

Entrepreneurial Leadership And Its Relationship With Organizational Excellence In Government Schools In Dammam

Nouf Manahi Zamil AL-Shahrani¹, Adel Al-Dhuwaih²

Abstract

The study aimed to identify the degree of entrepreneurial leadership practice by female principals of public schools in the city of Dammam, the degree of organizational excellence achievement in their schools, and the relationship between them from their point of view. To achieve the study's objectives, the correlational descriptive survey approach and the questionnaire tool were used to collect data. The study population consisted of all (149) female principals of public schools in Dammam. The study sample consisted of (108) female principals. The data were statistically processed using the Statistical Packages for Social Sciences (SPSS) in light of the study questions. The study revealed a set of results, most notably: The degree of entrepreneurial leadership practice¹ by the female principals of public schools in Dammam from their point of view was (high) with a mean of (4,05), and the order of dimensions was as follows: Creativity, initiative, risk-taking, strategic vision. The degree of institutional excellence achievement among the female principals of public schools in the city of Dammam was (high), where the general mean of the degree of achievement was (3,69) and the order of dimensions was as follows: School Leadership, Learning Outcomes, Teaching and Learning, School Environment.

The findings revealed a correlation between the average degrees of female principals in Dammam public schools regarding entrepreneurial leadership practice and institutional excellence achievement degrees. Based on the findings, several recommendations and proposals were made.

Keywords: *Entrepreneurial Leadership, Institutional Excellence, School Principals.*

Introduction

Organizations often take an interest in entrepreneurship as a mean of achieving success, which may contribute to the survival of institutions in the context of competition. It is an effective technique to motivate people to create social and economic value that benefits society. This explains politicians, academics, and professionals' interest in enhancing individuals' thinking styles and gaining entrepreneurial behaviors.

"In recent years, economic changes have led to the gradual disappearance of the twentieth-century model, which rewards achievement and implementation, to be replaced by an entrepreneurial society that rewards adaptation and creativity" (Salahuddin, 2020, p. 298).

¹Department of Educational Administration, College of Education, Imam Abdulrahman Bin Faisal University, Saudi Arabia.

²Department of Educational Administration, College of Education, Imam Abdulrahman Bin Faisal University, Saudi Arabia.
<https://orcid.org/0000-0002-9966-8849>

As a result, there is a greater need to adopt new administrative ideas and procedures so that various institutions can keep up with this complicated and unstable environment while maintaining continuity and high levels of quality (Maghawri, 2016).

Leadership can coordinate between different elements to bring the organization to the required integration of administrative, material, and human inputs (Khalil et al., 2019). Entrepreneurial leadership is one of the most effective styles for dealing with issues in an era of competition and long-term change (Maghawri, 2016).

The “entrepreneurial leadership” term first appeared in managerial thought in the early 1980s as a result of Druker and Gilder's ideas that the entrepreneurial leader could demonstrate his/her role in the administrative arena by changing and making it a slogan for himself/herself and his/her performance (Al-Dosari, 2016). According to (Selvaraja et al., 2021), entrepreneurial leadership is built on a leader's qualities that drive innovation, risk-taking, rapid decision-making, the pursuit of new opportunities, and the ability to establish a positive insightful culture. It is noted that the subject of entrepreneurial leadership attracted researchers when the concept crystallized and its positive reflections appeared in improving performance and enhancing the competitive capabilities of the human element. The concept growth was accompanied by scientific, administrative, technical, and social developments, which called for the need to raise the slogan of entrepreneurship in educational institutions and manage it in ways that go beyond the traditional scope to the horizons of creativity, proactivity, and competitiveness (Mouawad and Al-Dawyan, 2020, p. 76).

Studies, including the study of Al-Ghamdi (2021) and the study of Al-Qahtani (2018), have confirmed the importance of this pattern, its effectiveness in making changes in the performance of organizations, and its applicability in various types of organizations, including educational organizations. Entrepreneurial leadership has become recognized as one of the most effective techniques for developing and sustaining an organization (Selvaraja et al., 2021). Entrepreneurial leadership in education is the leadership and management of an educational institution through a leadership style followed by the leader, to influence employee behaviors in educational institutions, organizing their efforts, and improving the educational process by taking risks, investing opportunities, and daring to make decisions. It is a dynamic process that involves a clear vision and offering new ideas to make changes, by implementing new ideas and creating inventive solutions while coping with numerous problems and issues (Al-Subaie, 2019). Furthermore, entrepreneurial leadership works to develop policies that encourage entrepreneurship and promote the use of change management in a dynamic environment for the benefit of the institution, allowing it to improve its performance and attain its excellence.

As a result, institutional excellence can be defined as an integrated system of inputs, processes, outputs, and feedback that is focused on continual development and involves all elements. Institutional excellence is more than just achieving goals; it is an integrated practical methodology based on some concepts that must be translated into actual reality and serve as behavioral guidelines. (Al-Makhlafi, 2021, p. 27).

Educational institutions have become measured not by the large number of their students, but by their distinguished scientific activity, eagerness to gradually achieve their goals, and constant pursuit of achieving the satisfaction of their beneficiaries by providing a distinguished service. (Al-Makhlafi, 2021). This necessitates the availability of change leaders having a forward-thinking vision for the future to pursue comprehensive development in cognitive, cultural, professional, research, and community fields, to foster a culture of quality and excellence, to focus on developing strategies, to modernize organizational structures, change traditional systems, and develop current skills, common values, and effective leadership styles. The human element is one of the organization's most valuable assets. Individuals are the

ones who create, innovate, expand, renew, manage, implement, and sell. If the individuals are not the effective element in the organization, then the company is deemed to lack efficiency and exceptional performance (Suleiman, 2021). Excellence standards have emerged as the primary goal of institutions. Excellence in management focuses on knowing everything new that motivates schoolwork towards excellence. (Al-Sulaihat and Al-Shaqran, 2021).

Leadership is the major driving force for achieving sustainable institutional excellence in all standards because all standards of institutional excellence are directly related to the capabilities and skills of the leader (Al-Dadaei, 2020). Ibrahim (2021) indicated that entrepreneurial traits are one of the paths to administrative excellence, as they attempt to elevate the institution to a higher level than it already is and expand its services in a way that separates it from others and makes it competitive. Al-Saeed (2019) and Al-Dadaei (2020) found a positive correlation between entrepreneurial leadership and institutional excellence.

Based on the above, this study examines the relationship between entrepreneurial leadership and institutional excellence in general education schools.

Problem:

Education is undergoing changes and developments at both the local and global levels to meet the needs of education in this century, which necessitates an environment that fosters creativity, innovation, and investment in opportunities by leveraging resources and embracing risks by strengthening the entrepreneurial style.

To enable the educational institution to become an entrepreneurial institution, it needs an entrepreneurial leadership that has a forward-looking and clear vision of how to achieve its goals, takes the initiative to achieve everything new and innovative, can grab opportunities and turn them into a competitive advantage, and takes risks to reach the competitive position required to become a distinguished entrepreneurial institution. (Suleiman, 2021). According to the findings of several studies, the degree of entrepreneurial leadership practice in public education schools in the Kingdom was rated as medium in the Shatiti (2021), Al-Subaie (2019), and the Maakel (2017), where the latter explaining that there are actual training needs among school leaders in the field of entrepreneurial leadership.

The results of the Teaching and Learning International Survey (TALIS 2018) indicate that leaders in the Kingdom need professional development programs related to new developments in leadership research and theories, by up to 21%, and this percentage is slightly more than the TALIS result, which is 18% (Education and Training Evaluation Commission, 2020).

To enable educational institutions to achieve their objectives, they are required to take great care of the administrative and organizational aspects and practice modern methods that contribute to their achievement of institutional excellence (Al-Makhlafi, 2021). Institutional excellence came with a moderate degree in Al-Harthy (2020), and Al-Zahrani (2021) confirmed a weakness in the ability of schools to activate participation and benefit from models and awards of excellence.

Al-Makhlafi (2021), Al-Daoud (2020), and Al-Ghamdi (2020) recorded a high degree, while the Education and Training Evaluation Commission published a statistical report of school evaluation and excellence for a sample of 711 schools representing public education in the Kingdom of Saudi Arabia, in light of the standards of evaluation and excellence (school leadership, teaching and learning, learning outcomes, school environment). The results of the performance levels of the targeted schools were: 14% low, 50% medium, 33% good, and 3% outstanding. (Education and Training Evaluation Commission, 2020)

Al-Subaie's (2019) advice was to investigate the link between entrepreneurial leadership and institutional excellence. After reviewing it, the researchers discovered that few previous studies are showing the value of entrepreneurial leadership and its relationship to institutional excellence in general education schools.

As previously stated, the study's problem is the following primary question: **Is there a correlation between the degree of entrepreneurial leadership practice and the degree of institutional excellence among female principals of public schools in Dammam?**

Study Questions:

- 1- What is the degree of practicing the dimensions of entrepreneurial leadership (strategic vision, creativity, initiative (proactivity), risk-taking) among female principals of public schools in Dammam from their point of view?
- 2- What is the extent to which institutional excellence has been achieved with its dimensions (school leadership, teaching, and learning, learning outcomes, school environment) in public schools in Dammam from the point of view of female principals?
- 3- Is there a statistically significant correlation at the level of significance ($0.05 \geq \alpha$) between the average degrees of female principals in Dammam public schools in terms of entrepreneurial leadership practice and institutional excellence achievement degrees?

Study Aims:

1. Identify the degree of practicing the dimensions of entrepreneurial leadership (strategic vision, creativity, initiative (proactivity), risk-taking) among female principals of public schools in Dammam from their point of view.
2. Reveal the degree of institutional excellence achievement with its dimensions (school leadership, teaching and learning, learning outcomes, school environment) among female principals of public schools in Dammam.
3. Find the nature of the link between the research sample's average degrees for the availability of entrepreneurial leadership and institutional excellence among female principals of public schools in Dammam.

Importance of Study:

First: The importance of theoretical (scientific) study:

1. It is hoped that the study will contribute to bridging the current gap in studies and research concerning the variables of the study, which is also characterized by its modernity, the scarcity of studies that dealt with entrepreneurial leadership and institutional excellence together, and that the findings of this study will be a scientific addition to the Arab and local libraries.
2. This study is useful in understanding the importance of entrepreneurial leadership in promoting creativity and innovation, as well as the extent to which school administrations apply institutional excellence.

Second: Importance of practical (applied) study:

1. The present study may help female managers and decision-makers in educational institutions understand the value of entrepreneurial leadership as a new management style that will assist them in developing their educational institution's management style.
2. The current study coincides with the Kingdom's growing interest in improving the administrative performance of educational leaders, particularly the patterns that contribute to the process of transformation.

Limits of the Study:

1. **Objective Limit:** The subject of the study was limited to the degree of practicing entrepreneurial leadership with its dimensions (strategic vision, creativity, initiative (proactivity), risk-taking) and its relationship to institutional excellence with its dimensions (school leadership, teaching and learning, learning outcomes, school environment).
2. **Time Limit:** The study was conducted in the second semester of the academic year 2022/2023 AD corresponding to 1444 AH.
3. **Spatial Limit:** This study was conducted in public schools in the city of Dammam.
4. **Human Limit:** The study population was limited to all (149) female principals of public schools in Dammam.

Study Terms:

Entrepreneurial leadership is procedurally defined as These are practices carried out by the female principal in school administration, which are (strategic vision, creativity, initiative (proactivity), and risk-taking) to achieve the future objectives of the administration.

Institutional excellence is procedurally defined as It refers to the female school principal's actions or activities that distinguish her school from others by promoting strategic planning, self-assessment, encouraging creativity and continual improvement, and exceeding the beneficiaries' expectations.

Previous Studies:

After analyzing and extrapolating the theoretical literature to find the experiences of other researchers in the disciplines of scientific research linked to the variables of the present study, they were organized chronologically from the oldest to the most recent as follows:

Study by Pihie et al. (2014): The study aims to evaluate the relationship between school principals' entrepreneurial leadership practices and school creativity as seen by teachers in several Malaysian secondary schools. The study sample included 294 teachers in some Malaysian secondary schools. A questionnaire consisting of 64 items (50 items thereof addressing entrepreneurial leadership practices and 14 addressing school creativity) was also applied. The study adopted a descriptive method. The Study Findings: The school principals exercise entrepreneurial leadership at a moderate ratio.

Al-Ghamdi Study (2020): The study aimed to identify entrepreneurial leadership and its relationship to the level of creative thinking. The study population was all 287 female teachers of the Future Gate. The sample was selected using the complete census method. The questionnaire was also used as a study tool. The study adopted the descriptive approach with its two types, i.e., surveying and correlational. The most important results of the Study: The

results were high in terms of the degree of application of entrepreneurial leadership and creative thinking. There is a correlation between entrepreneurial leadership with its dimensions (creativity – proactivity - strategic vision) and creative thinking.

Al-Zahrani Study (2022): The study sought to identify the reality of entrepreneurial leadership through the following dimensions: creativity, initiative, investing in opportunities, and risk-taking. The survey included all female teachers at public secondary schools in Jeddah. The research sample was chosen randomly and consisted of 366 female teachers. The questionnaire was used as a tool to collect information, and the descriptive survey approach was also adopted. The study discovered that the reality of applying entrepreneurial leadership recorded a moderate degree, with statistically significant differences due to the variables of educational qualification in favor of a bachelor's degree and years of experience in favor of those with ten years or more of service.

Sharif's study (2022): The study aimed to reveal the reality of general secondary education school principals in the Governorate of Dakahlia practice of the dimensions of entrepreneurial leadership, on a sample of 350 teachers, and 50 principals at the general secondary education schools. To achieve the objectives of the study, the descriptive approach was used, and the results showed the following: The degree to which the principals of general secondary education practiced the dimensions of entrepreneurial leadership was medium, and the dimension of (creativity) came in first rank to a large extent, while the last ranking was the dimension of (risk-taking) to a medium degree. There were differences between the averages of the sample individuals' responses on the reality of the general secondary education principals' practice of the dimensions of (entrepreneurial leadership), and in favor of principals in general compared to teachers, in favor of females compared to males.

Al-Dadaei Study (2020): The study aimed to measure the degree of practice of entrepreneurial leadership dimensions in Saudi universities, and to identify the degree of availability of institutional excellence requirements in universities. The study was also applied to all academic leaders in Saudi universities (Umm Al-Qura University, King Saud University, and King Faisal University) and their number was (467) academic leaders. The questionnaire was utilized to collect the data required to accomplish the study's objectives, and a descriptive-analytical approach was applied. The most important results of the Study: Academic leaders in Saudi universities reported a moderate level of practice in terms of all dimensions of entrepreneurial leadership, in the following order: Strategic vision, creativity, initiative, and risk-taking. According to academic leaders, the availability of institutional excellence requirements in Saudi institutions recorded a moderate degree.

Hamada and Al-Dajni's study (2022): The study aimed to identify the degree to which the principals of schools in the southern governorates of Palestine practice entrepreneurial leadership and its relationship with the Department of Institutional Excellence from the point of view of teachers. The study population consisted of all (8709) male and female teachers of UNRWA schools in the southern governorates of Palestine. The sample of the study consisted of (335) male and female teachers. The questionnaire was used as a tool for the study. The most prominent results are: The degree to which principals of schools in the southern governorates of Palestine practice entrepreneurial leadership in their schools from the point of view of the teachers recorded a very high degree. The level of institutional excellence management in the schools of the southern governorates of Palestine from the point of view of teachers recorded a very high degree. There is a positive correlation of statistical significance at the level of significance ($0.05 \geq \alpha$) between the degree of practicing entrepreneurial leadership, and practicing the institutional excellence management.

Al-Hindal and Taha Study (2022): The study aimed to identify the level of entrepreneurial leadership practice from the point of view of employees in educational institutions, as well as the level of institutional excellence in those institutions, and to determine the relationship between them, and the size of the study sample reached 384 individuals, and to achieve these goals, a questionnaire was created of 34 statements, and the results of the study showed the following: That entrepreneurial leadership practices are available with a medium degree, and that the level of institutional excellence in educational institutions recorded a medium degree. There is a positive correlation between entrepreneurial leadership and institutional excellence, as well as the existence of a positive moral impact of the dimensions of entrepreneurial leadership on institutional excellence.

Study Approach:

Based on the nature of the study and the information to be obtained, the researchers used the descriptive survey (correlational) approach, to identify the degree of entrepreneurial leadership practice by school female principals in Dammam, in addition to its relationship to institutional excellence. The descriptive approach depends on the study of the phenomenon as it exists in reality, and focuses on its accurate description, and it is expressed as a qualitative and quantitative expression. The qualitative expression describes the phenomenon and clarifies its characteristics. On the other hand, the quantitative expression gives us a numerical description that clarifies the magnitude or volume of this phenomenon and its degrees of association with other phenomena. Al-Khalili (2012) defined it as "one of the types of scientific approaches that is concerned with determining the relationship between two or more quantitative variables and the degree of strength of this relationship" (p. 330).

Study Population:

In the present study, the study population consists of all the female principals of public schools in Dammam for the academic year 1444 AH, who are (149) principals, according to the statistics of the Planning and Development Department at the General Directorate of Education in the Eastern Province.

Study Sample:

The study sample was selected using the simple random method, and the study sample consisted of a pilot sample of (35) female principals, to verify the validity and reliability of the questionnaire. A basic sample of (108) female principals of public schools in Dammam for the academic year 1444 AH. The number of the basic sample was determined according to the Herbart-Arken Equation.

Study Tools:

The questionnaire was utilized by the two researchers to gather the necessary data from the study population. The questionnaire is the most commonly used method for collecting information from individuals. A questionnaire is "a tool with dimensions and items used to obtain information or opinions, to which the one being examined responds, and it is written" (Al-Agha and Professor, 2004, p. 116). A two-axis questionnaire was utilized to determine the degree of entrepreneurial leadership practice and its relationship to institutional excellence, and it was applied electronically after being distributed by the Education Office in East and West Dammam.

The present study tool has been built according to the following steps:

- A. Determine the purpose of the questionnaire: Determine the extent of entrepreneurial leadership among female principals and their impact on achieving institutional excellence in their schools.
- B. Refer to theoretical literature and some previous studies: Theoretical literature and prior studies on entrepreneurial leadership and institutional excellence were reviewed.
- C. Access the questionnaire's initial form, which consisted of two primary axes and eight dimensions.

A. Verification of the face validity of the questionnaire:

The validity is based on the opinions of the interraters, where the researcher presented the questionnaire in its initial form to some experts and specialists, and they were requested to analyze the questionnaire and give their opinions in terms of the appropriateness of the statements and their fulfillment of the study's objectives, their comprehensiveness, the diversity of their content, the appropriateness of each statement to the dimension to which it belongs, the appropriateness of the dimensions and axes to achieve the study's objectives, the evaluation of the level of linguistic formulation, output, and any other observations they consider appropriate regarding modification, change, or deletion. They provided valuable feedback that aided the study, enriched the questionnaire, and helped its finalization. Thus, the questionnaire has achieved the so-called face or logical validity.

B. Validity of the Internal Consistency:

The validity of the questionnaire's internal consistency was determined by calculating the correlation coefficients (using the Pearson correlation coefficient) between the degree of each questionnaire statement and the total degree of the axis to which the statement belongs, as well as the correlation coefficient between the axes of the tool and its total degree.

It was found that the values of the correlation coefficients between the questionnaire statements and its axis are high and statistically significant at the level of significance (0.01), which indicates the availability of the characteristics of the internal consistency of the questionnaire and its validity to apply to the study sample.

C. Tool Reliability:

The reliability of the questionnaire was verified by calculating the Cronbach Alpha coefficient for the questionnaire as a whole, as its value was (0,94), which indicates a high stability of the questionnaire. The Cronbach Alpha coefficients were calculated for each of the questionnaire axes and it was clear that the reliability coefficients for all axes were high, as their values ranged between (0.89-0.90), which indicates the validity of the tool for scientific use and information collection to answer research questions.

Answer to the first question, which states: What is the degree of practicing the dimensions of entrepreneurial leadership (strategic vision, creativity, initiative, risk-taking) among female principals of public schools in Dammam from their point of view?

To answer this question, means and standard deviations were calculated for all dimensions of entrepreneurial leadership, and they were ranked according to the mean of the practice from the highest to the lowest, and the results were as shown in Table No. (1):

Table No. (1) Means, standard deviations, and degree of practice for the entrepreneurial leadership sample responses

Dimension	Arithmetic Mean	Standard Deviation	Ranking	Degree of Practice
Creativity	4,41	0671	1	High
Initiative	3,97	0993	2	High
Risk-taking	3,96	1.00	3	High
Strategic Vision	3,88	1.02	4	High
General Mean	4,05	0921		High

It is clear from Table No. (1) that the degree of practice of entrepreneurial leadership (with all its dimensions) among the female principal of public schools in Dammam from their point of view was (high), where the general average of practice was (4.05), with a standard deviation of (0,921). The order of dimensions included the presence of creativity in the highest rank, followed by initiative, then risk-taking, and finally the strategic vision. All of these dimensions came with a high degree of practice, and this high result of practicing the dimensions of entrepreneurial leadership from the point of view of the sample is explained by the awareness of school principals that entrepreneurial leadership is one of the effective leadership styles that may be able to deal with the challenges facing the school. Its practice results in the presence of leaders within the school who have a forward-looking vision for the future to achieve comprehensive development in the cognitive, cultural, professional, research, and community fields, as well as to promote a culture of quality and excellence, develop strategies, update organizational structures, and change traditional systems while fostering current talents, shared values, and effective leadership styles. The human element is one of the school's most valuable assets. Individuals with various expertise inside the school are the ones who invent, innovate, add, renew, and manage.

These findings are consistent with the findings of the Al-Ghamdi (2020), which found that the female leaders of Future Gate schools applied entrepreneurial leadership to a high degree, as well as the findings of the Hamada and Al-Dajni (2022), which found that school principals in Palestine practiced entrepreneurial leadership to a high degree.

These results differ from the results of Pihie et al. (2014), which indicated that school principals exercise entrepreneurial leadership to a medium degree, and also differ from the results of Al-Subaie (2019), which indicated that the female leaders' application of the dimensions of entrepreneurial leadership recorded a medium degree.

These results also differ from the results of Al-Zahrani (2022), Sharif (2022), Al-Dadaei (2020), and Al-Hindal and Taha (2022), which indicated that the degree of application of leadership recorded medium Degree.

Answer to the second question, which states: What is the extent to which institutional excellence has been achieved with its dimensions (school leadership, teaching, and learning, learning outcomes, school environment) in public schools in Dammam from the point of view of female principals?

To answer this question, means and standard deviations were calculated for all dimensions of institutional excellence, and they were ranked according to the mean of the practice from the highest to the lowest in terms of achievement, and the results were as shown in Table No. (2):

Table No. (2): Means, standard deviations, and the degree of verification of the institutional excellence sample responses

Dimension	Mean	Standard Deviation	Ranking	Verification Degree
School Leadership	3,90	0991	1	High
Learning Outcomes	3,81	1.02	2,	High
Teaching and Learning	3,70	1.13	3.	High
School Environment	3,36	1.27	4	Medium
General Mean	3,69	1.10		High

According to Table No. (2), the degree of achievement of institutional excellence (in all its dimensions) among female principals of public schools in the city of Dammam was high, except for the dimension of the school environment, where the general average of the degree of achievement was (3,69), the standard deviation was (1,10), and the order of dimensions was as follows: The school leadership dimension ranked first, then learning outcomes, then teaching and learning in third rank, and school environment in the last rank.

This high result of the general average for the achievement of the dimensions of institutional excellence may be attributed to the female principals' recognition that institutional excellence is an integrated system of inputs, processes, outputs, and feedback that is focused on continual development and involves all elements. Institutional excellence is more than just achieving goals; it is an integrated practical methodology based on some concepts that must be translated into actual reality and serve as behavioral guidelines. Therefore, the degree of achievement from their point of view was high.

The fact that the school leadership dimension is at the top of the achievement list suggests that the female principals understand the importance of school leadership and that it is one of the key variables in achieving the goals. School leadership involves the female principal's influence through her attributes, leadership style, appropriate action in situations, ability to motivate, and enhancement of effective communication in the school. These are significant factors that enhance academic performance. The school environment dimension being ranked last among the dimensions indicates that the female principals are less interested in this dimension than others because the Ministry wants principals to focus on achievement and evaluation, achieve high standards in these two areas, leaving the procedural aspects of the school environment dimension to the Department of Education's support bodies. These findings are consistent with the findings of the Al-Ghamdi (2020), which found that achieving institutional excellence among Al-Baha school female leaders is high in reality, as well as the

previous findings of the Al-Daoud (2020), which found that institutional excellence in the performance of public education schools in the Riyadh region is widely achieved. These findings are also similar to the findings of the Al-Saeed (2019), which found that the level of institutional excellence in secondary schools in Kuwait from the perspective of teachers recorded a high degree. These findings differ from those of Al-Hindal and Taha (2022), who found that the level of institutional excellence in Kuwait's educational institutions was moderate.

Answer to the third question, which states: Is there a statistically significant correlation at the level of significance ($0.05 \geq \alpha$) between the average degrees of female principals in Dammam public schools in terms of entrepreneurial leadership practice and institutional excellence achievement degrees?

To answer this question, the Pearson correlation coefficient was calculated by comparing the average scores of female principals' assessments in terms of the dimensions of entrepreneurial leadership and the degree to which the dimensions of institutional excellence were met. The findings were according to Table No. (3):

Table No. (3): Values of Pearson correlation coefficients and their statistical significance between the dimensions of entrepreneurial leadership and the dimensions of institutional excellence.

Dimensions of Entrepreneurial Leadership/ Institutional Excellence	School Leadership	Teaching and Learning	Learning Outcomes	School Environment	Overall Score of Institutional Excellence Achievement
Strategic Vision	**0,634	**0,662	**0,547	**0,456	**0,672
Creativity	**0,591	**0,647	**0,616	**0,262	**0,608
Initiative	**0,686	**0,750	**0,712	**0,357	**0,723
Risk-taking	**0,608	**0,750	**0,712	**0,357	**0,723
Overall Score of Entrepreneurial Leadership Practice	**0,733	**0,802	**0,729	**0,415	**0,776

** Significant at the level of significance (0.01).

It is clear from Table No. (3) that the values of Pearson correlation coefficients between all dimensions of entrepreneurial leadership and all dimensions of institutional excellence were positive and statistically significant at the level of (0,05), where these values ranged between (0,262) and (0,802), which indicates that there is a correlation between the average scores of female principals in public schools in Dammam concerning the degree of entrepreneurial leadership practice and the degree of achievement of institutional excellence. This finding can be explained by the fact that the availability of high-quality entrepreneurial leadership dimensions is one of the most powerful stimulants for achieving school excellence since entrepreneurial leadership focuses primarily on strategic vision, creativity, initiative, and risk-taking. These dimensions enrich aspects of administrative work and the quality of school operations, including achievement, academic skills, and teaching/learning procedures. As a

result, these procedures must lead to institutional excellence in leadership, teaching, and learning processes, as well as learning outcomes and school environment.

This result can also be explained by the fact that modern leadership systems, including entrepreneurial leadership, are mainly related to the improvement of outcomes, and efficiency and effectiveness in operations. Therefore, their reflection on the achievement of institutional excellence is a logical result, because of the significant correlation between these aspects observed through this research.

These results are consistent with the results of the study of Hamada and Al-Dajni (2022), which indicated a positive and statistically significant correlation between the practice of entrepreneurial leadership and the practice of institutional excellence management.

It also supports the findings of the study by Al-Hindal and Taha (2022), which found that entrepreneurial leadership dimensions have a favorable moral impact on employees of Kuwait's educational institutions.

Summary:

The present study examined the entrepreneurial leadership of female school principals in the city of Dammam and its relationship to achieving school excellence in their schools. The results provided an important basis for the degree of entrepreneurial leadership practice. It is worth noting that the relevant extant literature and studies, as well as the findings of the present study, show that the level of achievement of entrepreneurial leadership among school principals correlates with a high level of practice. As a result of their work in the school, female principals recognize the importance of encouraging proactivity among female teachers in planning, because planning efficiency necessitates proactivity and initiation in proposing the necessary programs and mechanisms to implement plans. Quality principles also highlight the necessity of reducing time through proactive measures, predicting outcomes, and completing objectives efficiently and effectively. Furthermore, as a result of the significant shift in administrative ideas in schools, as well as training and professional development in this area, promoted among female principals a culture of accepting mistakes and turning them into opportunities for improvement and learning to develop performance and excellence in various aspects of educational work in the school.

Recommendations:

The researcher made the following recommendations based on the study findings:

- Train school principals to build future visions for their work to develop leadership abilities in communication and interaction with others, to manage dialogue and discussion, and to attract the local community to projects that benefit the school.
- Launching an annual award for leadership and educational excellence, given to leading schools that stand out from their peers, under accurate and objective scientific principles and standards that ensure quality, excellence, and leadership, which may contribute to encouraging competition among educational institutions toward the development and positive change required.
- Exchange of field visits between distinguished schools, with others seeking excellence, quality, cooperation, and exchange of experiences between them.
- Provide modern technologies and material potentials of buildings and facilities necessary to keep pace with the rapid and successive changes to achieve institutional excellence.

References:

References in Arabic Languages

- Al-Dadaei, Kamilia Mohammed Muqbel. (2020). Achieving institutional excellence in the light of the entrepreneurial leadership in Saudi universities [unpublished doctoral thesis]. Umm Al-Qura University.
- Al-Daoud, Hassan Abdulaziz Mohammed. (2020). The reality of excellence in the performance of public education schools in the Riyadh Region in light of the standards of the King Abdulaziz Quality Award. *Specialized International Educational Journal*, 9(1), 136-154. <https://doi.org/10.36752/1764-009-001-011>
- Al-Dosari, Saleh bin Mohammed. (2016). Developing the performance of administrative leaders in the faculties of Shaqra University - Introduction to Entrepreneurial Leadership as a model: Field study *Journal of the Faculty of Education*, 63(3), 321-373. <http://search.mandumah.com.sdl.idm.oclc.org/Record/820618>
- Al-Ghamdi (A), Abeer Daifallah. (2020). Entrepreneurial leadership and its relationship to creative thinking among the leaders of Future Gate Schools in Dammam [unpublished master thesis], Imam Abdulrahman Bin Faisal University
- Al-Ghamdi (B), Manal Ahmed Abdulrahman. (2021). Entrepreneurial leadership as an entry point for developing the practices of academic leaders at King Abdulaziz University (proposed strategy). *Journal of Umm Al-Qura for Educational and Psychological Sciences*, 1(3), 143-182. <http://search.mandumah.com.sdl.idm.oclc.org/Record/1205647>
- Al-Ghamdi (C), Fawzia Ahmed Ali. (2020). Managing competencies and their relationship to achieving institutional excellence among the leaders of Al-Baha area schools. *Journal of the Faculty of Education*, 20(4), 234-205.
- Al-Harhi, Saud Abdul-Jabbar. (2020). Benchmarking and its impact on achieving institutional excellence in government secondary schools in Taif. *Journal of the Faculty of Education, Benha University* 31(122), 264-223. <https://dx.doi.org/10.21608/jfeb.2020.146741>
- Al-Hindal, Abdul Wahab Teema, and Taha, Hassanein Al-Sayed Hassanein. (2022). Impact of Entrepreneurial Leadership on Organizational Excellence: An applied study on Kuwaiti educational institutions. *Scientific Journal of Financial and Administrative Studies and Research*, 13, 1208-1178. <http://search.mandumah.com/Record/1291810>
- Al-Khalili, Yousef Khalil. (2012). *Fundamentals of Educational Scientific Research (Edition 1)*, Dar Al Qalam Publishing and Distribution. <https://altibrah.ac/book/11935>
- Al-Makhlafi, Abdullah Marzouq Muhammad. (2021). The degree of public education school leaders practice of methods to achieve institutional excellence in Jeddah Governorate (submitted research). *International Conference on Rehabilitation and Empowerment of Educational Leaders to Achieve Institutional Excellence*, Makkah, Saudi Arabia.
- Al-Qahtani, Abeer Hassan Al-Sarhan. (2018). The reality of the dimensions of entrepreneurial leadership in Saudi universities [unpublished doctoral thesis]. Imam Abdulrahman Bin Faisal University
- Al-Qahtani, Salem bin Said. (10-12 December, 2012) *Strategic Leadership as an Introduction to the Development of Governmental Organizations (Introduction Paper) - Second Conferences for the Institutes of Public Administration and Administrative Development in GCC countries*. Riyadh: Public Administration Institute
- Al-Saeed, Abdul Latif Fahad Abdul Latif. (2019). Entrepreneurial leadership among the principals of secondary schools in the State of Kuwait and its relationship to institutional excellence from the point of view of teachers (Master Thesis, Aal al-Bayt University). AskZad Database.
- Al-Subaie, Qawt bint Nasser. (2019). The reality of applying the dimensions of entrepreneurial leadership among the female leaders of private secondary schools in the east of Riyadh [unpublished master's thesis]. Arab East Colleges for Graduate Studies.
- Al-Sulaih, Sawsan Youssef, and Al-Shaqran, Rami Ibrahim Abdul Rahman. (2021). The level of application of agile leadership among school principals in Amman, the capital of Jordan, and its relationship to institutional excellence from the point of view of teachers. *Ramah Journal for Research and Studies*, (57) 51-84. <https://remahresearch.com/images/pdfs/no571123.pdf>

- Al-Zahrani, Jamaan Mohsen Mohammed. (1-2 October 2021) A proposed conception of the school's achievement of excellence in light of the standards of school excellence (submitted research). International Conference on Rehabilitation and Empowerment of Educational Leaders to Achieve Institutional Excellence, Saudi Arabia, Makkah.
<http://search.mandumah.com.sdl.idm.oclc.org/Record/1193057>
- Education and Training Evaluation Commission (A), (2020). The Kingdom's Participation in Teaching and Learning International Survey (TALIS)2018. <https://2u.pw/WgSfl>.
- Education and Training Evaluation Commission (B) (2020). School Evaluation and Excellence. <https://edp.etec.gov.sa/SchoolEvaluationExcellence.html>
- Education and Training Evaluation Commission (C) (2020). School Evaluation and Excellence. <https://spapi.etec.gov.sa/>
- Hamada, Nader Khaled Mohammed, and Al-Dajni, Eyad. (2022). The degree to which principals of schools in the southern governorates of Palestine practice entrepreneurial leadership and its relation to the management of institutional excellence in their schools [unpublished master thesis]. The Islamic University, Gaza
- Ibrahim, Hana Ibrahim. (2021). A proposed vision for an organizational climate that supports entrepreneurial leadership practices in industrial secondary education schools in Damietta Governorate. *Journal of Education*, 4(189),121-59.
<https://doi.org/10.21608/jsrep.2021.170224>
- Khalil, Nabil Saad, Mohammed, Ashraf Mahmoud, Al-Ansari, Asmaa Abdullah Abdul Rahman, and Mohammed, Rajab Ahmed. (2019). Entrepreneurial Leadership in Education - Concept - Importance - Introductions – Dimensions and Competencies – Requirements. *Journal of Educational Sciences*, (5) 347-393. <http://search.mandumah.com/Record/1132765>
- Maakel, Noura Saud. (2017). Developing the performance of secondary school leaders in the King Abdullah Project for the Development of Education in the Light of Entrepreneurial Leadership "Proposed training program" [unpublished doctoral thesis]. King Saud University
- Maghawri, Hala Amin. (2016). Developing decision-making in educational institutions in Egypt in the light of entrepreneurial leadership. *Journal of Scientific Research in Education*, 6 (18)•535-556. <https://doi.org/10.21608/jsre.2017.8510>
- Mouawad, Fatima Abdel Moneim Mohamed, and Al-Dawyan, Hessa Abdel Mohsen Mohamed. (2020). Academic work teams and their role in the development of entrepreneurial leadership among female students of the Faculty of Education at Qassim University from their point of view. *International Journal of Educational and Psychological Studies*, 7(1)• 75-96. <http://search.mandumah.com.sdl.idm.oclc.org/Record/1030894>
- Pihie, Zaidatol, L., Asimiran, S. & Bagheri, A. (2014). Entrepreneurial leadership practices and school innovativeness. *South African Journal of Education*, 34 (1), 1-11.
http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-01002014000100014&lng=en&tlng=en
- Salahuddin, Nasrin Saleh Mohammed. (2020). Entrepreneurial leadership and social responsibility in post-primary education schools in the Sultanate of Oman. *Journal of Educational and Psychological Sciences*, 16(1), 143-175. doi: 10.21608/jfust.2020.119906
- Selvaraja, K., Basri, R.I, Rashid, A., & Abdullah, A. (2021). Entrepreneurial Leadership Among Headmasters in Malaysian Primary Schools. *Malaysian Journal of Education*, 46 (1), 38-47. <https://2u.pw/SRsY3>
- Sharif, Noor Ibrahim Hamed (2022). The reality of general secondary education school principals in the Governorate of Dakahlia practice of the dimensions of entrepreneurial leadership - field study. *Journal of the Faculty of Education*, 9(118)• 1561-1598
[10.21608/MAED.2022.264151](https://doi.org/10.21608/MAED.2022.264151)
- Shatiti, Awatef Hamdi. (2021). Entrepreneurial leadership and its role in the learning communities of secondary school leaders in Jubail Governorate. *Faculty Journal*, 37 (11), 547-571. <http://search.mandumah.com.sdl.idm.oclc.org/Record/1203640>
- Suleiman, Iman Mohammed Saleh. (2021). The role of entrepreneurial leadership in achieving outstanding university performance: A comparative field study between private and public universities. *Scientific Journal of Commercial and Environmental Studies*,12(1),358-340. <https://doi.org/10.21608/jces.2021.168678>