

Research Article

Public School Teachers' Perceptions of Entrepreneurial Leadership Skills Among School Heads in the Philippines

Nielin T. Almoceda ^{1,*}  and John Erwin P. Pedroso ¹ 

¹ West Visayas State University-Main Campus, Iloilo City, Philippines

* Correspondence: nielin.almoceda@wvsu.edu.ph

<https://doi.org/10.59652/jetm.v3i3.567>

Abstract: This study investigated how public school teachers in the Philippines perceive the importance of entrepreneurial leadership skills among their school heads. Using a quantitative descriptive design, the research data was collected from 50 public elementary and secondary school teachers in one of the school districts in Iloilo province with the modified Entrepreneurial Leadership Questionnaire (ELQ) as the primary assessment tool to assess the perceived level of importance of entrepreneurial leadership skills among school heads focusing on the five core leadership traits: risk-taking, team orientation, resourcefulness, innovation, and vision. The findings of this study revealed that all five indicators were perceived as highly important, with no significant differences in how each was rated, suggesting that all indicators are equally important in the context of school leadership. Among these, team orientation and risk-taking stood out as the most valued, underscoring the importance of resourcefulness, innovation, and vision. The results also indicate that entrepreneurial leadership holds a high level of significance in leading public schools, as it plays a key role in enhancing school performance, increasing teacher engagement, and fostering adaptability in educational settings. This suggests that capacity-building programs and policy enhancements are needed to better integrate entrepreneurial leadership into school leadership in the context of Philippine education.

Keywords: teachers' perceptions; entrepreneurial leadership skills; public school heads; modified Entrepreneurial Leadership Questionnaire (ELQ)

1. Introduction

The

Researchers and school leaders are on a quest to identify the best leadership styles, theories, and practices that best fit an educational setting. Recent studies have focused on recalibrating the quality and effectiveness of school leaders in leading their respective academic institutions, considering business leaders as valuable models of effective leadership. A study also indicated that school principals' entrepreneurial competencies have a substantial impact on and predict their sustainable behaviors, which in turn influence and predict their generative leadership (Demirbilek, 2022). Interests in correlating entrepreneurial leadership and school effectiveness have revealed numerous definitions, models, and relationships of entrepreneurial leadership, indicating a consensus between the two areas. Moreover, Brauckmann-Sajkiewicz and Pashiardis (2020) also emphasized the importance of preparing school principals for entrepreneurial leadership tasks to secure leadership success in the long term.

Furthermore, school leaders need to prioritize leadership practices that are likely to make the most impact (Robinson & Gray, 2019). In the same sense, Mamabolo (2020) believes that school principals as potential entrepreneurial leaders should portray behaviors that will encourage the culture of entrepreneurial leadership in the school, encompassing learners and teachers. Mamabolo (2020) also noted that entrepreneurial leadership requires collaborative effort as it employs consultative and transformative leadership styles and it is not static or used in isolation because it adjusts and changes depending on the demands made by each unique situation in an education setting.

Received: May 7, 2025

Accepted: July 20, 2025

Published: July 27, 2025



Copyright: © 2022 by the authors.
Submitted for open access publication
under the terms and conditions of the
Creative Commons Attribution (CC BY)
license

(<https://creativecommons.org/licenses/by/4.0/>).

While research investigations have demonstrated a significant relationship between entrepreneurial leadership and educational leadership, only a few published works back up this assertion. Previous studies on entrepreneurial leadership among school leaders, such as school principals, often overlook the perspectives of public school teachers, leaving a significant gap in understanding how leadership styles impact the educational environment at the grassroots level. Studies tend to focus on principals' self-assessment of their leadership efficacy and overall school performance metrics; however, they often fail to include the ideas and experiences of teachers who are actively involved in these leadership techniques daily. Failure to consider the perspectives of teachers may result in an inaccurate portrayal of the genuine successes and challenges of entrepreneurial leadership in schools, skewing policy recommendations and leadership development programs. Therefore, there is indeed a growing need to conduct further research through the lens of public school teachers to better understand how entrepreneurial leadership practices influence the daily realities in schools (Marsh, (2014).

This study aims to explore further the relationship between the entrepreneurial leadership competencies of school principals in educational leadership, as perceived by public school teachers. Specifically, it aims to investigate further the level of importance of entrepreneurial leadership practices by school leaders in public school settings. This study also aims to address the gaps in previous studies related to the topic of interest, and this will also offer practical recommendations for fostering school success by deeply understanding the importance of entrepreneurial leadership skills and practices in public schools according to the perceptions of those who work under the leadership of school heads – the public school teachers.

This study aims to explore the relevance and prevalence of entrepreneurial leadership skills and practices within the public education sector as perceived by teachers.

Specifically, the study seeks to answer the following questions:

- (1) What is the perceived level of importance of entrepreneurial leadership skills among school heads according to public school teachers?
- (2) Is there a significant difference in the perceived level of importance of entrepreneurial leadership when categorized by indicators?

The hypotheses include the Null Hypothesis (H_0) and the Alternative Hypothesis (H_1).

The first one – Null Hypothesis (H_0) – refers to the following statements:

There is no significant difference in the perceived level of importance of entrepreneurial leadership skills among public school heads across the five indicators, namely vision, risk-taking, innovation, resourcefulness, and team orientation.

While the Alternative Hypothesis (H_1) relates to the following:

There is a significant difference in the perceived level of importance of entrepreneurial leadership skills among public school heads across the five indicators, namely vision, risk-taking, innovation, resourcefulness, and team orientation.

2. Materials and Methods

This research study provides quantitative data on the importance of entrepreneurial leadership skills through the lens of those directly impacted – public school teachers. A quantitative descriptive research design was used to describe and analyze the perceived level of importance of entrepreneurial leadership skills among school heads. The study utilizes voluntary random sampling to ensure a diverse and representative sample. Fifty public elementary and secondary school teachers from a municipality in Iloilo province, regardless of their teaching position and the nature of their school, volunteered to participate.

To measure the perceived level of importance of entrepreneurial leadership skills among school heads, Thornberry's (2006) Entrepreneurial Leadership Questionnaire (ELQ) was used as Selvaraja and Pihie (2017) believed it to be the appropriate model to study entrepreneurial leadership style in school settings. The instrument was slightly adapted to suit the local educational context and it was validated by experts in educational leadership. It was then pilot-tested on 50 non-participant public school teachers, yielding a Cronbach's alpha of 0.89, which indicates strong internal consistency and face and content validity. Participating teachers were then asked to complete the slightly adapted ELQ.

The ELQ measures the perceived level of importance of entrepreneurial leadership skills and behaviors based on five key indicators: vision, risk-taking, innovation, resourcefulness,

and team orientation (table 1). Each indicator includes ten items, each rated on a five-point Likert scale, where responses ranged from 1 (Not at all important) to 5 (Extremely important).

Table 1. The ELQ indicators.

Level of Importance	Interpretation
5	Very Important
4	Important
3	Slightly Important
2	Less Important
1	Not Important

Additionally, to interpret the perception of public school teachers regarding the level of importance of entrepreneurial leadership skills among school heads, their responses on a four-point Likert scale, using the adapted ELQ, served as the basis for interpretation. The scale of mean importance indicates the level of perception of public school teachers towards each item in the ELQ regarding the importance of each of the five entrepreneurial skills measured: vision, risk-taking skills and practices, innovation, resourcefulness, and team orientation skills and practices (table 2).

Table 2. The scale of mean importance of the ELQ items.

Scale of Means	Level of Importance
4.21-5.00	Very High
3.41- 4.20	High
2.61- 3.40	Moderately High
1.81- 2. 60	Low
1.00-1.8	Very Low

This scale categorizes how public school teachers perceive the importance of entrepreneurial skills on the leadership style of their school heads. The scales range from the highest level of importance, interpreted as very high, which means that the skill is considered very important and expected to be consistently practiced, to the lowest level of importance, interpreted as very low, which means the skill is unnecessary or not applicable in the context of school leadership.

Prior to the data collection, the researcher obtained formal permission from Public Schools District Supervisors and school heads. The online survey was conducted through a Google Form link, which was distributed to public school teachers via Messenger, and took place from July to August of the 2024-2025 school year. The respondents in this study participated voluntarily, and the confidentiality of their responses was also ensured.

Descriptive quantitative data from the Entrepreneurial Leadership Questionnaire (ELQ), particularly the mean and standard deviation, were computed using the SPSS software to evaluate the central tendencies of responses for each item in the ELQ, as well as their mean importance when grouped according to indicators, namely, vision, risk-taking skills, and practices, innovative skills and practices, resourcefulness, and team orientation skills and practices.

To determine if there is a significant difference in the respondents' perceptions across the indicators of entrepreneurial skills among school heads, a One-Way Analysis of Variance (ANOVA) was conducted, with the indicators of entrepreneurial leadership skills as the independent variable and the perceived scores on importance as the dependent variable.

3. Results

This section presents the findings of the study. In line with the research objectives, this section includes quantitative presentations on the perceived level of importance of entrepreneurial leadership skills among school heads according to public school teachers. In the same manner, this section also answers the question of whether there are significant differences in the perceived level of importance of entrepreneurial leadership when categorized by indicators.

Table 1 summarizes the descriptive statistics on the public school teachers' perceptions

of the importance of entrepreneurial leadership skills among school heads. The entrepreneurial skills rated in the study were categorized into five indicators: vision, risk-taking, innovation, resourcefulness, and team orientation.

Table 1. Descriptive statistics on the perceived level of importance of entrepreneurial leadership skills among school heads.

Indicator	Mean importance	Standard deviation	Level of importance
1. School head's team orientation skills and practices	3.92	0.92	High
2. School head's risk-taking skills and practices	3.92	0.77	High
3. School head's resourcefulness	3.88	0.86	High
4. School head's innovative skills and practices	3.86	0.88	High
5. School head's vision	3.86	0.79	High

School heads' team orientation ($M = 3.92$, $SD = 0.92$) and risk-taking skills and practices ($M = 3.92$, $SD = 0.77$) share the highest mean scores. Risk-taking has a lower standard deviation ($SD = 0.77$), suggesting that teachers consistently perceived it as having high importance. Followed by resourcefulness ($M = 3.88$, $SD = 0.86$), and lastly by innovation ($M = 3.86$, $SD = 0.88$) and vision ($M = 3.86$, $SD = 0.79$), which share the same mean score, but the vision has a lower standard deviation, indicating uniform perception among the respondents regarding its importance. School heads' team orientation ($M = 3.92$, $SD = 0.92$) and risk-taking skills and practices ($M = 3.92$, $SD = 0.77$) share the highest mean scores. Risk-taking has a lower standard deviation ($SD = 0.77$), suggesting that teachers consistently perceived it as having high importance. Followed by resourcefulness ($M = 3.88$, $SD = 0.86$), and lastly by innovation ($M = 3.86$, $SD = 0.88$) and vision ($M = 3.86$, $SD = 0.79$), which share the same mean score, but the vision has a lower standard deviation, indicating uniform perception among the respondents regarding its importance.

As presented in Table 2, the p-value of 0.303 for the importance revealed no statistically significant difference in the perceived importance of entrepreneurial leadership skills among public school heads across the five indicators. This finding suggests that all five indicators of entrepreneurial leadership skills and practices are highly important to the respondents.

Table 2. One-way ANOVA results on the differences in perceived level of importance of entrepreneurial leadership indicators.

		Sum of Squares	df	Mean Square	F	Sig.
Importance	Between groups	.039	4	.010	1.251	.303
	Within groups	.354	45	.008		
	Total	.394	49			

4. Discussion

Public school teachers consider entrepreneurial leadership to be significant in the context of educational settings. They consistently rated the five key indicators – vision, risk-taking, innovation, resourcefulness, and team orientation – as highly important for effective school leadership. These findings underscore the need for school administrators to integrate entrepreneurial qualities into traditional administrative functions, thereby fostering adaptability, collaboration, and innovation to respond to the demands of modern times effectively.

Among the indicators, team orientation and risk-taking emerged as the most highly important traits. The perceived high level of importance on team orientation by teachers reflects

a strong emphasis on collaborative leadership. The results also show that fostering teamwork is an important component of entrepreneurial leadership, which is essential for developing a supportive and productive educational environment. Similarly, a high level of importance for risk-taking implies that teachers value school leaders who are willing to take calculated risks and bold actions to implement change and address problems in schools. The high perceived level of importance placed on team orientation and risk-taking also emphasizes the value of collaborative leadership and making bold, informed decisions (Alfonso et al., 2023; Riveras-León & Tomàs-Folch, 2020).

In addition, the study also revealed that resourcefulness is also perceived as highly important in a school setting, highlighting that resourcefulness is a critical competence for school administrators to deal with limitations and promote a positive learning environment efficiently. The result is supported by Radó's (2020) assertion that efficiently managing resources is key to improving school performance and promoting school effectiveness.

Innovation is also highly valued by teachers, highlighting the importance of adaptable and forward-thinking leadership approaches (Robinson & Gray, 2019; Guzman, 2022). The findings also explain the essential nature of innovation in entrepreneurial leadership within educational settings. The perceived high level of importance of innovation in school leadership is also consistent with Ibrahim, Akbari, and Suaidah (2022), who emphasize the principal's role in supporting teacher innovation and creativity by modeling, guiding, recognizing efforts, involving teachers in training, and creating a supportive work environment. This is backed up by Soroño and Qirap (2022), who emphasize the necessity of school leaders strengthening instructional leadership abilities by implementing new ways to improve teacher effectiveness and student accomplishment.

Furthermore, Gultom, Pakpahan, Lubis, Sitio, and Gultom (2024) emphasizes the importance of promptly implementing creative techniques to solve problems, reinforcing the link between adaptive instructional leadership and educational innovation. In the same sense, vision is also perceived as a highly important leadership quality, underscoring the need for school leaders to set a clear direction and purpose. These insights align with the broader belief that traits like vision and innovation are vital for educational leaders (Robinson & Gray, 2019). Although vision was observed slightly less often, it remains a consistently practiced trait, supporting the views of Guzman (2022) who highlights the importance of visionary leadership in schools.

ANOVA results showed no significant differences in how the importance of these five entrepreneurial traits is perceived, suggesting that all are equally perceived with high importance. This reinforces the idea that school leaders need a balanced set of entrepreneurial skills. As Demirbilek and Çetin (2022) point out, leaders with these qualities can inspire their teams, tackle complex issues, and support school growth. Brauckmann-Sajkiewicz and Pashiardis (2020) also stress the importance of balancing innovation with accountability and how school principals need new leadership and management skills to successfully handle tasks that need entrepreneurial qualities such as marketing, strategizing, and even personnel selection, thus, further emphasizing why entrepreneurial practices should be integrated into school leadership.

Based on the ranked importance of entrepreneurial leadership indicators, it is recommended that school heads in the Philippines should take the lead in creating calculated risks in public schools, encouraging bold actions toward innovation, improvement, and adaptability. With the same level of importance, school heads should also champion the strengthening of team orientation by making teachers feel heard and valued through open dialogues and shared decision-making. Moreover, building resourcefulness is also equally important, as school leaders need to creatively use and maximize the resources they have to overcome challenges in the Philippine educational setting effectively.

Furthermore, to encourage innovation, it is also important for school heads to pay more attention to offering professional development pro-grams that help educators adopt modern, student-centered teaching methods, thereby improving their teaching styles and enabling students to learn in new and interesting ways. Just as vital is fostering a clear and strong vision—leaders should be supported in crafting strategic goals that align school initiatives with long-term educational goals. By aligning leadership efforts and integrating entrepreneurial leadership skills and practices in Philippine educational settings, public schools in the country can become more resilient and better prepared to meet the changing demands of education over time.

5. Conclusions

Good school leadership values teamwork, innovation, and adaptability, and school leaders promote growth, actively engage stakeholders, and address institutional problems by cultivating a culture of trust and responsibility. Entrepreneurial school leaders encourage teachers to try innovative instructional strategies, address bureaucratic problems pragmatically, and prioritize ongoing professional development and effective resource management. This strategy not only enhances classroom instruction and learning results but also equips students and teachers to respond to changing educational demands and position schools to succeed in an ever-changing educational environment. The findings also indicate that entrepreneurial leadership traits, such as team orientation, risk-taking, resourcefulness, innovation, and vision, are regarded as highly important by those directly impacted by school leadership – the teachers. These entrepreneurial leadership skills are also highly valued for fostering collaboration, taking calculated risks, optimizing resources, driving innovation, and setting a clear direction for school improvement. It is also crucial to note that gaining a deep understanding of the public school teachers' perceptions of their school heads' leadership styles. And practices reflects their direct experiences at the grassroots level and gives opportunities for in-depth reflection and planning on how things should be done to be more responsive, inclusive, and effective to better improve student outcomes and school performance. The findings also show how school leaders prioritize educational growth by modeling entrepreneurial leadership practices through actively communicating with stakeholders, fostering innovative thinking among teachers and other school staff, fostering continuous professional growth and development, and encouraging calculated risk-taking. The integration of these leadership skills in the context of education reinforces the view that well-rounded entrepreneurial skills are essential for school leaders as they can have a major impact on student learning results and the overall improvement of the school. Thus, shown in the findings that there are no significant differences across the indicators. By equipping school heads with these entrepreneurial competencies, schools in the Philippines and around the world can become more resilient, adaptive, responsive, and innovative in their pursuit of quality education, ultimately leading students to future success.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest.

References

- Alfonso, J., Lumapenet, H., & Tagal. (2023). Leadership styles and risk-taking on the decision-making of school heads. *International Journal of Advance Research and Innovative Ideas in Education*, 9(3), 3075–3078.
- Brauckmann-Sajkiewicz, S., & Pashiardis, P. (2020). Entrepreneurial leadership in schools: linking creativity with accountability. *International Journal of Leadership in Education*, 25(5), 787–801. <https://doi.org/10.1080/13603124.2020.1804624>
- Demirbilek, M., & Çetin, M. (2022). Entrepreneurship Competencies of School Principals: A Scale Development Study. *International Journal of Contemporary Educational Research*, 8(3), 55–80. <https://doi.org/10.33200/ijcer.847110>
- Gultom, H., Pakpahan, B., Lubis, B., Sitio, R., & Gultom, R. (2024). The Influence of School Principals' Innovative Leadership and Teachers' Professional Competence on the Work Motivation of Public High School Teachers in Tarutung District. *JUPE: Jurnal Pendidikan Mandala*, 9(2), 130-142. doi:<http://dx.doi.org/10.58258/jupe.v9i2.6856>
- Guzman, J. (2022). Stakeholders' participation in school improvement plan and school performance of secondary schools. *International Journal of Arts, Sciences*, 3(Special Issue), 51–66. <https://ijase.org/index.php/ijase/article/view/159>
- Ibrahim, T., Akbari, S., & Suaidah, S. (2022). Principal's Behavior in Strengthening Teacher Innovation and Creativity During The Covid-19 Pandemic. *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 116-124. <https://doi.org/10.31538/ndh.v7i1.1813>
- Mamabolo, A. (2020). The influence of school principals as potential entrepreneurial leaders on the emergence of entrepreneurial activities for school funding. *South African Journal of Education*, 40(4), Article 2040. <https://doi.org/10.15700/saje.v40n4a2040>
- Marsh, S. (2014). A Model for Leadership That Improves Learning: New Insights for Schools and Scholars. *Leadership and Policy in Schools*, 14(1), 67–103. <https://doi.org/10.1080/15700763.2014.983132>
- Radó, P. (2020). *The Adaptability of Education Systems to Future Challenges in Context: An Analytical Framework*. CEU Center for Policy Studies.
- Riveras-León, J. C., & Tomàs-Folch, M. (2020). The organizational culture of innovative schools: The role of the principal. *Journal of Educational Sciences*, 21, 2(42), 21–37. <https://doi.org/10.35923/jes.2020.2.02>
- Robinson, V., & Gray, E. (2019). What difference does school leadership make to student outcomes? *Journal of the Royal Society of New Zealand*, 49(2), 171–187. <https://doi.org/10.1080/03036758.2019.1582075>
- Selvaraja, K., & Pihie, Z. A. L. (2017). Conceptualization of entrepreneurial leadership models and its suitability towards educational settings. *International Journal of Humanities, Social Sciences and Education*, 4(11), 153-158. <http://dx.doi.org/10.20431/2349-0381.0411017>
- Soroño, C. G., & Quirap, E. A. (2023). School heads' instructional leadership and teachers' performance. *International Journal of Research Publications*, 125(1), 356-366. . <https://doi.org/10.47119/ijrp10012515202349166>
- Thornberry, N. (2006). *Lead like an entrepreneur: Keeping the entrepreneurial spirit alive within the corporation*. Fairfield, PA: McGraw Hill.