

Entrepreneurial Leadership of Private School Principals in Thailand: The Pathway to School Effectiveness through School Culture and Organizational Citizenship Behavior

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Abstract

School effectiveness is one of the key success factors in school. Since the private schools in Thailand today have faced new challenges that affect the capability to compete and have made many private schools struggling to survive, increasing school effectiveness is the prospective solution for schools. School effectiveness today is multi-facet and has been defined in its own context. The school principal is the one who sets the direction and leads the school to success. Entrepreneurial leadership is presented as the character of the leader who will lead the organization to its goal in the time of difficulty and we adopted it to use in a school context, to propel the school effectiveness through school culture and the teacher's organizational citizenship behavior. The objectives of this study were to study entrepreneurial leadership of the school principals, school culture, teachers' organizational citizenship behavior, and school effectiveness of private schools in Thailand, and to investigate the structural equation model of school effectiveness for empirical data. Samples of 529 were randomly selected from principals and teachers of private schools. The finding revealed that entrepreneurial leadership of private school principals had no direct effect on school effectiveness, but had been mediated by school culture and teacher's organizational citizenship behavior significantly. Besides, entrepreneurial leadership of administrators, school culture, and organizational citizenship behavior jointly explained 57 percent of the variation in school effectiveness of private schools. The findings and implications of the study are also discussed.

Key word: *entrepreneurial leadership, school culture, organizational citizenship behavior, school effectiveness, private schools*

Statement of the Problems

School effectiveness (SE) is a complicated construct and a multi-facet phenomenal. School stakeholders request the school to meet their expectation but yet there is no one best solution. Miller (2018) argued that in many international reports and studies such as the Global Monitoring Report of Education for All and the Programme for International Student Assessment (PISA) have raised the concern about the quality of education in both developed and developing countries. It brings the significant challenge of all school leaders to improve school performance and effectiveness.

Hoy & Miskel (2013) explained school effectiveness using a social-system model of the form: inputs – transformational process – outputs. In other words, school effectiveness is the result of inputs and the transformational process. For many private schools in Thailand, there are limitations to the input selection of children and teachers. With fewer school-aged children and increased competition, not many schools are able to have an entrance examination to select the better students. At the same time, desirable teachers with education degrees tend to work in public schools which can have better benefits and salary. The restricted inputs of the private schools lead to the efforts of private school principals to do their best in the transformational process to improve school effectiveness, which would give the school a competitive advantage to draw in better students and better teachers into their school. The school transformational process consists of the structural system, cultural system, individual system, and political

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system (Hoy & Miskel, 2013). These mechanisms relate to each other and affect each other within the process forming the school outputs. The better the system the school has, the better the outcome it brings and this in turn can lead to better inputs due to an increased interest from parents and teachers.

Private schools have performed a significant part in Thailand education for more than a century: providing opportunities in education for all, and helping to improve the quality of the educational system. In 2019, private schools educated 24.20 percent or around one-fourth of the school-age population. Some of the private schools are in high demand and have high levels of overall performance, whereas, some private schools are in crisis. The crises of some private schools have been due to turbulent changes in Thailand's socio-economy; a low birth rate, an increase in poverty and unemployment, and the economic downturn. As a result, many middle-class parents can no longer afford to pay for private schools and instead send their children to public or municipal schools that provide free education in Thailand. The resulting decrease in supply-side financing for private schools has reduced the ability of the private schools to make the investments in improving their school equipment and facilities that are necessary for them to have a competitive advantage in the 21st-century. To be able to survive in this disruptive world, private schools need to introduce new strategic management to increase school effectiveness, which brings increased flexibility, and innovativeness, and school principals are the key mechanism in the system. There is a concept of leadership that has emerged recently of Entrepreneurial leadership (EL), i.e., of a leader who leads with the mind of an entrepreneur. EL applies not only to leaders in start-up businesses, but can also apply to a leader in any established organization who can pursue opportunities and give the organization the capability to compete in a turbulent environment (Gupta et al., 2004). EL has been proved to be effective in both profit and nonprofit organizations. However, the leader can not drive the organization to achieve its goal by themselves. In a school, the school principal also needs to create a positive school culture that encourages teachers, students and parents to devote their efforts to improve school effectiveness.

Research Questions

This research is conducted in order to answer these questions:

1. At which levels are EL of the school principals, school culture, teachers' OCB, and school effectiveness of private schools in Thailand?
2. How does the structural equation model of school effectiveness of private schools congruent with empirical data?

Literature Review

In general, an organization is effective when a process or a measure addresses its intended purpose (NIST, 2019). According to Hoy & Miskel school principals today face three challenges: 1) to define of their school effectiveness 2) to cope with the dynamic of school effectiveness, and 3) to respond with multiple stakeholders with varying goals of effectiveness. Each school defines one's effectiveness differently, but mostly focuses on students' academic achievement. However, multiple researchers have critiqued the school effectiveness research (Bower, 2010; Trujillo, 2013) and one of the significant problems is the inadequate measure of effectiveness. Many researchers relied only on test-based assessment, which limited the reliability and validity of these studies, and promoted a narrow definition of school effectiveness, one that excluded other measures of accomplishment, such as pedagogical quality, curricular breadth, stakeholder cooperation, or school innovativeness.

Moreover, researchers considered school a nonprofit organization, as a part of a service sector (Ruvio et al., 2010) and to be able to measure the effectiveness of a nonprofit organization which is more complicated than the margin profit number, a multidimensional model is more appropriate (Sowa et al., 2004). To this point of view, Hoy & Miskel have proposed alternative views of school effectiveness. Applied from Quinn & Quinn's competing values framework (2009), Hoy & Miskel had summarized the four perspectives for school administrators to get a comprehensive assessment of their schools. The four views are as followed. *The competitive view*, which is the purposed-centered to achieve the extraordinary outcome, reflects the efficiency, productivity, and goal achievement of a school. *The control view* is internally directed to find and improve predictability and focuses on internal efficiency. *The creative view* is the openness to the environment and values adaptability, creativity, flexibility, innovation, and growth of the school. And *the collaborative view*, which is focused on other-focused perspective such as human relations and cohesiveness. To consider these views together as school effectiveness in this study will add the multidimensional framework for a better understanding of the construct.

Leadership is one of the aspects founded in any organizational studies, including school organization. Despite its mature field of study, there are new constructs of leadership that emerged recently trying to answer the new challenge of the 21st century, and EL is one of them. EL is the leader who leads with the spirit of entrepreneurship (Renko et al., 2015). EL characteristics that many researchers have agreed on are risk-taking, proactiveness, innovativeness, creativity, visionary, experimental, charismatic, communicative and autonomy (Fernald et al., 2005; Gupta et al., 2004; Hamzah et al., 2009; Harrison et al., 2019; Lumpkin & Dess, 1996; Zijlstra, 2014). Empirical data showed the significant effect of EL on the school innovativeness (Pihie & Bagheri, 2013; Pihie et al., 2014), which is one of the desired outcomes. *Risk-taking* reflects the character of the principal's propensity to take a risk and the ability to make

a distinctive decision based on the context and information, and take responsibility for the results of that action (Leu *et al.*, 2012; Menold *et al.*, 2014). *Visionary* is the character of a principal who has a clear picture of school effectiveness that is challenging, inspiring and achievable, on the balanced of the social profit and capital profit (Ruvio *et al.*, 2010). *Creativity* is the ability of the leader to divert their inventive thinking to achieve the goal creatively. *Innovativeness* is the degree that the leader values new ideas into practices in order to solve the problems and to generate organization effectiveness (Cited). *Proactiveness* is the action of the leader who acts in advance to alter the upcoming into the desired outcome (Fidan & Balci, 2016). *Charisma* is the characteristic of the leaders who lead by ethical example and able to motivate ideas of the follower by their character, and their *effective communication*, which found to be correlated to each other (Gardner, 2003; Ruvio *et al.*, 2010). *Autonomy* is the action of the leader who brings the organization to accomplishment regardless of any obstacles (Lumpkin and Dess, 1996; Okudan and Rzasa, 2006; Zijlstra, 2014). These competencies of EL promise to lead to the school effectiveness and to affect other dimensions of school i.e. school culture and teacher's behaviors. Moreover, the researcher also found the connection of the perceived school principal's support on teacher's OCB follow the social exchange theory (Somech and Ron, 2007).

Hypothesis 1a: EL of the private school principals has a direct effect on school culture

Hypothesis 1b: EL of the private school principals has a direct effect on teacher's OCB

Hypothesis 1c: EL of the private school principals has a direct effect on school effectiveness

School culture (SC) is another significant indicator of school effectiveness. The school culture is the collective believes and values that lead to collective behaviors in the school. In order to make a sustainable change or increase school effectiveness, it is important that the school principal needs to consider deploying it at the cultural level. Lee & Louis (2019) studied the key elements of strong school culture that led to a sustainable improvement of the school, consisting of eight dimensions. *Organizational learning* is the habit of searching for new information and generating new ideas with others and has been shown to be associated with school effectiveness especially student learning. The other three dimensions are from teacher's professional learning community or PLC which are *shared responsibility*, *deprivatization of practice*, and *reflective dialogue*. These elements of PLC have been shown to be associated with various positive improvement outcomes and school effectiveness (Dogan & Adams, 2018). A further dimension is *academic press* referring to the sense of priority to academic standards of teachers and students are another predictor of student achievement, together with *student support*. *Trust and respect* among individuals in the school is also important as Hoy & Miskel (2013) have regarded trust as a key factor of academic optimism culture. Lee & Louis have also pointed out that there are some negative believes or behaviors of individuals in school that affect school effectiveness negatively. As there are not many researchers who have studied negative effects in school culture, we include this dimension in the present study in order to suggest methods that private school can use to reduce these negative effects.

Hypothesis 2a: School culture has a direct effect on school effectiveness

Organizational Citizenship Behavior (OCB) is the behaviors of the members that show the countless acts of cooperation in order to achieve the organization's goal. Organ (1988, p.4) defined OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". In the educational context, Hoy & Miskel (2013) adapted Organ's five dimensions of OCB to explain the school climate that leads to school effectiveness. The five dimensions are as followed. *Altruism* reflects teachers' behavior in helping other individuals to increase overall school effectiveness. *Conscientiousness* refers to teachers' discretionary behavior in going beyond minimum expectations. *Sportsmanship* reflects the teacher's willingness to tolerate less than ideal circumstances without complaining. *Courtesy* is the behavior aimed to prevent work-related problems. Finally, *civic virtue* reflects behaviors indicating teachers' concern or participation in the well being of the school. There are many research studies confirmed the influence of OCB on school effectiveness (DiPaola & Neves, 2009; Somech & Khotaba, 2017).

Hypothesis 2b: Teacher's OCB has a direct effect on school effectiveness

However, there are many studies show the indirect effect of school leadership on school effectiveness. Robinson *et al.* (2008) and Leithwood *et al.* (2010) pointed that the leaders have no direct effect on student achievement, but through classroom teacher's practices. Since the school principals have direct effect on SC, and OCB, and both SC, and OCB have direct effect on SE; we assume that EL of school principals have an indirect effect on school effectiveness mediating by school culture and teacher's OCB.

Hypothesis 3a: EL of the private school principals has an indirect effect on school effectiveness mediating by school culture.

Hypothesis 3b: EL of the private school principals has an indirect effect on school effectiveness mediating by teachers' OCB.

Research Methodology

The population of this research is 3,889 private schools in Thailand in 2020. The respondents are principals and teachers of the private schools selected by multiple-stage random sampling across the country.

To answer the research questions and hypotheses, Structural Equation Model (SEM) is used. Hair et al. (2010) specified that the sample size suitable for SEM should be greater than 100 and approximately 10-20 samples per one parameter. This study contains 26 parameters therefore, 520 samples are required. In order to gain complete information, the additional 10 percent of the questionnaire had sent.

The data collection for this study is an online questionnaire. The emails had been sent to the chairman of private school organization in each province that is randomly selected to be a sample in this study, specified the number of the respondents needed and the timeframe of the study. As a result, 529 complete data had returned and had been used in the analysis.

The questionnaire in this study was created to measure EL, school culture, teacher's OCB, and school effectiveness of the private school in Thailand. Part 1 of the questionnaire required the respondents to specify their gender, age, education level, position in the school, experience in the school, personnel relation to the school, school type, and school size. These data were analyzed by the mean score, standard deviation, skewness, kurtosis, and variance. Part 2 of the questionnaire contains 80-item of a 5-point Likert-type scale with the extremes of 5 = strongly agree and 1 = strongly disagree, asked participants to indicate the extent to which they agreed or disagreed with each item. To assure the quality of the research tools, validity and reliability are tested. Construct validity was evaluated by nine experts from educational administration faculties. The entire construct was acceptable except the negativity, a factor of school culture was eliminated. Content validity was tested by five experts in educational administration, research and analysis, and expertise in a school. Each item was congruent with the operational definition and applicable to measure each construct. The scores of the item-objective congruence index (IOC) were between 0.6-1. To assess the reliability, we try out the 80-item questionnaire with 30 respondents; the Cronbach's alpha coefficient of the entire questionnaire was 0.98.

Research Results

To answer the research questions 1, the mean score of each scale are measured. Correlations among the observed variables are analyzed. The received data shown that levels are EL of the school principals, school culture, teachers' OCB, and school effectiveness of private schools in Thailand are at high levels. To answer the research question 2, the four-step procedure by Mulaik & Millsap (2000) was used to analyze structural equation modeling (SEM)..

Step 1: Exploratory Factor Analysis (EFA) was used to estimate the unrestricted model, to verify the principal factors of latent variables. The principal components extraction was analyzed with varimax rotation. *EL* is tested since the nine characteristics of *EL* in this study were synthesized from the earlier researches and *EL* itself is new to the educational context in Thailand. The result of EFA revealed three principal factors of *EL* of private school principals, which are named: innovative visionary leadership, charismatic leadership, and autonomy. The seven factors of *school culture* adapted from Lee & Louis (2019) are also tested to refine the constructs because one dimension had been removed of their original study. The result of EFA revealed two principal factors of the school culture of private schools in Thailand, which are named: professional learning community (PLC), and academic optimism. The EFA of teachers' OCB revealed only one construct with the Eigenvalue > 1.00. Again, when the program was fixed to report five factors, the items fitted into each construct correctly, consequently OCB in this study followed the five factors of Hoy & Miskel (2013). Lastly, we also fixed the EFA of school effectiveness to show four factors follow Hoy & Miskel (2013). The 24-items of school effectiveness fitted into each construct correctly. Overall there are four latent variables with 14 observed variables left in the model. The intercorrelation matrix of these variables is shown in Picture 1.

	Mean	Std. Deviation	PLC	Academic Optimism	Altruism	Conscientiousness	Sportsmanship	Courtesy	Civic virtue	Competitive	Control	Creative	Collaborative	Innovative Visionary Leader	Charismatic Leader	Autonomy
PLC	4.10	0.67	1.00													
Academic Optimism	4.41	0.53	0.73**	1.00												
Altruism	4.07	0.76	0.63**	0.64**	1.00											
Conscientiousness	4.18	0.66	0.70**	0.68**	0.72**	1.00										
Sportsmanship	4.26	0.68	0.61**	0.64**	0.65**	0.71**	1.00									
Courtesy	4.37	0.69	0.57**	0.60**	0.63**	0.68**	0.73**	1.00								
Civic virtue	4.28	0.64	0.68**	0.67**	0.72**	0.71**	0.71**	0.72**	1.00							
Competitive	4.13	0.62	0.54**	0.60**	0.53**	0.58**	0.50**	0.50**	0.55**	1.00						
Control	4.36	0.60	0.63**	0.78**	0.60**	0.66**	0.62**	0.58**	0.64**	0.73**	1.00					
Creative	4.22	0.64	0.68**	0.76**	0.63**	0.71**	0.57**	0.59**	0.64**	0.70**	0.85**	1.00				
Collaborative	4.31	0.61	0.64**	0.74**	0.63**	0.61**	0.59**	0.57**	0.64**	0.59**	0.75**	0.77**	1.00			
Innovative Visionary	4.36	0.61	0.55**	0.67**	0.45**	0.48**	0.42**	0.42**	0.48**	0.47**	0.63**	0.66**	0.63**	1.00		
Charismatic Leader	4.47	0.63	0.54**	0.65**	0.44**	0.45**	0.39**	0.39**	0.48**	0.37**	0.57**	0.60**	0.63**	0.86**	1.00	
Autonomy	4.12	0.84	0.27**	0.31**	0.21**	0.25**	0.24**	0.24**	0.25**	0.27**	0.26**	0.31**	0.26**	0.43**	0.40**	1.00

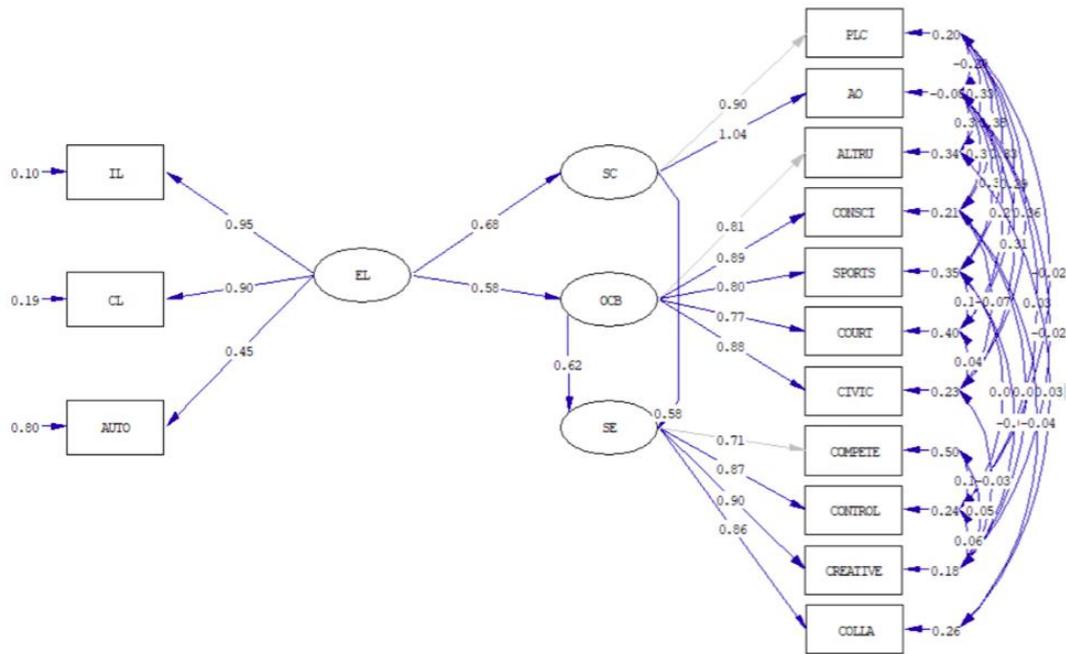
** p < .01

Picture 1 The intercorrelation matrix of the variables

As in Picture 1, the correlation of all variable is positive and significant ($p < .01$). The most related variables are innovative visionary leadership and charismatic leadership ($r = 0.86$), which are the constructs of EL, follow by the creative view and control view ($r = 0.85$) which are the constructs of school effectiveness. The most related constructs across the latent variables are academic optimism of school culture and control view of school effectiveness ($r = 0.78$).

Step 2: Confirmatory Factor Analysis (CFA) was used to verify the measurement model to test hypotheses about certain relations of the manifest indicators to the latent variables. Innovative visionary leadership showed the best factor loading of 0.96 to EL, followed by charismatic leadership and autonomy with a factor loading of 0.90 and 0.45 consequently. Academic optimism presented the best factor loading for school culture, followed by PLC with factor loadings of 0.90 and 0.81 consequently. Conscientiousness displayed the best factor loading of 0.88 for OCB, followed by civic union, sportsmanship, altruism, and courtesy with factor loadings of 0.87, 0.82, 0.81, and 0.77 consequently. The creative view represented the best factor loading of 0.93 for school effectiveness, followed by the control view, collaborative view, and competition view with factor loadings of 0.91, 0.83, and 0.74 consequently. In summary, the results of CFA confirmed that the measurement models were able to indicate latent variables properly.

Step 3: The structural Equation model (SEM) was used to test the hypotheses. The developed linear structural equation model of the effectiveness of private schools was congruence with empirical data as following criterions: Chi-Square = 53.17, $df = 45$, $P\text{-value} = 0.19$, $RMSEA = 0.019$, $CFI = 1$, $GFI = 1$, which passed the acceptable-fit criterions of Mulaik and Millsap that $P\text{-value} > 0.05$, $RMSEA < 0.05$, $CFI > 0.95$, and $GFI > 0.95$, as shown in Picture 2.



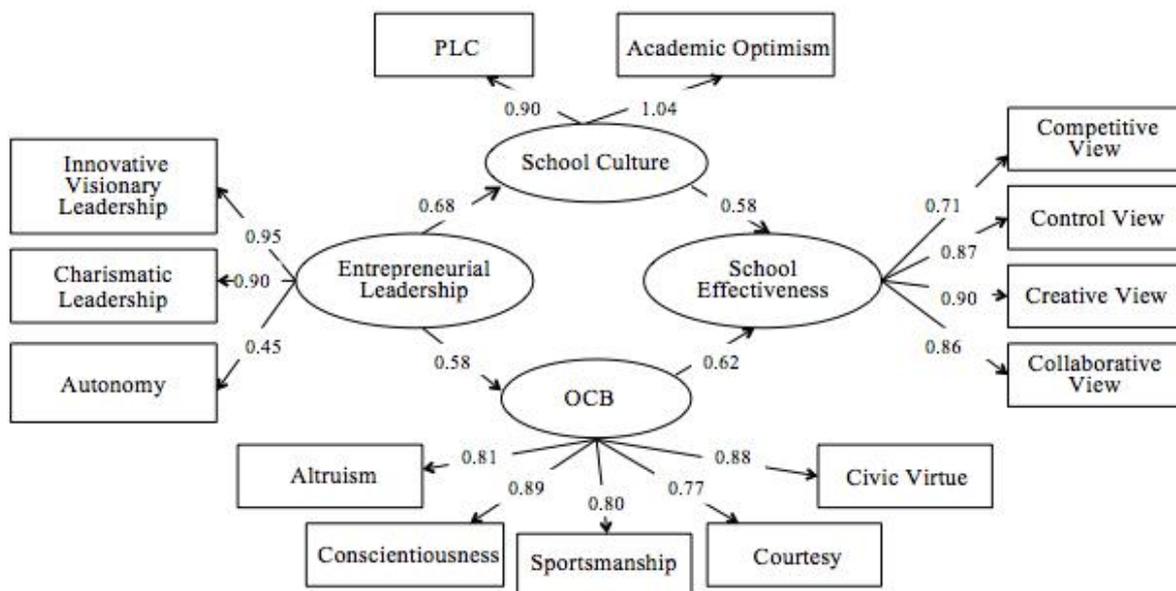
Chi-Square=53.17, df=45, P-value=0.18858, RMSEA=0.019

Picture 2 Structural equation model of the school effectiveness of private schools in Thailand

Picture 2 shows that EL has an indirect effect on school effectiveness which is the best when the effect is through school culture ($R^2= 0.76$) and with a total indirect effect of $R^2= 1.26$. The picture also shows that teachers' OCB showed the most direct effect on school culture with $R^2= 0.62$. The empirical data in this study indicated that EL of principals, school culture and teachers' OCB jointly explained 57 percent of the variation in the school effectiveness of the private schools studied in this research.

Step 4: In step 3, we found that EL had an appreciable indirect effect on school effectiveness, but only a low direct effect. As some researchers (Pihie & Bagheri, 2013; Pihie *et al.*, 2014) have found a direct effect of EL on some dimension of school effectiveness, we reanalyzed our data by changing the value of the previously free parameter relating EL to school effectiveness to a value from these previous studies. However, the new results showed a non-significant influence of EL on school effectiveness in agreement with our empirical results reported in step 3.

The factors influencing school effectiveness of private schools in Thailand with loading factors and influences on each latent variable are presented in Picture 3.



Picture 3 The factors influence school effectiveness of private schools in Thailand

Discussion

The result of this study reveals that in order to increase school effectiveness of private schools in Thailand, a private school's principal needs to exercise EL through creating a positive school culture and teachers' OCB. School effectiveness of private schools in Thailand is at a high level. According to Hoy & Miskel (2013), there are four dimensions of school effectiveness to consider. The control view of private school effectiveness shows the highest mean score, followed by the creative view, the collaborative view, and the competitive view. It indicates that the principal should focus on improving the competitive dimension of private school, for example, student achievement, and the school's competitive advantage. In terms of factor loadings, the creative view presents the best loading to school effectiveness and that emphasize the importance of the school innovativeness today. Private schools need to identify themselves, differentiate themselves, able to adjust quickly to the disruptive world. Private school principals need to vary their curriculums to match the school context and the preference of stakeholders, to apply new technology to enhanced pedagogy and effective school management, and to adopt EL and their critical characteristic as it has proved to relate with school innovativeness (Pihie & Bagheri, 2013; Pihie *et al.*, 2014)

EL of private schools' principals in Thailand is at a high level. EL in this study consists of innovative visionary leadership, charismatic leadership, and autonomy. *Innovative visionary leadership* has the best loading factor on EL, it was named after the key components of this new indicator of EL, which are innovativeness and visionary of the leader. The definition of this new construct of leadership is the leader who has a strong vision in creating an innovative organization, determines to change creatively, and experimental proactively to bring that vision to success effectively. Therefore, the principals who want to increase school effectiveness should perform these characters of innovative visionary leadership since it significantly correlates with the creative view of school effectiveness the control view, and the collaborative view. *Charismatic leadership* is the second factor of EL of school principals; it consists of the charisma of the leader and the ability to communicate effectively. This construct supports Gardner (2003) that effective communication enables charismatic leaders to inspire their followers. Or the other words, it is important that the principal should practice the manner in delivering his or her message because it is how teachers perceived leader charisma, effectiveness, and integrity. However, the mean score of charisma in EL scale is the highest comparing to other indicators of EL, both from the mean score from teachers' perception and the mean score that principals rated themselves. It means private school principals already apply charismatic leadership in their roles, especially if the principal does not have a personal relationship with the school (i.e., as the founder, the successor, or their relatives). In this case, they must use charismatic leadership as a tool to gain power and trust from teachers in the school. The last indicator of EL of the private school principals is *autonomy* but not very high in terms of the factor loading, and the mean score is the lowest compared to other characters of EL. This is maybe because private schools in Thailand receive financial support from the government, there is a strict regulation of the way the school spending the fund, and school principals may feel a restricted way of working under the supervision of government agencies. Moreover, nearly half of the principals do not have any personal relationship with the schools, besides the mentioned regulation, they also have to depend on the school owners' decisions when it comes to the major concern. Moreover, the significant difference in how the private school principals practice their EL has been found in this study. The school principals who have a personal connection with the school (i.e. the founder, the successor, or their relatives) tend to apply the innovative visionary leadership, while the school principals who do not have a personal connection with the school tend to exercise charismatic leadership in their practice. Yet again, the overall EL scores of these two forms of private school principals show no difference.

However, this empirical study reveals that school principals do not have a direct effect on private school effectiveness. It is important that the private school principals to understand that in order to achieve the school they have to improve their school effectiveness by the propelling through creating a positive school culture and to stimulate their teachers' OCB, goal. *School culture* displays significant importance on private school effectiveness, directly and as the mediator. The direct effect of school culture on private school effectiveness in this study is slightly lower than the direct effect of teacher's OCB, but the total effect of applying EL through school culture has developed the highest influence on school effectiveness. School culture in this study consists of two indicators: academic optimism, and professional learning community (PLC). *Academic optimism* is named after the concept of positive school culture that leads to students' academic achievement of Hoy & Miskel (2013). Our scales consist of the academic press, student support, and trust and respect, which are conformed with the concept of Hoy & Miskel's academic optimism that entails academic emphasis, collective efficacy, and faculty trust. Academic optimism in this study showed the highest factor loading on private school culture. This finding indicated that academic optimism is the world-wide construct and best use to improve school effectiveness as it shows the highest correlation to the control view of school effectiveness, followed by the creativity view, and the collaborative view. Hence, private schools' principals should focus on academic optimism implementation by emphasizing on academic focus, building collective efficacy and trust, which would lead to the increase of school effectiveness. Another indicator of school culture is *PLC*. Lee & Louis (2019) studied PLC as a school culture that leads to sustainable school improvement, consisting of organizational learning, shared responsibility, reflective dialogue, and deprivatization in practice. PLC has been applied in Thailand as a tool to develop teacher's coordination and interaction in school improvement, but it is not compulsory. This study

has certified the importance of PLC on school effectiveness, which private schools' principals should pay more attention and put it into practice actively for the positive school culture and for the overall school effectiveness.

The result of this study suggests the strongest direct effect of Teacher's OCB on private school effectiveness, and that enhance the importance of an individual's practice that effects the school effectiveness. The five dimension of OCB by Hoy & Miskel (2013) was applied, the result shows the highest factor loading is on conscientiousness, follow by civic virtue, altruism, sportsmanship, and courtesy accordingly. Conscientiousness is the behavior of teachers spend time to improve their works, i.e. attend classes on time and spend time wisely, and do some research to improve his or her pedagogy. These behaviors are the samples of teacher's OCB, which are preferable in school, but it will only happen if a person intends to. Somech and Ron (2007) found the organization's impact on OCB that collectivism showed the best effective predictor. Collectivism is the characteristic of the organization that values group than individuals, or individualism. Thailand is considered a collective society, and the majority of people at work may be expected to value collaboration, and to subordinate their personal interests to the goal of their organization. Moreover, Somech and Ron also found the individual impact on OCB based on social exchange theory that individuals will attempt to reciprocate those who benefit them. Besides, teachers perceive principle's support, or concern, or appreciation as an indicator that the school favors or disfavors them, and tend to balance their input and output in return, to the school, which will enhance school effectiveness directly. As OCB is personal action by their intention, school principals need to understand the motivate those desired behaviors by creating a sense of collectivism in school and show their appreciation of teacher's work and the concern of teacher's wellbeing, which would increase teaches' OCB and effect school performance as a whole.

Conclusion and Implication

School effectiveness is a major concern of private school in Thailand, as it brings competitive advantages and the ability to adjust in the disruptive era. The result of this study reveals that the private school principals' EL has no direct effect on school effectiveness. However, the school principal needs to exercise EL through school culture and teachers' OCB. Our findings have several implications for practice. In the context of Thailand, EL is quite a new concept of leadership and it somehow misleads the leader who intends to maximize the profit of their business. It is important to accurate the definition of EL, especially EL in a for-profit and non-profit organization may also have different constructs. In this study, EL of the private school principal reveals three elements, which are innovative visionary leadership, charismatic leadership, and autonomy. Private school principals can apply EL characteristics into their works to increase overall school effectiveness.

School culture displays a significant function on school effectiveness (Denison, 1990; Hoy & Miskel, 2013; Lee & Louis, 2019). In this study, school culture has confirmed the direct effect on school effectiveness and has maximized the influence of the school principals' EL on school effectiveness as the mediator. School culture consists of academic optimism and professional learning community (PLC), which are related to school effectiveness significantly. The private school principals should focus on practicing academic optimism in the school, as it is the strongest indicator of positive school culture. Moreover, the private school principals need to build collectivism in the school and to show their appreciation and concern to their teacher as it would bring teachers' OCB, which are desired behavior to enhance the school effectiveness. The result of this has confirmed the effect of OCB on school effectiveness of the previous studies (DiPaola *et al.*, 2005, Podsakoff *et al.*, 2009).

In addition to the school effectiveness, private school principals need to focus on increasing the creative view, as it is the best indicator of the school effectiveness of private schools. The creative view considered school effectiveness from the ability to adjust to change, the school's creativity and innovativeness, and the school's uniqueness and identity. The private school principals need to analyze their own context and the expectation of their stakeholders to be able to create an efficient adjustment, i.e. to support the creative activities in school, and to apply new technology in order to advance the pedagogy and school management. Besides, the private school principal should pay attention to the competitive view of school effectiveness, which has the lowest mean score. The competitive view considered the ability to compete with other schools such as the national test score, the desirable characteristic of the student, or the school's honorable awards. These indicators are what people judge the school comparing to others. Therefore, in order to gain a competitive advantage or the school reputation, the school principal also needs an active strategic plan to elevate the competitive view of school effectiveness.

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