and had the capacity to instil entrepreneurial ethos in the whole establishment. This research provides a critical and timely exploration of entrepreneurial leadership and transformation in private colleges.

## Literature Review

### Definitions

#### Entrepreneurship

The extent of entrepreneurship has been stretched beyond its unique scope of beginning new pursuits in the business sector. Education has become a transnational business, attracting huge amounts of investment and bringing in profit for entrepreneurs. McBurnie and Ziguras (2001) found Malaysia to be one of the places in South Asia for such kinds of business.

While there are different meanings of entrepreneurship, it is commonly concurred that it incorporates practices of 1) activity taking, 2) the sorting out and rearranging of social and monetary components to turn assets and circumstances into down-to-earth records, and 3) the acknowledgment of hazards or disappointment (Matlay, 2005). There has been rising enthusiasm for the wonder of entrepreneurship with regards to training, also. It is drawing the consideration of different specialists in instruction at various levels—including those from open, private and non-revenue driven foundations. Additionally, an expanding number of practices, exercises, or even entire organizations in the instruction division are currently being depicted as “entrepreneurial” (Hess, 2007, p.2; Hunik Sri Runing Sawitri, MaretJokoSuyono, MaretSintoSunaryo, & MaretYohana Tamara, 2018; Shane, 2004). This is joined by a growing number of research findings identified with this subject in both instruction journals and business enterprise journals.

#### Entrepreneurship and Education

The more straightforward, driven power of instructive business enterprises has been achieved by various ongoing changes in training over decades. With reference to Hardy Loh Rahimet al. (2015), these changes include 1) changes in expectations toward educational systems in favour of more innovations and higher quality, 2) changes in market structure

with an emphasis on standards and accountability, 3) changes in the availability of resources because of more market-oriented policy and the availability of private funding for education, and 4) emergence of new knowledge and technology that create opportunities for changes in various aspects of education. Chan and Lo (1997) also commented that the global trend of university entrepreneurialism is related to the emphasis on quality, accountability, and marketisation. In other words, the whole education sector has become more dynamic such that the opportunities for entrepreneurial actions have increased significantly. As a result, within the past two decades, entrepreneurship in education has significantly expanded throughout the country (HariyatyAb Wahid et al., 2018). Within this increasingly dynamic context of education, the scope of educational entrepreneurship in higher education is even more substantial and is readily received because of less regulation and more direct relevance of this sector in economic development (Shane, 2004). On the other hand, in the school sector, such a trend is also emerging and is often associated with the introduction of competition through offering a market system of school choice through education vouchers in some countries. However, according to Hess (2007), choices alone do not necessarily foster entrepreneurship as there must be opportunities for educational entrepreneurs to “enter the field, obtain resources, recruit talent, compete fairly, and benefit from their success” (p.26). It is evident from the discussions above that, while education leaders initiate innovations and changes, they also respond to the changes and opportunities generated externally. Therefore, educational entrepreneurship is highly relevant to the phenomena of leadership, innovation and change, which are important aspects of dynamic interaction in the education business.

### **Various Types of Instructive Entrepreneurship**

Among the various types of instructive enterprise, maybe the most business-oriented one is identified with building business ventures in the training area. They comprise private revenue-driven instructive suppliers at different levels. Different organizations related with the training sector can likewise be enterprising in nature, including suppliers of transportation, supplies, office development and upkeep, and nourishment administration (Teske&Williamson, 2006). Now, in what sense we use educational entrepreneurship is an issue of interest. The existing literature has a wide range of interpretations of educational entrepreneurship, but it is important to focus on a specific one. This study, conducted by Levin (2006), considers educational entrepreneurship as a process of innovation as a measure of entrepreneurship, particularly innovation that has promise for improving the quality of education. Of course, not all educational changes are necessarily innovative or an improvement. In general, the entrepreneurial view assumes that if a change in a product, process, or application produces advantages in the marketplace, it is an innovation (Djordjevic, 1985). Private colleges are certainly more likely to be innovative as there is a frequent change in taste and needs among the young students at present. How far the private colleges in Kuala Lumpur have progressed in developing entrepreneurial leadership is thus an important subject for inquiry.

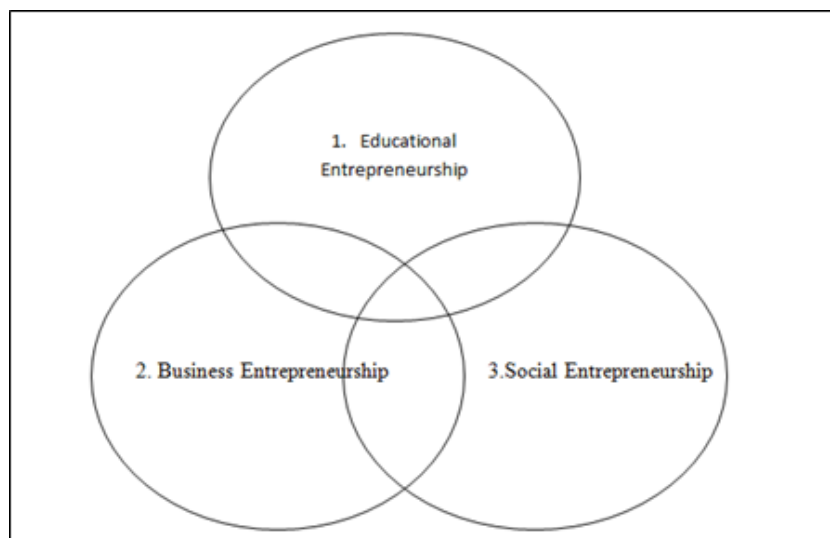
However, in forward-thinking education, instructive businesses regularly allude to scholarly enterprise (Shane, 2004), which encompasses a wide scope of imaginative and formative internal and external exercises of establishments, including examination focuses, science parks, joint endeavours, turn-out firms, e-education, licenses, plan rights, copyrights, permitting, industry contact, consultancy, training

organization plans, innovation and learning moves (Brennan & McGowan, 2006). The scholastic business enterprise is regularly connected with sustaining an undertaking society with the help of business enterprise training and advancement exercises for staff and understudies (Rae, Gee, & Moon, 2009). New private colleges, as new business innovators, have yet to build academic entrepreneurship in terms of setting an enterprise culture for the development of the staff and students.

Instructive entrepreneurs need to handle the difficulties stemming from the weight emerging from the influx of university students, the establishment of a safe culture for change, and demands from clients (Eyal & Inbar, 2003; Hess, 2007; Wilson, 2006). Likewise, the exercises included can somewhat differ, including presenting new advancements for becoming accustomed to a growing new culture and structure, finding new assets, promotion and image organisation, notwithstanding the pivoting of grieved foundations. Williams, (2006) shows how these exercises, for the most part, are concerned with improving the conditions for learning, notwithstanding changing the whole framework around them. It has additionally been discovered that the degree of pioneering systems sought after by various pioneers varies as a result of their administration styles (Eyal & Kark, 2004). Together, businesses and research can provide the basis for a reconceptualization of the roles and content of education and development with a renewed and refocused approach to management in education and development as a whole.

Teske and Williamson (2006) propose that the innovations of authorities are activities on the fringe of the standard instruction framework or in zones in which the fundamental framework cannot viably serve. Eyal (2008), for instance, considered an instance of school foundation where guardians established schools for their kids through their own system without government help. This case is a wonderful example of entrepreneurial leadership in education being successful. The reasons for being successful are excellent entrepreneurial and creative leadership with skilled maintenance administration. Sperandio (2005) additionally inspected various inventive tasks for meeting the instructive needs of the hindered people in Bangladesh. Chand and Amin-Choudhury (2006) further combined different socio-instructive activities into various categories, including 1) drawing on nearby social experience, presenting new social components and new jobs for individuals; 2) asset activation; 3) distinguishing network needs, and 4) organization building endeavours. In this view, the instructive business enterprise intersects with the social business enterprise, which is another impressive, developing expansion of business. Therefore, leadership in educational enterprises needs to have a basic understanding of the culture and individual experiences of the students, as well. Here, the differences between leadership in educational enterprises and the business and social enterprises are vividly noticeable. We can diagrammatically present this difference (Figure 1).





*Figure 1.* The area of instructive business enterprise separated from and met with different spaces of business, adapted from Alvord, Brown, and Letts (2004)

Four kinds of exercise are identified with the area of the instructive business enterprise. Type 1 comprises pioneering exercises which fall under the exceptional area of instructive business. They are internally produced and organisationally based, including many innovations depicted above regarding scholastic and school businesses. Type 2 is comprised of benefit-oriented endeavours and supplemental organizations in the training area. They have a place in the areas of the instructive enterprise and within the scope of business enterprises, and they can be started inside instructive foundations or provided by outsiders through a direct business approach. Then there are socio-instructive activities categorised within Type 3 on instructive business enterprises which may also be developmental components in the field of social business. They are separated from the revenue-driven part of instructive business, accentuating the formulation of social qualities, animating social changes, or tending to social needs (e.g., Alvord et al., 2004; Dees & Elias, 1998). Moreover, they can be started inside existing instructive establishments or remotely by social businesspeople. However, there may be some less basic cases that have a place within the instructive, business and

social areas of enterprise, which have existed all the while, for instance, propelling a productive business on the side of an instructive activity for a hindered group. This is covered by Type 4, as shown in Figure 1.

Based on the inclusive nature of the existing similarities between educational entrepreneurship and other kinds of entrepreneurship, it is conceivable to propose the comparison of standards in exploring the new culture of private school enterprises. For example, for a remotely created instructive enterprise with a solid business direction, a considerable number of the current ideal models in the standard business enterprise literature can be promptly applied to the consideration of this angle from various conduct, administrative, financial and formative viewpoints (Acs & Audretsch, 2005). In any case, despite the fact that these training-related organizations might be basically established for benefit, there might be a few contrasts from other business exercises in light of the generally overwhelming impacts of administrative conditions and social desire for specific characteristics such as a sense of duty, especially in the conventional instruction area. Mair and Marti (2005) recommended that

exploration of social business enterprises can be focused on the idea of embeddedness in the utilization of structuration hypotheses, institutional business enterprises, social capital, and social developments. Accordingly, it is sensible to accept that these hypotheses and ideas are additionally helpful for considering remotely created instructive businesses with solid social directions.

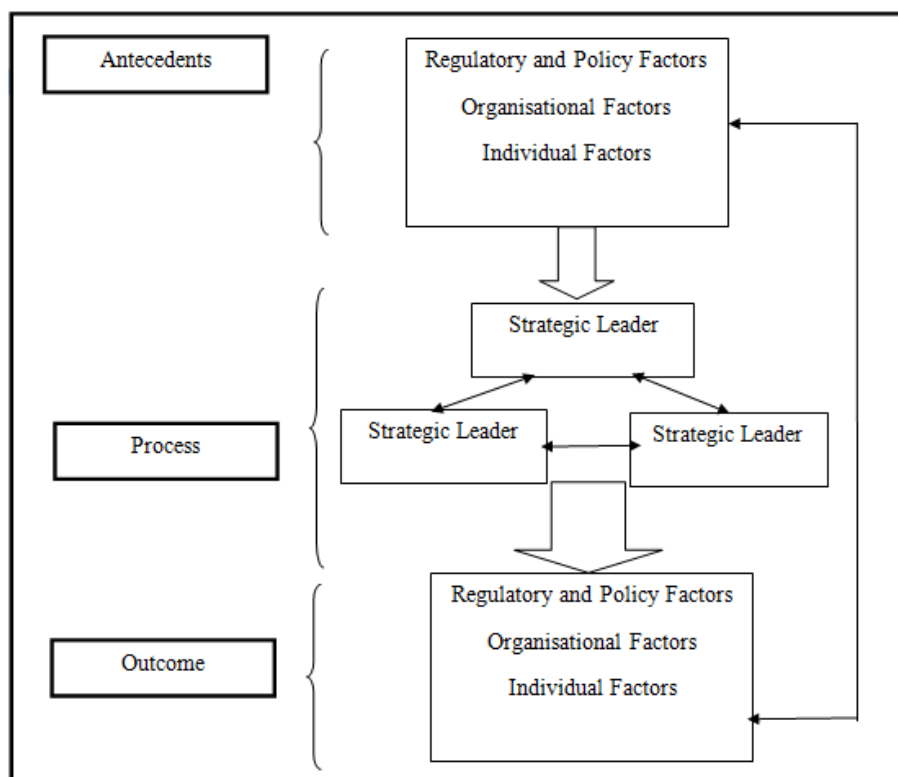
For conducting further inquiry, there is a need to have a particular structure to address establishment-based training business enterprises, which should chiefly include Type 1, as explained above, but incorporating the interior activities of Types 2, 3 and, partially, Type 4. There have been several research endeavours involving observational examinations in this field utilizing quantitative methodologies (i.e., Brennan & McGowan 2006; Eyal, 2007a; Eyal, 2008; Eyal & Inbar 2003; Eyal & Kark, 2004) as well as some contextual analyses (i.e., Busenitz, Fiet, & Moesel 2004; Finlay, 1996; Rae et al., 2009). In any case, there is as yet an absence of clearly articulated systems for foundation-based instructive business enterprises of a cross-disciplinary nature (i.e., Type 1 or more of the inward activities of the different Types).

A conceivable route forward for developing such a system is in reference to the field of corporate enterprise, which has created a generally better basis for considering the innovative propensity in existing associations like private schools.

Mullins, Linehan, and Walsh (2001) found that a pioneering situation can prompt more prominent authoritative responsibilities among workers. Holt, Rutherford, and Clohessy (2007) likewise discovered strong proof for the positive connection between Corporate Entrepreneurship (CE) and workers' activity fulfilment, feelings of responsibility and their activity execution. Additionally, it has been noted that these results will strengthen and support future pioneering exercises (Kuratko, Hornsby, & Goldsby, 2004).

### **A Preliminary Framework of Educational Entrepreneurship**

With reference to the above key elements about CE, a preliminary framework of institution-based educational entrepreneurship is proposed as follows:



*Figure 2.* Institution-based educational entrepreneurship, adopted from Eyal (2007)

The framework represented in Figure 2 is comprised of three noteworthy parts. To start with, the forerunners of instructive business incorporate diverse natural, hierarchical and individual elements. While a large portion of the ecological factors in CE is pertinent to instructive business enterprises, administrative conditions or government approaches of specific importance informal training as a significant number of instructive foundation divisions' work is vigorously directed and they depend fundamentally on legislative sponsorship (Eyal, 2007b). Players in this will in general be receptive to arrangement changes to various degrees. Authoritative variables which are ordinarily distinguished in CE ought to likewise be applicable to the training setting. Singular attributes might be inspected through a portion of the current methodologies for examining innovative qualities, for example, pioneering disposition direction (Robinson,

Stimpson, Huefner, & Hunt, 1991) and enterprising self-viability (Boyd & Vozikis, 1994).

Second, the focal point of the system is the procedures of organization-based instructive business as a cooperation of innovative exercises, pioneering direction, and key pioneers. In accordance with the regular CE systems, various structure advancements and change-related exercises exist, including corporate wandering (e.g., establishing an augmentation arm of a college), authoritative and instructive developments (e.g., executing e-learning for understudies), and key recharging (e.g., turnaround of a beset school). Another component is the nearness of the key chief as the change operator, who can be the head, the senior administration or the administration body of an instructive foundation. They are in charge of driving, executing and continuing the techniques for



instructive enterprises by getting a handle on instructive opportunities. For instance, Eyal and Kark (2004) found that transformative initiative in school is identified with instructive business. The key chief may not really be a corporate businessperson; however, the person in question must have an affinity with the practices of corporate business operations with fitting hierarchical arrangement, structure and culture. Additionally, the actualized methodology is uncovered through the pioneering direction of the instructive organization. This can be found in the types of measurements, for example, development, expert animation, chance taking, focused forcefulness, and self-rule, as found in the literature on CE.

Third, the results change with the types of instructive enterprise included. Specifically, the viable arrangement of training for students ought to be of key concern (e.g., Hess, 2007). Likewise, in CE, authoritative results, including the fulfilment and duties of the instructors, just as in the development of a pioneering society, ought to be significant hierarchical results for instructive business enterprises. In any case, while monetary results may just be significant to the revenue-driven kind of instructive business, financial advantages are frequently featured as a significant result, especially in scholarly enterprises (Shane, 2004; Williams & Kitaev, 2005).

In addition, for continued instructive business enterprise, it is fundamental that the results created from instructive business enterprise will strengthen future pioneering exercises as in CE (Kuratko, Hornsby, & Goldsby, 2004). For instance, the monetary advantages from instructive enterprises will incite increasingly effective strategies or authoritative conditions for pioneering exercises in the future. While the above theoretical structure is as yet fundamental, it offers a precise methodology

for exploring instructive administration, especially for considering authority, development and change. The researcher discovered from the review of literature a partiality toward the administration in social, business and instructive undertakings. Consequently, an evaluation of the literature recognised general distinctions associated with each type of administrator. They can be classified into two categories: the executives, who can be rectified, and the board, which is innovative.

### **Leadership in Entrepreneurship**

It is hard to describe the notion of management. It is common knowledge that everyone understands what a head or boss means, and many would concur that those individuals in leadership roles generally set the direction of the institution with their foresight of how the organisation should be managed. Scholars differ on the definite meaning of leadership, with some suggesting that a leader has to be able to handle changing landscapes; a leader must be decisive in making decisions; and, a leader must possess the skills to get subordinates to toe the line (Ruiz, Soriano, & Coduras, 2016). Being aware of the traditionally accepted understanding of leadership, a study of previous investigations can increase our knowledge of the subject. Although numerous investigations have been undertaken on leadership qualities, conduct, and the efficacy of leadership, the findings have often been mixed and unconvincing. (Hanson, 2003). Previous studies concentrated on leadership characteristics, assuming that individuals naturally possess leadership qualities, as Aristotle believed. In the early 20<sup>th</sup> century, leaders began to be viewed as people who were very intellectually advanced, commanded distinct societal rights, and belonged to a small group of elites in society (Jones, 2005).

The idea of leadership has also changed with the passage of time. Some new descriptors are now being used to define leadership. Helfat and Lieberman (2002) define good leadership as fostering evolutionary changes that are both transformational and viable. It can focus on ethical or managerial issues. It can also identify a college's responsibility towards the society, in general, or the shape and direction of the establishment. Significantly, decisive leadership requires having clear achievable goals and perseverance. This new kind of leadership has a lot to do with introducing and managing changes within and outside the organisation.

### **Entrepreneurship and Leading Change**

According to Jones(2005), quite a number of these new heads embrace new plans for the future, streamlining organisational systems to predict and adapt to changes that could occur in the organisation as well as externally and strategies to assess change and consistency.

Thus, the leaders of the 21<sup>st</sup> century must have these transformational qualities with skills in change management in order to make colleges survive and succeed. This trait of change management in leadership brings in the other kind of leadership, which is entrepreneurial. Present-day managers are confronted with the challenging prospect of a future pivoted on adaptability, originality, and specific abilities essential to all project completers, and their competition. In order to effectively counter the prospect of future competition, managers must reflect on issues and situations in a distinct way. Drucker (2002, as cited in Jones, 2005) recognised that all establishments are divided by two time phases: contemporary and the future. To succeed, the entrepreneurial leader must be able to handle current as well as future issues.

Private colleges' business orientation is the same as the orientation of more futuristic institutions. Shults (2001, as cited in Jones,2005), regarding the entrepreneurial leadership in the USA, established that the vital knowledge soon-to-be leaders will have to master will comprise "the skill to manage the institution effectively, mediation skills, superior technological skills, and the ability to create affiliations." Additionally, the consequences of technology and globalisation are pushing educational organisations and industries to explore more modern approaches to address competition and the demands of increasingly sophisticated clientele. Therefore, educational organisations like private colleges need entrepreneurial leaders who are dynamic and will not succumb to new and unpredicted changes and chalk.

### **Functions of Entrepreneurs**

The new kind of leadership that an entrepreneur must perform has led to the identification of some of the essential tasks in entrepreneurship. Two of the most important functions of an entrepreneur are innovation and risk taking.

### **Innovation**

In this rapidly changing world of business, innovation is the key to leading organisations. Hekkert, Suurs, Negro, Kuhlmann and, and Smits (2007) and Kho, Saeed, and Mohamed (2019) noted that entrepreneurs are essential for a well-functioning innovation system. Hekkert et al. (2007) also see the role of the entrepreneur as turning the potential of new knowledge, networks, and markets into concrete actions to generate—and take advantage of—new business opportunities. Entrepreneurs could either be new entrants that have the vision of business opportunities in new markets or incumbent companies who diversify their business strategy to take advantage of new developments. Such incorporation of various policies and

technologies represents the innovation which an entrepreneur must bring into a business.

### **Risk Taking**

In order to be successful in business, entrepreneurs sometimes need to make risky decisions, which apparently differ from what is defined in terms of gambling. As Macko and Tyszka (2009) observe, in administrative hazard taking, one can utilize one's abilities and apply control. This revelation is in concurrence with what was stressed by Kornai (1971) many years ago and has become all the more relevant as a result of more recent research conducted by Huber (1997) and Huber, Beutter, Montoya, and Huber (2001). They guarantee that when the chief faces a dangerous circumstance, his/her first intention is not evaluating values and probabilities but rather searching for actions which can reduce the risk such as searching for means to control the situation. Moreover, entrepreneurs also experiment with new ideas and try to find potential success by implementing ideas which also can be categorised as risk taking as they involve a lot of newness having no previous examples.

### **Conclusion**

From the review of existing literature on various types of entrepreneurship such as those associated with social, business and educational entrepreneurial enterprises, the necessary changing trends in the leadership of each type of entrepreneur is evident. Without being an entrepreneur first, becoming a leader is unimaginable now. Private colleges are new in comparison to public education sector institutions in Malaysia and as new, for-profit businesses in the world of ever-increasing competitiveness, they need to be entrepreneurial. The present study is thus integral in knowing the state of entrepreneurial leadership in the private colleges in Kuala Lumpur through the implementation of a case study.

## **Research Methodology**

### **Design**

This study adopted an exploratory sequential design consisting of two important phases: qualitative and quantitative research. This allows the researcher to explore the phenomena under study from the participants' viewpoints and develop an instrument based on the culture (Creswell & Plano-Clark, 2018). At the initial stage, the qualitative approach was used because there were no instruments developed in the past based on entrepreneurs' characteristics and traits. A single case study analysis was conducted, acting as a nested case study. The results from this single case analysis (qualitative research) helped in the development of the questionnaire used in this study, especially by looking at the external factors that influence an entrepreneur's personality.

### **Consent**

Approval was obtained in order to conduct this research. The researcher provided a letter of confidentiality to all of the participants engaged in the survey and interviews and it was clarified in detail about the nature and the purpose of using the information collected from them. The name of the college and participants were not allowed to be mentioned in the present study.

### **Sample and Setting**

This study was conducted in one private college which was established in 1998 and located in the capital city of Malaysia, Kuala Lumpur. The students of the college and graduates have consistently been awarded in nationwide competitions for their outstanding design work. Originally started as a design academy, but later, in consideration of current trends and global and national necessities, the college now offers diploma courses in Accounting, Early Childhood Education (ECE), Architecture, Interior Architecture, Graphic Design and Multimedia Design. For the qualitative part of the research, a focus group of 15 participants were identified and interviewed to obtain better explanations and

results from the faculty members, which contributed to development of the questionnaire. The initial developed questionnaire was pilot tested to ensure that the items achieved satisfactory reliability and validity. For the quantitative part of the research, 200 respondents participated to answer the questionnaire.

### **Instruments**

The study incorporates multiple means of assessment including interviews, a survey through a structured questionnaire and focus group discussions. Two instruments were used in the present study: interview questions and a questionnaire. For the interview, the investigator carried out two interviews to gather comprehensive data on sentiments, values, and insights from each of the candidates. Two respondents were interviewed with open-ended questions. Since interviews were conducted as closed sessions, the enumerator was not allowed to record the conversations. Therefore, attentive notes were taken by the researcher. The questionnaire was used to collect data related to the characteristics of the candidates and their outlooks and viewpoints about the topic being investigated. The questionnaire employed a Likert scale (Likert, 1932) for structured questions complementary to the open ended questions(see appendix B).

### **Data Collection**

The data collection took place from (dates). For the interview, the researcher communicated through email and invited the entrepreneurs to participate in the study. The interviews were conducted in the university in locations agreed upon by both parties based on their time and place of availability. The researcher provided guidelines in advance outlining the purpose of the interview and time duration estimation. However, the researcher also allowed the participants to ask questions before the interviews to ensure that they were clear about the objectives of the interviews. The interviews lasted for (how many minutes). For the quantitative session, the researcher provided the questionnaires for the respondents

containing detailed information about the research and the item categories from the 5-point Likert scale responses.

### **Data Analysis**

For the qualitative data, thematic analysis was used. We began with interpretation and transcription, initial coding at different levels, theme search, theme review and finalisation of the theme. Before transcription was finalised, the respondents' transcripts were read several times to increase our understanding about what they highlighted. Interactive Qualitative Analysis (IQA) (Denzin & Lincoln, 2005b) was utilised to facilitate identification of distinctive characteristics and issues connected with the subject. A vital element of IQA is the usage of focal teams, a method that connects a batch of participants (usually 6-10) in discourse on particular subject and responses about it (Jones, 2005). The aims of the target group were to 1) recognise approaches and thinking with regard to entrepreneurial leadership at the institution, and 2) verify similarities and interactions among affinities, and the conclusions derived from both the objectives were elaborated in interview questions.

### **Results and Discussion**

This section presents the analysis of the data and presentation of the results, demographically and qualitatively, along with the researcher's assessment of the review of the pertinent documents and interviews. It also presents the faculty and administrators' feedback related to entrepreneurial leadership. Results of the survey about entrepreneurial leadership at the college administered to the full-time faculty and the administrators are presented. All the data were analysed to comply with objectives of the research.

### **Survey Outcomes**

The survey sample consisted of 104 employees, 58 faculty members and 46



administrators. A face-to-face survey method ensured a 100% respondent return rate. The summary of survey results in Table 1 indicates

that 55.7% of respondents were full-time faculty and 44.2% were administrators.

**Table 1**  
*Ratio of the respondents*

Classification	Percentage
Faculty	55.7%
Administrator	44.2%
Female	58.2%
Male	41.8%
1-5 Years at College	48.3%
6-10 Years at College	42.5%
11-14 Years at College	9.2%

The rest of the 58 survey items were divided into five key features of entrepreneurial leadership: 1) transformation, 2) risk taking or competition, 3) leadership approach and deployment, 4) employee support and development, and 5) employee perspectives and beliefs. This survey enabled this study in data collection about the entrepreneurial leadership of the college to respond to the objective of the research. Moreover, the researcher used the survey results as a guide for the interviews. The interviews evidently gave clear ideas about the participants' vision of entrepreneurial

leadership. The following sections focus on each of the elements and provide subsequent feedback via quotes.

### **Transformation**

In order to make an organisation able to respond effectively to the environment, an important feature of entrepreneurial leadership is the aptitude of the heads in supporting innovation. This could incorporate the reshaping of organisational constructs and procedures, the execution of new systems as well as the promotion of an environment that encourages transformation.

**Table 2**  
*The leaders at the college regarding Transformation*

TRANSFORMATION	No.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1 Have formulated a vision of the future	103	31%	52%	8%	1%	9%
2. Have incorporated entrepreneurship into the mission.	103	28%	56%	4%	1%	12%
3. Balance entrepreneurial activities with traditional programs.	103	12%	55%	10%	1%	22%
4. Have identified entrepreneurship as a value.	103	30%	60%	3%	0%	8%
5. Are establishing a culture that embraces entrepreneurship.	103	26%	48%	10%	0%	16%
6. Model entrepreneurial behaviours	103	21%	44%	11%	1%	23%



7. Adapt quickly to changing circumstances.	103	17%	51%	10%	2%	20%
8. Challenge old assumptions and beliefs	103	20%	48%	11%	0%	21%
9. Are creating a climate that nurtures and supports innovation.	103	23%	54%	10%	1%	12%

Regarding transformation, as is shown Table 2, the majority of the respondents agreed with each survey item. More than 50% if respondents agreed that the leadership from the management had incorporated entrepreneurship in their mission. Sixty percent (60%) of the respondents saw entrepreneurship as valuable to the organisation. When asked if the leaders' behaviour reflected the model of entrepreneurial behaviour, 60% of the faculty agreed, while 72% of the administrators supported the idea. This result of the survey was well clarified by the CEO, who had been a successful business person prior to entering the education business. He said,

Faculties are far most remote from these things; I do not really know if they at all know what all these things mean. Administrators are more closely related to the policy and implementation activities so; it is good to know 72% of them agree on that. They are the ones who work in the field and directly enjoy the entrepreneurial steps taken by the management.

The principal echoed the CEO's words: "The role of faculty is really as academic specialists. They are not as close to the daily activities of administration. In that respect, the results do not surprise me."

### Risk-Taking/Competition

Taking chances and being competitive are elemental parts of entrepreneurial leadership. Leaders who recognise fresh prospects or implement new policies will encounter some degree of uncertainty and pitfalls. Outstanding leaders adopt a reassuring and confident attitude towards risk-taking and express ability in risk-taking with a large measure of accountability. Risk-taking is also the antecedent to transformation, and transformation is forced or hastened by competition. Insufficient assets, coupled with the soaring clamour for educational facilities has persuaded entrepreneurial leaders to acknowledge the pressure of competition and realise that having a head start, or outclassing the competition embodies a crucial approach in transforming the institution. Table 3 illustrates the faculty and administrators' insights into this trend at the institution.

**Table 3**  
***The Entrepreneurial Risk Taking at the college***

RISK TAKING/COMPETITION	No.	Strongly agree	agree	disagree	Strongly disagree	Don't know
10. Research of new markets is conducted regularly	99	9%	34%	13%	1%	42%
11. New programs, services or processes are developed regularly	97	20%	45%	19%	1%	15%
12. The focus is on the college's competitive advantage	96	23%	43%	21%	1%	12%
13. Most administrators avoid	99	12%	40%	16%	2%	29%

competitive clashes							
14.The competition has been identified	99	13%	55%	9%	1%	22%	
15.Mew programs and services are introduced before the competition	99	7%	39%	21%	1%	31%	
16.Risk assessment is conducted prior to decision making	98	3%	32%	13%	2%	50%	
17.Responsible risk taking is practiced	98	7%	42%	8%	1%	42%	

When asked if the competition had been identified, 55% of the respondents agreed and 42% agreed that research on new markets was conducted. The majority of responses to the question of risk assessment before making any decision was that the respondents did not know. The CEO replied, Research on discovering new market is mostly an administrative part and the faculty and the administrators really are not involved in this process. We regularly check out for new openings of market and possible target groups are also approached through advertisement. We, of course are concerned with getting new students from new areas and recently we have

focused on the possibility of getting internationals.

As the literature analysis indicates, entrepreneurial leaders employ unique tactics and operational schemes to facilitate the transformation of their organisations. As mentioned in the literature on the topic, accomplished entrepreneurial leaders have an unambiguous idea of what the future has in store for them, inclusive of the capacity for making cooperative arrangements, and have clear ideas and the wherewithal to successfully enhance the objectives of the institution, which is shown in Table 4.

**Table 4**  
***Leadership Approach/Deployment***

LEADERSHIP APPROACH/DEPLOYMENT	No.	Strongly agree	agree	disagree	Strongly disagree	Don't know
18.Accurately perceive unmet consumer needs	91	3%	38%	18%	2%	38%
19.Ensure adequate processes to pursue entrepreneurial ventures	90	8%	49%	14%	1%	28%
20.Make allocation decisions that achieve maximum results	92	8%	35%	23%	2%	33%
21. Expand resources and generate revenue through entrepreneurship.	92	13%	43%	9%	2%	33%
22. Persevere in the face of environmental challenges.	92	13%	55%	3%	0%	28%
23.Take responsibility if a venture fails	91	7%	37%	14%	2%	40%
24.Involve the entire college in Major decisions.	90	7%	29%	42%	14%	8%
25. Consider the moral and ethical	91	14%	42%	8%	5%	31%

consequences of decisions.

26. Keep employees well-informed about new developments.	91	10%	54%	22%	9%	5%
27. Delegate effectively.	90	8%	43%	12%	7%	31%
28. Identify the best people for leadership roles.	92	9%	36%	24%	9%	23%

Concerning decision making, when participants were asked if the college leaders involved them in entirety in making any major decisions, 50% said they did not, but in undertaking any major changes or new developments, 60% agreed that they were well informed about it in advance. The principal clarified this by saying that many of the staff really did not feel involved in decision making but they were well informed because they were the key persons to implement it, anyway. The principal went on to say, We try to communicate any changes or any new developments in prior to implementing it. However, it is difficult to communicate everyone regarding every decision in process of making, but we think whatever we decide but the reflections of the all staff involved. Sometimes the number of employees is a

matter. You cannot bring all of the staff together.

### Employee Support and Development

The degree to which workers are provided with opportunities to enhance their abilities and apply transformational approaches is a key ingredient in entrepreneurial leadership. Studies reveal that an important element in changing an establishment is acknowledging every worker's expertise and skills as well as maximum and effectual use of human capital, in general. If the heads consider the comprehensive talents of the employees, foster and nurture their development, and utilise them in the main development of the college, the employees will be satisfied and focused.

Data on this vital feature of entrepreneurial leadership in the college staff are shown in Table 5.

**Table 5**

#### *Employee Support and Development*

EMPLOYEE SUPPORT AND DEVELOPMENT	No.	Strongly agree	agree	disagree	Strongly disagree	Don't know
29.Expect the best in uncertain times	90	13%	68%	3%	0%	16%
30.Organise and motivate people to succeed	89	12%	51%	24%	2%	11%
31.Empower employees to do their jobs	89	15%	48%	26%	3%	8%
32.Make employees feel like owners in the organisation	90	10%	31%	<b>37%</b>	6%	17%
33.Reward entrepreneurial behaviour	89	12%	31%	16%	2%	<b>38%</b>
34.Support the training and development of employees	90	18%	54%	16%	6%	7%
My boss-						
35.Offers support to develop my full potential	88	38%	40%	16%	6%	1%

36.Establishes my performance goals	87	21%	41%	31%	2%	5%
37.Values employees	88	43%	36%	14%	3%	3%
38.Rewards entrepreneurial behaviours	87	23%	37%	10%	6%	24%
39.Gives positive feedback when I perform well	88	42%	33%	17%	7%	1%
40.Encourages me to solve problems on my own	87	43%	41%	7%	6%	3%
41.Encourages me to innovative	87	46%	32%	13%	7%	2%
42.Encourages me to set my own performance goals	85	40%	35%	18%	4%	4%

More than 60% agreed with the statement that the organisation leaders made employers feel like owners of the college. This is because the principal himself was an employee and looked like an owner. He could have been a role model for the other employees to feel what he felt like and work on that. The employees all had very good personal relationships between them and felt the success of the college as their own success.

### Employee Perspectives and Beliefs

The researcher wanted to capture the beliefs and perspectives of the employees in order to assess the extent to which the leaders of this college had been able to infuse the entrepreneurial spirit among the employees. The literature review indicates that the investigator expanded knowledge regarding management qualities favourable to development and the support of new developments and innovation. The reflections of the faculty and administrators regarding this feature at the college are shown in Table 6.

**Table 6**  
***Beliefs and Perspectives from the Employee***

EMPLOYEE PERSPECTIVES/BELIEFS	No.	Strongly agree	agree	disagree	Strongly disagree	Don't know
43.Employees have confidence in management	89	9%	<b>53%</b>	19%	1%	18%
44.Employees agree with most decision of the management	89	6%	46%	22%	1%	25%
45.Employees are treated with respect	88	24%	59%	10%	5%	2%
46. Employees are not criticised for failures.	88	11%	43%	16%	6%	24%
47.Employees are recognised for success	89	26%	57%	9%	6%	2%
48.Employees are out for themselves	89	4%	9%	57%	21%	8%
49.Employees can tell their bosses what they really think	89	3%	39%	33%	10%	15%
50.It is important to always follow	88	13%	51%	33%	1%	2%

the rules and procedures

51. People are encouraged to be innovative	89	10%	63%	16%	3%	8%
52. People are guided by their own personal ethics	89	19%	67%	6%	1%	7%
53. Generating income is a top priority	90	18%	38%	26%	3%	16%
54. Employees are expected to do whatever it takes to win	86	3%	13%	57%	16%	10%
55. Instruction is more important than generating additional revenue	86	20%	40%	19%	5%	17%
56. Most senior leaders are entrepreneurial	89	6%	29%	35%	3%	27%
57. Employees are encouraged to be entrepreneurial	86	1%	45%	29%	7%	17%
58. A characteristic of outstanding leadership is innovation	88	35%	56%	5%	1%	3%

It is necessary to note that more than 40% of the respondents disagreed on the entrepreneurial role of the leading management persons. However, the CEO, replied by explaining the facts. He remarked, many of the staffs even may not know what the term really means and they are far at a distance to know the entrepreneurial venture which we take into implement. It is our business and we know what we need to do in this fast-growing competitive business.

After the analysis of the data, the researcher found some unique features were prevalent in the college. These features can be credited to the success of the college. Entrepreneurial ability in the college included motivating the team to maximize the potential within the members of the faculty and administration and of course, the successful execution of the vision. The most common ideas that emerged about leadership at the college were 1) a clear vision of the future needed to be formulated, 2) some risks in decision making should be taken with responsibility, 3) it is necessary to maintain integrity of high standards, 4) active relationships with others must be maintained,

5) a sound sense of business should be possessed, 6) compatible working strategies should be formulated with others for accomplishing goals, and 7) leaders have to be good decision makers.

The respondents also emphasised organisational systems and structure as being important. According to them, an entrepreneurial college must be led by persons with good understanding of the organisation's structure and its system should be supportive of innovation and change. Regarding this issue of the structure and innovation supportive systems of the institution, the study's participants had their own opinions, which could be summed up in the following points: 1) the possible barriers to success should be detected and eliminated beforehand through system streamlining to enhance innovation, 2) bottom-up management has to be inspired, 3) the administrative system should be decentralised, 4) a daily basis monitoring system has to be operated to supervise people in doing their jobs, 5) some of the key position holders should be made responsible to promote entrepreneurship and make the best use of available space and resources.



One aspect of entrepreneurial ventures appeared to be new in this case as most of the participants mentioned culture as one of the factors associated with being successful. According to the faculty and staff, culture is the shared and common values, norms and the beliefs and attitudes reflective of the system of organisational operation. However, some points worth mentioning about culture which came from the participants concerned the level of institutional focus on the students, the college's and the employees' values, the family oriented policy of the college, and the way of doing business in terms of tradition and history

In short, the participants described the institutional culture at the college as welcoming to innovation, supportive of risk-taking and as encouraging co-operative rapport. Entrepreneurship promotion was described as related to the marketing system of the college and the way leaders created and encouraged responsible risk taking. Many of the staff suggested that a mission statement for the college could also be an important vehicle for promoting entrepreneurship. The mission of the college should include the ever-seeking nature of its innovative programs and services in order to always keep the college in pace with the changing world. At the college, the mission complies with the expectations of the staff. The programs the college offers are innovative and are conducive to the latest needs of the society. Some of the statements from the focus group discussions were about generating new ideas to help develop new ways of doing business, bringing dynamic change in the system and administration, exposure of the college in the society to let the community know about the activities done by the college, letting the staff be creative within their scope of responsibility, and the need for employees to also be innovative and creative.

As a part of the formation of strategic alliances, the college has established collaborations and partnerships with some world class overseas universities. Participants observed that the success of the college was initiated through these collaborations and partnership arrangements. The participants thought strategic alliances should include building partnerships with industry for potential employment of the graduates, and to maintain liaison with the community for the accomplishment of the mission and goals of the college, relationship building is needed. They also noted the importance of positioning the institution with the others on the same platform to vaunt its qualities, finding common interests among the college's partners, building collaboration and developing team work. Developing innovative strategies is also a characteristic of entrepreneurial leadership which was found in this study. Innovative strategic planning has been an important aspect in defining the college as entrepreneurial. The staff and employees described innovative strategy as inventing new policies and developing new programs, building partnerships, using available resources effectively, team-building, and implementation of best practices. The relevant features of innovative strategy perceived by the respondents were managing and facilitating change with efficiency, using creative methods in implementing the values, mission and goals of the college, looking for new ideas, implementing old ideas in new ways, identification of initiatives which could increase partnerships and successful movement from one point to the other. From the analysis of data collected from the respondents, the idea of successful entrepreneurial leadership is diagrammatically represented Figure 3.

*Figure 3.* Idea of a successful entrepreneurial leadership

Figure 3 shows the ideas associated with successful entrepreneurial leadership. Organisational Organisation/Methods, comprising rapport and organisational framework/methods, was explained as the procedures, configurations, and accounting connections that exist within an establishment that enable employees to complete their jobs. This rapport is the impetus for the culture in the encouragement of entrepreneurship, important partnerships, transformational approaches, tactics, profits and assets.

Culture was recognised as a vital component in influencing the degree to which original ideas are profitably executed. The participants portrayed it as the sharing of fundamental beliefs, rules, and traditions, and having general ideas or convictions that mirror the functions of the establishment. As for Entrepreneurship Promotion, it has much to do with the visibility of the college and the extent to which programs and services are

marketed. Participants believed that senior leaders must promote innovative activities both internally and externally. Strategic Alliances represent partnerships, associations and collaborations internal and external to the institution. Participants observed that strategic alliances create synergy, promoting outcomes greater than what each entity could achieve independently. Alliances lead to new ideas, and new ideas lead to the higher possibility of increased revenue.

Innovative Strategy, one of the core gains of entrepreneurship, is to be constantly on the lookout for opportunities and publicity for the institution. The senior management should always be aware of the present and future needs of the country and be prepared to fulfil any requests from government agencies. The leadership should have the knowhow and skills to promote and implement practical ideas that are likely to lead to increased revenue returns and success for the collage.

It is evident from the responses and feedback of the interviews that like any dynamic scheme, each component needs to perform efficiently to ensure success for the whole scheme. This is a fact with regard to the college version of entrepreneurial leadership in private colleges (see Figure 4). The participants mentioned that leaders need a clear direction and entrepreneurial fibre as well as extensive comprehension of a range of fields and adequate expertise to make certain that the entire organisation is synchronised with their expectations and vision. The

institution's structural setup and procedures must be formulated to promote and support innovation. Leaders should also be aware that while engaging in organisational restructuring, they need to open space for new ideas and innovations to blossom in order to take the college to another level. All through this research, the researcher frequently heard terms and phrases such as "collaboration," "trust and respect" and "having appreciation for what works and having courage to change what does not." The model of entrepreneurial leadership is diagrammatically presented in Figure 4.

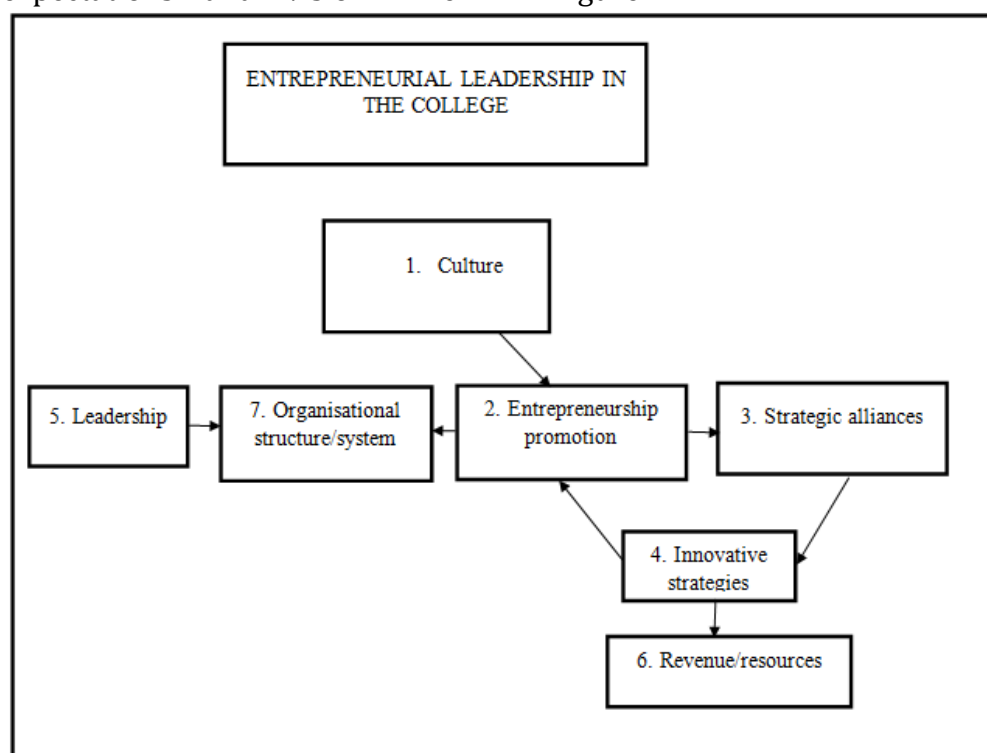


Figure 4. Entrepreneurial leadership in the college

This research utilised several methods of evaluation to combine all the information into a concise form to fulfil the purpose of the study and provide a response to the problem statement and the survey results. The investigation therefore obtained insights and viewpoints from the faculty and managers about the way senior leaders of the college would mould the establishment to become entrepreneurial. The IQA research reveals a

structure that portrays accord among affinities and exemplifies the way leaders have instilled entrepreneurship throughout the institution.

### Discussion

The current century is experiencing a global change in the internationalisation of education and business. The privatisation of educational institutions and the commercialisation of education has also rapidly spread around the

world. In this situation entrepreneurial leadership is an urgent necessity to sustain the development of Malaysia in education and promote internationalization of the business. In Malaysia, the current tendency of higher education is to upgrade it to a world standard. The number of enrolments of local and international students in the private colleges is increasing every year. These private colleges are in the best position now to take advantage of the opportunities. The colleges can also be dynamic enough to transform the way of doing education business and, at the same time, meet the needs of local employability requirements, producing international graduates with enhanced capabilities at the international level. This can be done if the college leaders are entrepreneurial enough in the spirit of innovation and can nurture the passion among their staff to inspire the students to success. The college is a success story. The investigator was keen to learn the way this was achieved and the degree to which top leaders achieved success in changing the organisation into an establishment that could sustain itself and flourish although being new to the industry. Therefore, the researcher looked deep into a case study of leadership at the college following a qualitative method of research. In response to the problem statement and objective presented in the introduction section, it was found there is increased appeal among leaders of private institutions in establishing appropriate alternatives to address multiple demands in the current atmosphere of educational business. It was also recognised that the college has been successfully engaged in entrepreneurial activities. It can now be expected that this particular case study will be exemplary in showing the best practical example of entrepreneurial leadership in a private college. Thus, it can help other colleges to overcome obstacles by following the college's model of entrepreneurial leadership and success. On the basis of the research paradigms adopted for this study, IQA surveys

and interviews were incorporated to explore the links between entrepreneurial management, changes in cultural norms, and efficient for-profit-business practices. The researcher used a methodology which could be reliable to generalize findings to other colleges of private ownership. The administered questionnaire was given to all full-time faculty and staff, who answered the first two research questions. The investigator was also able to visually illustrate how management instilled entrepreneurial resolve among the employees, which was a component of the IQA research.

The leaders dedicated their efforts to finding creative and innovative solutions for any problems to facilitate the growth of the college. Overall, it was found that leadership is the key to producing and shaping a successful entrepreneurial institution. The leaders must set the mission by setting the tone, communicating the vision and seeking opportunities. Other than leadership factors, promotion of entrepreneurship, organisational structure, culture, innovative strategies and strategic alliances also play roles of their own. Another factor in entrepreneurial leadership is related to the power of transformation of institutional structures and systems so that a culture of embracing change can be promoted. The organisational culture should be supportive of entrepreneurial activities. The leaders must look for opportunities and make strategic alliances which can be used to detect and promote strategies for innovation. Helfat and Lieberman (2002) observe that entrepreneurial leaders who are successful nurture and practice transformative and sustainable change. The ethical and moral issues of organisational leadership have also been emphasised. In order to spread the role of the college beyond its walls, the leaders must have sufficient capacity. Another important thing is the leaders must formulate a target of the future and work hard with persistence and determination. With their vision, energy, and

the ability of effective delegation balanced with responsible risk taking, this case study reveals that top level leaders are well-placed to slowly reform or modernise initiatives and systems that benefit the establishment's core operations.

### **Implications of the Study**

The key findings of this research can be summarised compositely to show the significant elements and characteristics of a private college and its leadership in relation to the infusion of entrepreneurial spirit to make the institution successful. This research is a guide as it recommends some of the most influential factors necessary for beginning leaders who are planning to create organisations and want to cultivate a culture of entrepreneurship. In Malaysia, the concept of entrepreneurial education is still new. It is still a challenge for the owners and leaders to create missions that balance tradition with student-focused programs and services which are required to generate profit. Culture was found to be a key factor in transforming a college from its initial start to its ultimate establishment. The organisational leaders must consider culture ahead of making any change in order to effectively manage the change and drive it in the way expected by the college. However, the researcher would like to offer some recommendations with careful attention. Formulating a future vision and nurturing the spirit of entrepreneurship are two key qualities of leaders. For creating a private college, establishing its leadership has been recognised as the most important aspect. It is, therefore recommended that private colleges should look for leaders with characteristics and abilities such as the ability to develop a culture as a context for entrepreneurship to thrive and enough courage to challenge old beliefs and assumptions and take responsible risks. They should demonstrate consideration of risk-taking consequences, have skills in effective communication, and have the ability to build

teams cohesively. The leadership must be committed to the mission of the college, effectively delegate power, motivate and find the best in other people, build and maintain long lasting relationships, be creative in finding solutions to problems, and they must be able to identify paradigms of new potentials.

These leadership qualities alone will not ensure the success of an organisation. The organisational structure and systems are also important. These must be supportive of innovation and changes in a sustainable way. There should be promotional activities for entrepreneurship. The leaders must engage in the pursuit of alliances as part of their strategy for achieving innovative changes, and collaboration and partnerships with other institutions must be made. A college may undertake means of promoting entrepreneurship like finding new competitive markets, developing programs and services for the purpose of generating increased income, expert utilization of existing resources for maximisation of potential, recognising employee's roles and creating reward systems, forming strategic alliances, making the college more visible through marketing and recognising the potential of all employees and giving them power to identify new business strategies.

Apart from that, the concepts of entrepreneurship and entrepreneurial leadership are relatively new to the private colleges in Kuala Lumpur considering the experience private colleges have gone through, but the concepts are gaining momentum, and thus are worthy of further research due to the three primary forces driving transformation in private colleges: 1) increased demand for global standard education, 2) increased student enrolment, and 3) huge investment opportunities in this business. Moreover, a new look at leadership is required for



understanding that the role entrepreneurship can play is not only in responding to the converging forces facing private colleges but also in building a culture of sustained innovation. The entrepreneurial leader is not limited to the world of for-profit businesses. Entrepreneurs exist and can thrive in small or large organisations, and in profit- and non-profit institutions. Also, entrepreneurship is more than just the creation of new business. Kuratko et al. (2004) note that “the characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs” (p. 2). Thus, the present study can significantly contribute to the development of a vision of a new entrepreneurial leadership adopting the practices of the private colleges in Kuala Lumpur for the new entrepreneurs interested in the education business. The government and non-government authorities involved in the policy making and quality control of education in Malaysia can also utilize the findings of this research to direct the future of such institutions.

#### **Limitations and Further Studies**

The study suffers from a number of limitations and the researchers urge caution in interpreting the findings. There were several the items on the vision scale (widely accepted, responsive to competition, strategic and action-oriented) that had cross-loadings higher than optimal. A similar pattern was also reported by Larwood, Falbe, Kriger, & Miesing(1995). Though cross loadings are undesirable, the overall structure of the scale is satisfactory. The matter of this research being performed and restricted to entrepreneurs in Kuala Lumpur raises the question of whether the findings or can be totality or partially applied to other parts of the world. Research conducted in the future must consider the issue of cultural variations

affecting entrepreneurial configurations in new business undertakings and operations. The research utilised a data from a self-appraisal assessment in every establishment. This process exposed participants’ partiality and precluded verification of actions each participant accounted for although the participants likely had a major part in every new undertaking. Nevertheless, more studies need to be undertaken to investigate the configuration this research ascertained utilising various participants. It is anticipated the study will generate greater impetus to do more research in the areas charted above. Entrepreneurship in private college leadership is a new phenomenon in Malaysia. It has not been attempted exhaustively. Research in this sector is necessary to further explore the concept in detail and with depth. Further research should focus on the breadth and depth of this concept as prevailing and possibly representative of the future of higher education in Malaysia. Further research of interest could be on faculty members who have served under many leaders in the same institution with new and different strategies of leadership and continued to succeed. Risk taking can also be studied as it was found to be very much related to entrepreneurial activities. The role of entrepreneurial leadership in this new kind of for-profit education business should be probed to measure the potential. If the private colleges do not serve the expectations of the students and the society, the negative connotations of the privatisation of colleges associated with it may be echoed, as it is said to be the co-modification of education.

#### **Conclusion**

Business in every sector is being globalised, and education is also commercialised. In this age of privatization, private sector businesses are more successful than government enterprises. Some distinct features and characteristics of the private colleges are their key differences. In Malaysia, the international

education hub has already been detected as a potential business, thus the colleges and higher education organisations should be more entrepreneurial than ever. Some good leaders with great entrepreneurial spirit can change the picture of the current situation of the education business in Malaysia. The light is already on with such institutions like the college this research examined and many more. Now is a transitional time to focus and concentrate on the nature of traditional education systems and the necessity of entrepreneurial business-oriented institutions. This beginning has to be turned into good development for economic change, and some great leaders can initiate and drive change in the overall situation, transforming it into an opportunity.

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- Figure 1 Shows how the domain of educational entrepreneurship is differentiated from and intersected with other domains of entrepreneurship, adapted from Alford, Brown and Lefts (2004)
- Figure 2 Institution Based Educational Entrepreneurship, Adopted from Halsey (2007)
- Figure 3 Idea of a successful entrepreneurial leadership
- Figure 4 Entrepreneurial leadership in the college

Table 1	Ratio of the respondents
Table 2	The leaders at the college regarding Transformation
Table 3	The Entrepreneurial Risk Taking at the college
Table 4	Leadership Approach/Deployment
Table 5	Employee Support and Development
Table 6	Beliefs and Perspectives from the Employee