

PAPER DETAILS

TITLE: Entrepreneurship Competencies of School Principals

AUTHORS: Mesut DEMIRBILEK

PAGES: 343-372

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/2169442>



Entrepreneurship Competencies of School Principals

Mesut DEMİRBİLEK¹

Abstract

The main purpose of this research is to determine the entrepreneurship competencies of school principals according to the opinions of school principals working in public schools. In the study conducted with phenomenology design, which is one of the qualitative research designs, interviews consisting of semi-structured questions were conducted with a total of twenty-five school principals working in the Anatolian side of Istanbul and various education levels. The data obtained in line with the perceptions, experiences, and interpretations of school principals during the interview process were coded using the content analysis technique and brought together under categories and themes within the framework of research questions. Considering the findings obtained, the entrepreneurship competencies of school principals are observed to be concentrated on; (1) the competencies of taking risks, obtaining results and benefits, taking initiative responsibility, not having failure anxiety, and being an observer under the sub-theme of individual competencies. However, (2) in the sub-theme of organizational competencies, they were observed to be concentrated on the competencies of planning and evaluating opportunities, catching opportunities and innovations, sensitivity to realistic and applicable ideas, supporting the diversity of ideas, and openness to ideas. Again, (3) in the sub-theme of relational competencies, they were observed to be concentrated on the competencies of activating stakeholders and environmental opportunities, benefiting from stakeholder power, persuading, and effective communication and interaction. Finally, (4) in the sub-theme of commitment-self-confidence, they were observed to be concentrated on the competencies of perseverance and persistence. Within the framework of the findings, it is important to consider entrepreneurship competencies in the structuring processes of school leadership to make school management processes more effective.

Anahtar Kelimeler

Entrepreneurship
Entrepreneurship
Competencies
School Principals
Entrepreneurial Leaders

Makale Hakkında

Received: 23.02.2021
Accepted: 13.09.2021
Online Published: 31.12.2021

¹ Dr., Ministry of National Education, Turkey, demirbilekmesut@gmail.com, <https://orcid.org/0000-0002-7570-7807>

Introduction

Entrepreneurship is an entrepreneurial individual action that includes the creation of new economic activities or the introduction of new values by discovering new products, processes, and markets, and therefore, it is a phenomenon related to the entrepreneurial individual activity (Blundel and Lockett, 2011). However, the concept of competence refers to the experience, abilities, and characteristics suitable for any profession or activity (Cambridge Dictionary, 2021). Entrepreneurial competence, on the other hand, includes creating something valuable by devoting the necessary effort and assuming responsibility in the individual's existence (Hisrich and Peters, 2002), and starting an attempt to obtain social and developmental benefits from an idea (Olagunju, 2004). Moreover, entrepreneurial competence embodies self-confidence, courage, perseverance, passion, desire to get results, the ability to be visionary and recognize opportunities (Salgado-Banda, 2007) in the individual world. The field of competence also includes a range of capacities, skills, and abilities, such as the capacity to innovate and be creative, diversify the business, the capacity to identify and exploit new business opportunities, project management skills, the ability and willingness to take risks, the ability to organize the resources needed to meet opportunities, and the ability to form diverse networks (Sousa, 2018).

Nevertheless, Dess and Lumpkin (2005) claimed that there are five dimensions of entrepreneurial orientation. These are autonomy that enables to act independently, the innovation that aims to develop new products and services, proactivity that aims to seize opportunities by anticipating future demands, risk-taking that includes taking action without knowing the consequences, and competitive and combative assertiveness attributed to intense effort to leave competitors behind. Frank (2007), on the other hand, examined the entrepreneurial elements in three dimensions and these dimensions are (1) values, attitudes and approaches such as opportunity seeking, taking initiative, strong sense of autonomy, intuitive decision making with limited information, network capacity, strategic thinking ability, negotiation capacity, persuasive capacity, success orientation, and willingness to take risks, (2) general competencies such as generating and evaluating an idea, seeing problems as opportunities, identifying key people who will be affected in any development, assessing business development needs, knowing where to look for answers, emotional self-awareness and control of emotions, and seeing oneself and business through the eyes of stakeholders, and (3) business-related competencies such as business plan development, business growth planning, setting standards and performance criteria, product development, market analyses and detecting gaps, developing sales strategies, learning from competition, choosing financial strategies, and professional service management.

While Knigh (2001) states that the key element of the entrepreneurial atmosphere is risk-taking, Kirzner (1997) characterized entrepreneurial activity as "entrepreneurial vigilance", which includes seeing unseen opportunities. In this context, entrepreneurship can be seen as a process in which new services and products are created, individuals change through decisions, and opportunities are discovered, evaluated, and used by taking risks in various business environments (Shane and Venkataraman, 2000). On the other hand, in their literature review, Kerr, Kerr, and Xu (2017) found that research on the characteristics of entrepreneurs mostly focused on features such as risk-taking attitude, need for success, locus of control, self-efficacy, proactivity, innovativeness, tolerance for uncertainty, and need for autonomy.

Behave (1994), on the other hand, emphasized the distinction between intrinsic and extrinsic motivations for entrepreneurs' use of opportunities. In extrinsic motivation, the entrepreneurial individual has the desire to create a new job and filters the opportunities that will provide this success, while in the intrinsic motivation, the entrepreneurial individual aims an internal expectation that aims to meet the needs and solve the problems, not an external expectation based on creating a new job.

Moreover, Azim and Kahtani (2015) state that entrepreneurial individuals have various skills such as communication, organization, leadership, decision making, recognizing opportunities, networking, time management, and stress management while Cooney (2012), on the other hand, states that they have various skills such as internal discipline, risk-taking ability, innovation, change orientation, and determination. These skills contribute to the infrastructure that supports the entrepreneurial competencies of managers in organizational terms. At the same time, they constitute the driving force of change and innovation based on initiatives (Fernald, Solomon, and Tarabishy,

2005). The adoption of these skills by school principals is important in terms of increasing the entrepreneurial capacity of their schools. For example, according to Kirkley (2017), entrepreneurial school leaders are individuals who are brave, ambitious, take initiative, and feel energy and enthusiasm. Transferring these qualities to learning environments and fields also contributes to sustainability based on entrepreneurship and production for schools. At the same time, the leadership environment with entrepreneurial competencies creates the awareness of seeing and catching the opportunities, which are created by complex situations, before anyone else and overcoming existing limitations (Xu, 2020).

According to Sajkiewicz and Pashiardis (2020), in terms of education, school leaders inspire organizational change and innovation through decision-making and demonstrate their entrepreneurial roles by trying new methods. In this way, the school leader, acting with their entrepreneurial roles, can generate incomes and funds that will provide resources for the school with their innovative and creative actions and can evaluate this resource in terms of pedagogical purposes. For this reason, the school leader displaying entrepreneurial competencies by leaving their comfort zone and taking risks, and turning to the unknown and full of opportunities can differentiate this school leader from other leaders (Sharma and Dave, 2011).

In this direction, school leaders' leadership equipped with entrepreneurial competencies enables these leaders to see opportunities before others and handle these opportunities in a creative and innovative framework (Sajkiewicz and Pashiardis, 2020). For example, as Pashiardis and Baker (1992) determined in their experimental research, problems that arise in schools can be turned into an opportunity by the school leader. However, to develop the entrepreneurial competencies of the staff, these leaders can offer their schools a flexible environment that is believed to create a learning experience for them and their staff by tolerating the various entrepreneurial mistakes and failures of the staff (Sajkiewicz and Pashiardis, 2020).

In the entrepreneurship literature, researchers are studying the school principal's view of entrepreneurship (Yemini, Addi-Raccah, and Katarivas, 2014), the understanding of entrepreneurship in school management (Blake, 2008), the role of the school principal in entrepreneurship education (Minna, Elena, and Timo, 2018), and the school principal's application of entrepreneurial characteristics in good school governance (Syam, Akib, Patonangi, and Guntur, 2018) and only one study has been determined that tries to reveal the entrepreneurial competencies of school principals. In this research conducted by Mas and Sukung (2020), "entrepreneurial competencies of school principals in ensuring the development of income-generating production units" were revealed in the Indonesian sample and at the level of vocational high schools. The results obtained in the research reveal that entrepreneurship competencies of school principals are (1) potential creativity, (2) instinctive entrepreneurship, (3) work motivation, (4) solution orientation and hard work. The research of Mas and Sukung (2020) focuses more on ensuring school development in the economic context and leaves out other competence areas (individual, organizational, relational, etc.) and other educational levels of entrepreneurial school leadership. For this reason, revealing all dimensions of the entrepreneurial competencies of school principals is important in terms of the development of educational institutions, the selection and training of school leaders, the creation of new values in schools, and the provision of innovation. In this direction, the main purpose that guides this study is to reveal the entrepreneurial competencies of school principals according to the opinions of school principals working in public schools and various education levels.

Method

Research Design and Research Model

Qualitative research focuses on understanding the actions or behaviors of participants in a particular social context (Morrow and Smith, 2000). The choice of a qualitative research design reflects a certain worldview to the research process, and this view affects the sample selection, data collection and analysis throughout the research, and the approach to all research processes such as validity, reliability, and ethics (Merriam, 2018).

In the research, phenomenology design was used to reveal the experiences, perceptions, and interpretations of school principals about entrepreneurship competencies. Phenomenological research is a qualitative research design that is used to reveal individuals' lived experiences and perceptions

about certain phenomena. It provides the uncovering and discovery of the common meanings inherent in the experiences and perceptions of individuals and allows the researcher to define and interpret the essence of these experiences and phenomena (Jasper, 1994; Rose, Beeby, and Parker, 1995; Creswell 2013).

Study Group

The sampling methods used in qualitative research are generally non-probability (Lopez and Whitehead, 2013). For this purpose, the purposive sampling method, which is one of the non-probability sampling methods, was used in the qualitative dimension of the research. In the purposive sampling method, the participants in the study group were determined according to pre-selected criteria depending on the research question (Lopez and Whitehead, 2013; Neuman, 2014), and the researchers selected the participants according to the typical qualifications they sought and their judgments and decisions that the participants had certain characteristics (Cohen, Manion, and Morrison, 2007).

There are various types of sampling under the umbrella of the purposive sampling method. These are; (1) quota sampling and (2) maximum variation sampling (Lopez and Whitehead, 2013; Neuman, 2014). In this direction, the maximum variation sampling method, which is one of the purposive sampling methods, was used to determine the study group. This method aims to ensure the diversity of the participants who are parties to the research topic and problem in small sample groups so that it is revealed whether there are common facts and interpretations shared among the diverse participants (Yıldırım and Şimşek, 2018). For this purpose, participants (school principals) who work in different school types and have different managerial experience periods were determined in the research, and the researcher tried to ensure this diversity. In this direction, interviews were conducted with a total of 25 school principals working in different school types in the Anatolian Side of İstanbul, due to the convenience of the researcher in terms of cost and accessibility. The demographic information of the 25 school principals that constitute the study group are given in Table 1:

Table 1. Participant (Study Group) Demographic Information

Participant Code	Gender	Educational Status	School Type	Years of Experience as a Principal
P1	Male	Postgraduate	Secondary School	21
P2	Male	Postgraduate	Anatolian High School	12
P3	Male	Bachelor's Degree	Vocational High School	13
P4	Male	Bachelor's Degree	Secondary School	7
P5	Male	Postgraduate	Secondary School	8
P6	Male	Postgraduate	Primary-Secondary School	15
P7	Male	Postgraduate	Primary School	14
P8	Male	Postgraduate	Vocational High School	10
P9	Male	Postgraduate	Secondary School	4
P10	Male	Postgraduate	Secondary School	19
P11	Male	Postgraduate	Secondary School	16
P12	Male	Postgraduate	Special Education Vocational School	9
P13	Male	Postgraduate	Primary School	20
P14	Male	Bachelor's Degree	Primary School	5
P15	Male	Postgraduate	Science High School	4
P16	Male	Postgraduate	Primary School	20
P17	Male	Postgraduate	Anatolian High School	17
P18	Male	Postgraduate	Primary School	15
P19	Male	Bachelor's Degree	Sports High School	18
P20	Female	Postgraduate	Pre-school	11
P21	Female	Postgraduate	Secondary School	22
P22	Male	PhD	Islamic Divinity Students' High School	13
P23	Male	Postgraduate	Primary-Secondary School	8
P24	Male	Postgraduate	Secondary School	5
P25	Male	Postgraduate	Secondary School	9

As is seen in table 1, the demographic information of the participating school principals constituting the study group reveals that two of the participants are female and twenty-three are male in terms of gender variable. In terms of educational status, four of the participants hold bachelor's degrees, twenty of them hold postgraduate degrees, and one of them holds a Ph.D. In terms of school type, six of them work in primary school, eight in secondary school, two in primary and secondary school, two in Anatolian high school, two in vocational high school, one in Islamic divinity students' high school, one in special education vocational school, one in pre-school, one in sports high school, and one in science high school. In terms of years of experience as a principal, four of them have 0-5 years, six of them 6-10 years, seven of them 11-15 years, six of them 16-20 years, and two of them have 21 years or more years of experience.

Data Collection Tools

The main qualitative research method used in the research to reveal the experiences and perceptions of the participants regarding the phenomena discussed is the interview method (Fraenkel, Wallen, and Hyun, 2011; Merriam, 2018; Yıldırım and Şimşek, 2018). The interview method is a data collection technique in which facts and situations are tried to be understood and interpreted by using verbal communication (Kvale, 1996). According to Merriam (2018), it is useful to conduct less structured interviews in qualitative research, thus enabling participants to express their perceptions with their own thoughts. According to Brinkmann (2014), when compared to structured interviews, semi-structured interviews provide researchers or interviewees with important gaps in terms of questioning an important aspect or subject in the research, and the capacity of dialogues to produce information is used more.

In the research, an interview form consisting of semi-structured questions was used to reveal the experiences, perceptions, interpretations, and conceptualizations of school principals about entrepreneurship competencies. In the first part of the interview form, the participant is informed about the interview process and their written approval is obtained. In the second part, semi-structured questions are asked about the research topic. Some of the semi-structured questions asked to the participants in the research are as follows:

1. What does the concept of “entrepreneurship” mean to you as a school principal?
2. Can you explain what are your personal characteristics that guide and motivate you to launch an initiative at school?
3. On the opportunities that arise about the development of the school;
 - a) What distinguishes you from others in recognizing or chasing these opportunities, and what do you pay attention to?
 - b) How do you use these opportunities?
 - c) If you have examples, can you share them?
4. To make innovations about the school or to launch various initiatives;
 - a) What are the sources of motivation that stir you into something?
 - b) What are your corporate characteristics that inspire you?
 - c) What would you do to activate the institution towards this initiative?
5. Have you ever taken the initiative or risks when launching an initiative on school-related issues?
 - a) How did you manage the process?
 - b) What did you risk to achieve success?
 - c) Does being unsuccessful make you nervous?

Data Collection

The data collection process is directly related to the sample or study group. Accordingly, data from the sample can be collected both directly and indirectly. Direct data consists of recording or writing of speech, as well as observable body language, behaviors, and interactions (Lopez and Whitehead, 2013). In this context, to obtain direct data in the research, the participants were informed about the interview process during the interview process for the study group, and the interview was recorded electronically by obtaining written consent from the participants voluntarily. At the same time, the interview was recorded by the researcher after committing to the participants that the

confidentiality of the data would be ensured and ethical principles would be followed. The interviews were conducted in the school environment (usually in the school principal's room) in an environment where the participant felt comfortable and safe. Interviews were recorded using two recording tools to prevent data loss and confirm. Interviews covering semi-structured questions for the study group of 25 school principals were held between June 2020 and August 2020, and each interview lasted an average of 40 minutes.

However, according to Field and Morse (1989), some situations should be taken into account while conducting interviews. Avoiding outside interference (such as phone ringing), minimizing distractions, reducing the risk of "stage fright" for interviewees, avoiding embarrassing or awkward questions, avoiding jumping from one topic to another, expressing opinions and giving advice, suggestions instead of listening actively, ending or summarizing the interview too soon, being too superficial, addressing sensitive issues such as legal issues, personal issues, or emotional issues are some of them. In this direction, while the application was carried out with the interview form consisting of semi-structured questions in the research, elements (such as telephone, noise, heat, and light) that may cause distractions and external interventions in the environment were determined and brought to a suitable state for interviews. For example, necessary isolating measures were taken to prevent ambient noise. At the same time, to reduce the risk of "stage fright" in the participants, interviews were conducted at the time and environment where the participant felt most comfortable. During the interview, the talking of participants were listened actively as much as possible and the researcher did not express an opinion unless it was necessary. Also, during the interview, attention was paid to legal or personal issues that could negatively affect the participant's mood.

Analysis of Data

Every qualitative study requires making a series of decisions about how to analyze it (Maxwell, 2018). In this direction, the content analysis technique was used to analyze the data collected in the study. In content analysis, the data obtained from the cases discussed are subjected to a deeper process, and concepts and facts that can explain the data are reached. The data obtained are organized by conceptualizing or coding, and then these concepts are brought together under various categories and themes by considering common points. Qualitative data analysis consists of 4 stages: (1) coding the data, (2) finding the categories and themes, (3) organizing the codes, categories, and themes, (4) defining and interpreting the findings (Yıldırım and Şimşek, 2018).

In qualitative studies, the coding process includes gathering and labeling the textual or visual data obtained in the research under small categories of information, categories, or themes, on the other hand, contain extensive funds of knowledge in which codes are brought together and labeled to gain a common idea. The interpretation of findings and data includes abstractions for broader meanings of data beyond codes and themes (Creswell, 2013).

According to Merriam (2018), data analysis in qualitative research should be carried out together with the data collection process. Thus, together with the analysis of the data obtained from the first interviews, it provides the opportunity to make changes regarding the observation and interview process within the framework of the research problem and questions. In the research, the data collection process and the data analysis process were handled together, and in line with the analysis of the data obtained, the data collection and interview process were managed more efficiently within the framework of the research questions.

In the research, the data obtained from the interview with 25 school principals during the analysis of the data were listened to by the researcher and transferred to the word processing program. Then, the data transferred using the MAXQDA qualitative data analysis program were coded and the codes obtained were brought together under categories and themes, taking into account the common points in the context of research questions and theory. Thus, according to Creswell (2013), qualitative researchers organize the obtained data inductively into abstract knowledge accumulations. At the same time, participant personal information security was ensured by giving a code number (P1, P2....) to the participants during the analysis and reporting of the data and the expression of the quotations.

However, validity and reliability practices in qualitative research are different from quantitative researches, and they are generally addressed together in the study process (Bogdan and Biklen, 2007). Creswell (2013) recommends that researchers in qualitative research use accepted

validity strategies to prove the “accuracy” of their studies. In this direction, Maxwell (2018) recommends some methodological strategies for the elimination of validity threats in qualitative research such as (1) intensive and long-term involvement, (2) obtaining rich and detailed data, (3) participant confirmation, (4) intervention, (5) search for inconsistent evidence and contradictory cases, (6) diversification (gathering information from a wide variety of people and settings and a variety of methods), (7) digitization (proving the claim that some facts, concepts, or themes are more common in the research process), and (8) comparison.

In the current study, the interview process was carried out as deeply and in detail as possible to increase the diversity of data, and at the same time, long-term interaction was ensured, to eliminate the threats to validity and reliability, and to increase the credibility and transferability. To prevent researcher bias and to ensure consistency in the coding and thematization, coding and thematization process was carried out with a researcher who has a Ph.D. in Educational Administration during the qualitative data analysis. In this way, the external control and confirmation of the coding and thematization processes were ensured, and a consensus was achieved by consulting a second expert on the points of difference. At the same time, to determine whether the data obtained adequately represent the views of the participants, the coding and thematization made with the data transferred to the text were submitted to the confirmation of the participants, and necessary corrections were made in line with the feedback. Again, to reveal the prevalence and frequency of the phenomena and concepts addressed in the data analysis process in individual experiences and interpretations, the frequency weights of the codes, categories, and themes were specified and digitized. However, data collection and analysis continued until the findings obtained during the data analysis process repeated themselves and reached saturation. Again, diversity was ensured as interviews were held with school principals representing different atmospheres and school environments.

Findings

The findings obtained in line with the interpretations and perceptions of the school principals about the phenomenon of entrepreneurship competencies were sized in line with the sub-themes of individual, organizational, relational, and commitment-self-confidence.

Individual Competencies

School principals expressed their views on personality structure, behavior, and motivation categories in the sub-theme of individual competencies as seen in Table 2.

Table 2. Opinions of School Principals on the Individual Competencies Sub-Theme

Sub-Theme	Category	Codes	Number of Participants
INDIVIDUAL COMPETENCIES	Personality Structure	Desire to create originality	3
		Versatility	1
		Courage	5
		Visionariness	5
		Observation	10
		Being open to innovation and change	6
		Self-sacrifice	3
		Enthusiasm for Research and Curiosity	6
	Behavior	Risk taking	25
		Being active and dynamic	4
		Not acting in a hurry	2
		Giving confidence	8
		Taking initiative/responsibility	12
	Motivation	Professional satisfaction and dedication	9
		Inspiration from events or situations	4
		Obtaining results/benefiting	17
		Inspiration from success stories	1
		Absence of success-failure anxiety	11
		Desire to learn	1

Personality Structure

Participating school principals expressed some personality traits that distinguish entrepreneurial school principals from others in terms of individual competencies. These features consist of the desire to create originality, versatility, courage, visionariness, observation, being open to innovation and change, self-sacrifice, and enthusiasm for research and curiosity.

P6, P24, P25 school principals stated that they want to present various initiatives that are unique and make a difference due to their personality traits, and they put forth all their capacities and strive to reveal this originality. At the same time, they stated that revealing originality may vary according to the needs of each school.

I like to do different things or I want to do something first, I want to present something original to others, I usually have such an intention, when I catch a project like this, I embrace it, I immediately try to show all my strengths about it, you know, I try to persuade the teachers on this subject. I'm trying to persuade them and I reach my goal, so let me tell you I love innovations. I want to have activities that have not been done in other schools, I think that I have made my teachers adopt this, so when I look at the projects that come to me, such original projects always come from the teachers (P6).

P15, one of the school principals, mentioned the importance of being versatile as a personality structure. He stated that being versatile and interested in different fields provides an advantage in school management.

School principals must think multi-dimensionally and their interests are multifaceted. Because if you are not versatile, you will not be interested in solar power plants, you will not be interested in wind turbines, you will not be interested in wind power plants (P15).

The school principals P7, P10, P20, P2, and P23 emphasized the importance of being courageous as a personality structure. School principals stated that it is necessary to have the courage to do things outside of the existing routine practices, to resist resistance and obstacles to achieve change, and to put forward new things. At the same time, they emphasized the importance of initiative-based courage to provide novelty and innovation to the institution.

...therefore, doing things outside the routine in the environment they are in, going out of the routine, of course, this is not an easy thing, it is something that requires courage. You cannot change the existing order very easily all the time, you know there is such a thing as resistance to change, you encounter such resistances. ...my favorite thing is that the successful officer's file would be big, and I risk a little punishment, frankly (P21).

School principals P6, P8, P9, P20, and P21 mentioned the importance of being forward-looking and predictable as a personality structure. They expressed their views on seeing and filling the existing gaps, taking action by anticipating future needs, evaluating the results of the steps to be taken and the innovations to be made, and weighing what can be experienced intuitively.

...and to be able to see the future... For example, I am thinking of renovating the schoolyard, thinking that I will use it more often after the pandemic period in the future, and for this, I can renew the schoolyard with whomever I contact, whether it is from our environment, municipalities, NGOs... I took care of it by using my personal bilateral relations, I took my word and I will do it (P20).

School principals P2, P3, P5, P10, P11, P13, P14, P15, P19, and P22 mentioned the importance of being an observer and making observations as a personality structure. School principals stated that they follow environmental and current developments and innovations in physical environments, visits, or online environments and that they adapt the information and innovations obtained as a result of this observation to the institution in terms of institutional initiative, development, and progress, and they are inspired. At the same time, they expressed their opinion that the existing resources, details, and environmental conditions that may lead to the initiative and constitute a source are observed and utilized by them.

First of all, I am a researcher, I like to travel, I follow the innovations in other schools, I am not jealous of them, on the contrary, I take what I can take as an example, I think about how I can reach further by looking at what they do... I usually establish good relationships, I love traveling and making observations, for example, I love going to different schools, I mean, it's not to be jealous or envious, I appreciate my friend because when you meet different people and see different ideas, your world of thought suddenly starts to color (P19).

School principals P3, P5, P11, P18, P20, and P23 emphasized the importance of being open to innovations and changes and taking pleasure in making innovations as a personality structure. School principals stated that they do not close themselves to the factors that bring innovation and change to the individual and the institution, that they follow these innovations and make use of these innovations within their own institutional framework. At the same time, they expressed their opinions about catching the innovations and changes required by the age and adding value to the institution in terms of innovation. Also, they said that entrepreneurial individuals face the challenges posed by changes in innovation and that they bring innovation to their institutions.

We need to be open to innovations, we shouldn't close ourselves, here I am, "Oh dear, what will happen, are we going to teach a new trick to an old dog? There is already a system, let's continue this system, if we bring it, we cannot tell the teachers." I do not believe in these; I would like to implement the innovations required by the age. (P18).

School principals P3, P4, and P9 emphasized the importance of being self-sacrificing and making concessions as a personality structure. School principals expressed the opinion that in many cases, they sacrifice for the success of their initiatives, compromising their families, jobs, and time.

When you are unsuccessful, one gets upset, but sacrifice is required to be successful. You sacrifice many things, that is, you spend extra time, you make an extra effort, sometimes you compromise your family because the school principal has to be successful, so when you are not, the attitude of your teachers or staff towards you also changes. But when you do successful work, you are appreciated, they say yes, this man can manage this process, but when it is the opposite, they say there is no good management style and this process pulls you down even more. It takes all the sacrifice to be successful. I make too many sacrifices (P9).

The school principals P14, P18, P20, P22, and P25 mentioned the importance of having research interest, curiosity, and enthusiasm as a personality structure. By using various platforms, school principals expressed their views on researching what is happening in the country and abroad, what kind of progress and developments have emerged, and ensuring progress and development about the institution, learning, and researching to solve problems. At the same time, they stated that they strive to learn new things and adapt them to their schools with the sense of curiosity that guides them.

I research what can be done about a school, what else I can do for this school; I research and read about all these ... what's wrong with staying with the same information? It is not "I can't figure it out; let me leave it because I cannot solve it". I definitely research and read that subject (P22).

Behavior

Participating school principals expressed some behavioral characteristics that distinguish entrepreneurial school principals from others in terms of individual competencies. These behaviors consist of taking risks, being active and dynamic, not acting in a hurry, giving confidence, and taking initiative and responsibility.

All of the school principals mentioned the importance of risk-taking as a behavior. School principals stated that it is necessary to take risks to reveal new things and make a difference, that they usually evaluate and grade the dimensions of risk when taking risks, and that they take reasonable and logical risks. At the same time, they stated that it is important to take risks, especially in matters that benefit students, teachers, and the school, produce, and ensure innovation and development and they sometimes take risks in areas where the legislation leaves gaps and on non-curricular or non-

legislative issues. However, they said that it is necessary to take risks to be successful, they also take risks based on debt, especially in monetary matters, that school principalship is a risk-based profession, and that it is necessary to take risks in innovation-oriented works even if the result is negative.

I can take risks, I'm not afraid to take risks, you know, about the results, "this will happen, that will happen", I'm not someone who thinks too much about the consequences and I'm very quick. ... for example, there is no foreign language in our curriculum, there is only a monotonous structure in which the pre-school teacher enters and leaves the class, he teaches the music lesson, the painting, the music, the play, the literacy preparation studies, and the drama while the teacher is alone. I took two initiatives about this. I tried to bring the logic of private schools to my school, for example, I believe that a foreign language can be learned at a young age, I went out of the curriculum because I think it can be learned by hearing and having fun. We brought an English teacher to the school. We told this to the parents. They supported us. The parent-teacher association paid the fee of families having financial difficulties. The English teacher attended the lessons of the children three times a week in their free time. My other friends saw this as a risk and said that we would get in trouble, but we resisted and we did it. By doing this, we ensured that children are raised in a many-minded way with English on the one side and practices like chess and coding on the other and also contributed to their cognitive development (P20).

The school principals P9, P13, P19, and P24 mentioned the importance of being active and dynamic in behavior. School principals emphasized that entrepreneurial behavior requires activeness and dynamism, and the importance of active participation in the process and taking roles and responsibilities in the process. At the same time, they stated that they are constantly trying to come up with something new and original, to innovate and produce, that they do not like stagnation, and that they maintain their dynamic structure to ensure development even under difficult conditions.

I am a person who is open to continuous improvement, so I do a lot of work. The personnel who work for me ask "where do you get these jobs from?" I always ask my assistant managers for suggestions, so I don't want a stagnant person around me, I want productive people around me. ... I want to mobilize; I also do not like to be idle because of myself (P13).

P19 and P25 from the school principals emphasized the importance of not acting in a hurry. School principals stated that they did not make quick decisions while taking initiatives that the processes and dimensions related to the initiative were evaluated in detail, and that the elements of this initiative were determined over time by acting in a planned manner. At the same time, they stated that they expected alternatives in risk-taking initiatives and did not act in a hurry.

We do not make sudden decisions; we research while making a decision. For instance, an arbor is going to be built; 'where to do it, how to do it, how many people, what's the budget', etc. We discuss all these matters maybe for 3 months and we receive many tenders. I am not a person who is in a hurry about these matters. But my lack of haste makes things easier for me to meet with more people and more stakeholders (P19).

P3, P4, P5, P13, P17, P19, P20, and P24 from school principals mentioned the importance of giving confidence as a behavior. The school principals stated that they made the teachers feel that they were sincere in their attempts, that they tried to convince the teachers by informing them about the initiative, and that their success in their previous school gave teachers confidence. At the same time, they stated that showing that the work to be done will be beneficial increases confidence, and reminding and knowing that the teacher will be supported constantly will cause the teacher to feel safe. However, they said that the fact that the determination to try to do something is seen by teachers and other stakeholders provides support to these stakeholders, and using a positive relationship style, honesty, and convincing language provides an advantage in terms of giving confidence. Again, some school principals stated that being transparent and making teachers feel that they do not have a hidden agenda increase the trust of the stakeholders.

When trust is felt, people begin to open these doors. But it's a process. If you have worked in a region close to people and they have seen your success, they say, "OK, they can do it here,

too”, and they support it. ...it's not arbitrary, you have to show the benefits of your work for the school and when you act in a way that gains trust several times in a row, your job becomes easier (P17).

The school principals P3, P4, P5, P7, P12, P15, P18, P19, P20, P22, P23, and P24 mentioned the importance of taking initiative and responsibility as behavior. School principals stated that due to the cumbersome structure of public schools, it is necessary to take the initiative and take the responsibility of the initiatives to the end. At the same time, they stated that taking responsibility and initiative to give confidence and encouragement to stakeholders, especially in situations where there is a risk, provides relief to stakeholders in terms of paving the way for initiatives and new ideas and providing support. However, they said that the initiatives and responsibilities taken bring risks, but that taking initiative and responsibility provides important contributions in terms of development and success and encourages the stakeholders. They also stated that there is an effort to maintain the status quo in a management style that does not take initiative and that this will block the way for innovations and developments. At the same time, they stated that various paradoxical situations arise in the functioning of the school and that it is necessary to take the initiative to overcome them.

As an education manager, I take this responsibility and do it and take this job to the end. First of all, the school principal is number one of the institutions, that is, all other stakeholders look at you. First of all, I give the image that if there is a risk here, I am responsible for it, I am the one who will bear this responsibility in case of any negativity and there is a relief for the teacher. In other words, it is necessary to relieve the lower part by taking responsibility. When the assistant principals are relieved, when they get rid of that reflex, they start to say "the principal has taken this responsibility, so let's take responsibility", then the ideas that you never thought of starting to come because when you say that people are relieved. You are responsible for everything. In that case, they come with different suggestions. But first of all, this is about taking full responsibility. (P12).

Motivation

Participating school principals expressed some motivational sources that distinguish entrepreneurial school principals from others in terms of individual competencies. These sources of motivation consist of professional satisfaction and dedication, being inspired by events and situations, getting results and benefits, being inspired by success stories, lack of failure anxiety, and a desire to learn.

The school principals P3, P12, P16, P18, P20, P21, P22, P23, and P25 mentioned the importance of professional satisfaction and dedication as motivation. School principals stated that they want to experience the pleasure of being professionally satisfied in their initiatives and products, that loving the profession is the driving force in terms of revealing certain things, that it provides internal motivation and pleasure, that believing in the work done ensures that the job is carried on with determination and that professional excitement is felt.

First of all, we love our profession. If we love our profession, you can already set some things in motion. In fact, the state does not do such a thing: "here is your reward" in the face of what you do. It's all about loving our job, our profession, it's about conscience, maybe this is very populist, but it really is, I love my job and I enjoy my job. I don't do these things so that someone can give me an award or say "well done" to me. I try to do some things because I am happy and I enjoy it (P18).

P2, P3, P12, P24 from school principals mentioned the importance of being inspired by events and situations as motivation. School principals stated that sometimes the various events and situations they experience lead to new initiatives and ideas for them, that they gain different perspectives thanks to these events and situations, and that some current situations lead individuals to new initiatives. At the same time, some school principals stated that they were impressed by some exemplary practices and impressions shaped around them and that they attempted new initiatives inspired by these exemplary practices.

Sometimes events can affect us, a child or a parent comes and says something, we realize that we do not have such a point of view, we have such a lack of entrepreneurship there, I say “yes, we forgot to do this; I think it would be better if we did”. (P3)

School principals P1, P3, P7, P10, P11, P12, P13, P14, P15, P16, P17, P19, P20, P21, P23, P24, and P25 mentioned the importance of obtaining results and benefits as motivation. School principals stated that changing something in students' lives, gaining some skills or revealing something, in other words, obtaining some benefits and results in terms of students, schools, and teachers gives them motivation. At the same time, they stated that they took some risks to achieve these targeted results and benefits while transforming ideas and suggestions into initiatives, the benefits of students, teachers and the results to be obtained were evaluated, and they took into account initiatives that could respond to needs and motivate people. However, they stated that knowing and feeling that they contributed to the results obtained as a result of the initiatives made them happy and that the realization of the goal of introducing new products motivated them. Again, they said that the positive feedback about the works produced as a result of the initiatives gave them strength. At the same time, they stated that material expectations are secondary to them and that obtaining spiritual pleasure and benefiting people provides more motivation for them.

When new products emerge, that means that entrepreneurship has achieved its goal. If we have realized our dreams, if we have realized our projects, it means that we have reached our goal in that regard. What motivates us is the happiness of our students and teachers; if our students and teachers are happy, if they want the job done, and if they will be happy as a result if they will be motivated to do that job, we do our best. We made a simple arbor with trees in the backyard. Everybody was happy. They have an environment where they can chat. I mean, what is important to me is the happiness of students and teachers; if our students and teachers are happy, if they are motivated, the changes we make about the school will follow. But if they are demotivated, they are not happy then we never start that business (P7).

P5, one of the school principals, emphasized the importance of being inspired by success stories as motivation. The school principal stated that he followed, influenced people, and was nurtured by people who had shown various successes and were successful in their field.

...other than that, for example, success stories in this field also affect me a lot. I always follow them. For example, businessmen with their own success or educators in other fields, I care about such success stories. I am also nurtured by these stories (P5).

P2, P9, P11, P12, P15, P16, P17, P18, P20, P23, P25 from school principals mentioned the importance of not having success or failure anxiety as motivation. School principals stated that the unsuccessful results of their attempts did not decrease their motivation and did not worry them, that unsuccessful results did not deter them from their determination about the initiatives, and that they took lessons from their failures and continued on their way with firmer steps. At the same time, they stated that failures provided them with various contributions in terms of learning about the process and while making new attempts and that failures facilitated the possibility of encountering fewer mistakes. However, they also stated that they do not have any anxiety about success, and in this sense, they are confident and comfortable.

Being unsuccessful does not bother me, we think and act for the benefit of the student, teacher, and parent. If an analysis is made about failure, results are evaluated, and the process is thought and planned carefully then I don't believe that one will fail... Can you act together and face negative results, yes you can, but we never give up on our work, thinking that we may fail (P11).

P25, one of the school principals, mentioned the importance of the desire to learn about motivation. The school principal stated that learning new things from the results of their various works and initiatives motivates him.

...and I always want to learn something as a source of motivation, I like to learn something new from everything I do, I am motivated by these (P25).

Organizational Competencies

School principals expressed their views on proactivity, attention-awareness, opportunity, and valuing categories in the organizational competencies sub-theme seen in Table 3.

Table 3. Opinions of School Principals on Organizational Competencies Sub-Theme

Sub-Theme	Category	Codes	Number of Participants
ORGANIZATIONAL COMPETENCIES	Proactivity	Creating change	4
		Improving the existing situation	6
	Attention-Awareness	Considering the institution and its environmental characteristics	6
		Noticing deficiencies	2
		Raising awareness for initiatives	3
		Sensitivity to realistic and applicable ideas	10
	Opportunity	Turning deficiencies and negativities into opportunities	6
		Utilizing opportunities and planning	13
		Creating opportunities	6
		Turning moments of crisis and conflicts into opportunities	4
		Capturing opportunities and innovations	10
	Valuing	Considering needs and demands	3
		Supporting a diversity of ideas and openness to ideas	10
		Supporting initiatives and encouragement	4

Proactivity

The participant school principals expressed some proactive features that distinguish entrepreneurial school principals from others in terms of organizational competencies. These features consist of creating change and improving the existing situation.

P2, P13, P15, P24 from the school principals mentioned the importance of proactively creating change in the organization. School principals stated that they wanted to make the presence of change felt in their school, they felt the need to create change, and they tried and took initiatives within the framework of creating change at school and adding innovation to the school.

I want things to be like; 'this principal came to this school, he changed things, there has been a change in this school, a nice positive wind blew in this school'. What I don't want to happen is that... You know our service period in this school is four years, maybe eight. After this period, I don't want people to say "we are glad that this man is gone, thank God he's gone" (P13).

School principals P4, P14, P15, P16, P21, and P23 referred to the importance of proactively improving the existing situation in the organization. School principals stated that in some cases they felt the need and took action to improve the existing situation, negativities, and deficiencies in the organization and to make it more efficient. At the same time, they stated that they do not have a stable personality structure and they have made various attempts to develop the organization and they have made efforts for the organization to go further. However, they stated that they felt happy when they compensated for the existing negativities and deficiencies and that the shortcomings in the organization disturbed and motivated them.

...for example, when I came to this school, I saw that there were some missing dimensions in this school, it was important for me to complete those dimensions. 'What could be better, how could people benefit from it?' All these are the factors that motivate me; I try to improve the existing situation and this motivates me (P16).

Attention-Awareness

Participating school principals expressed features related to attention or awareness that distinguish entrepreneurial school principals from others in terms of organizational competencies. These features consist of taking into account the characteristics of the institution and its environment, noticing the deficiencies, raising awareness for initiatives, and sensitivity to realistic and applicable ideas.

M1, M3, M7, M8, M9, and M11 of the school principals mentioned the importance of considering the institutional and environmental characteristics of the organization regarding attention and awareness. School principals stated that the pros and cons of the institution should be taken into account in the initiatives, and the initiatives and works to be done should be directed in this direction, the structure of the institution should be recognized and this structure should be acted upon.

Actually, it is necessary to consider the advantages and disadvantages of the institution, now when we look at the disadvantages of our institution, we have problems with buildings and that means we have to make a lot of effort as our way of appearing institutionally. I look at the academic or teacher dimension and I think that there are settled and experienced teacher groups and I feel that the confidence of students for teachers has increased (P9).

P8 and P9 of the school principals mentioned the importance of recognizing the deficiencies in the organization regarding attention and awareness. School principals stated that noticing the deficiencies and missing points in the institution provides them with an advantage, understanding, and vision.

I think I have a feature like this, I like to look at the empty half of the glass, while everyone else is looking at the full side. You see the deficiency when you look at the empty part, at that moment you are one step ahead to turn that process in your favor, so if you see that deficiency or take steps to eliminate that deficiency, it would be more accurate. That's my method (P9).

P12, P14, P17 from the school principals mentioned the importance of raising awareness to the initiatives in the organization about attention and awareness. School principals stated that they raise awareness of various qualities of the institution or initiative to receive the support of their social surroundings in various initiatives they take, they encouragingly develop awareness by using various methods in cases where support or use is low in various initiatives, and raise awareness among stakeholders by telling them different aspects, advantages, and benefits of initiatives.

I try to look at the event from different angles to overcome the obstacles related to initiatives. I express to my friends that the benefits of that event are for the future of the children (P14).

P5, P6, P9, P10, P13, P14, P18, P21, P22, P23 from school principals mentioned the importance of being sensitive to realistic and applicable ideas in the organization regarding attention and awareness. School principals stated that ideas came from various stakeholders from time to time, but that some ideas could not be implemented within the framework of the school's conditions and were not realistic or applicable. At the same time, they stated that they were not indifferent to ideas that could be made under the school's conditions and that were based on solid foundations, and that they evaluated these ideas. Also, they stated that they examined the ideas presented, and they carried out the practices and initiatives that could be made in line with the structure of the institution, that is, they filtered their ideas about their adaptation to the school, and they acted rationally and realistically about the initiatives.

The student representative came and said "we want to build a swimming pool in the garden of our school", this is a good idea, a creative idea but it is not something that can happen, it is an open-ended concept, financial means are very important here, it is an event that can be done within the framework of financial opportunities, we are trying to do it if there are financial opportunities. For example, one of our teachers saw a climbing wall abroad, but this is a horizontal climbing wall, it is a good thing for children's hand-arm coordination, and we have big walls in the garden of our school where the students can discharge their energy. We painted the walls with our students and teachers by placing climbing materials on the school

walls. We saw that one private school did this at their school. This creativity is something we can do, but of course, a swimming pool is unrealistic. So, we try to do what we can do (P18).

Opportunity

Participating school principals expressed characteristics related to the opportunity that distinguish entrepreneurial school principals from others in terms of organizational competencies. These features consist of turning deficiencies and negativities into opportunities, utilizing opportunities and planning, creating opportunities, turning crisis moments and conflicts into opportunities, and capturing opportunities and innovations.

M4, M8, M11, M17, M23, M25 from the school principals mentioned the importance of turning the deficiencies and negativities existing in the organization into opportunities. School principals stated that there are some deficiencies and negative aspects in their schools, but they turn these deficiencies into opportunities, they make evaluations about turning deficiencies and negativities into opportunities, and they strengthen the school by directing these negativities correctly. At the same time, they said that by correctly diagnosing the problems at school, they turned them into benefits in line with their professional competencies and highlighted their advantages. However, they stated that they have turned some of the processes and practices, which they see as disadvantages in terms of their schools, into an opportunity that contributes and adds value to the school and increases the prestige of the school over time.

...there were close to a hundred Syrian students at my previous school and inevitably, these students were a problem in many schools. We had a situation where we did not accept those who came during the first registration process, then we saw that these students would turn out to be an advantage for us. Then I put this issue on the agenda. During this process, we provided them with the opportunity to be educated with special teachers, we opened a summer course to use the opportunity. In the summer course, the shuttle transportation event was free, we took the students on trips using this transportation, and we also brought those students above a certain level. We opened courses through public education. In other words, Syrian students turned into an advantage instead of being a disadvantage for me, and in two Erasmus projects in the district, the subject was disadvantaged students and fifty-sixty foreign guests came to our school, they interacted with the students and teachers, we added such a value to our school. A good teacher was appointed to our school from another city saying "they are doing projects". We brought a good English teacher to the school, these are completely independent of each other, but they adapted to each other. Later on, there were aids and training sessions about Syrian students. They took the school principals and assistant principals to a camp in Antalya. Grants came, materials came, for example, I was helping other students at school from the materials received by Syrian students (P25).

School principals P1, P3, P6, P8, P10, P11, P13, P14, P17, P20, P21, P22, and P25 mentioned the importance of using opportunities and planning in the organization. School principals stated that when opportunities arise, the dimensions of the opportunities and the details of implementation should be evaluated and planned, their advantages or disadvantages are accounted for by them, especially their financial feasibility and practicality are evaluated, it is planned with whom these opportunities can be implemented, and they make a benefit-loss analysis.

First of all, we use the opportunities that come our way, we need to see if this is an opportunity or not, we make a preliminary study of it, what is the plus and what is the minus, what are the risks of it, we evaluate and activate the things that may appear as opportunities for us, in line with a plan at the point of reaching the target (P11).

School principals P1, P4, P10, P15, P20, and P21 mentioned the importance of creating opportunities in the organization. School principals stated that opportunities may not always arise and that sometimes opportunities should be created and revealed by school administrators, that many opportunities can be revealed if school principals act in unison with stakeholders, and that new

opportunities and beneficial initiatives can be revealed as a result of evaluating the characteristics of the institution and the environment.

... the first thing that caught my attention when I came here was the strength of the wind. I said, "I definitely need to build a wind turbine here". Since we are on the hill, the wind blows from all directions. Also, waves are seriously affecting. I immediately put forward our opportunities to produce electricity from waves, generate electricity from wind, and again we have a roof that sees the sun. We can equip the roof with solar energy (P15).

P8, P9, P17, P20 from school principals mentioned the importance of turning crisis moments and conflicts into opportunities in the organization regarding opportunity. School principals stated that sometimes in crisis or conflict situations, some negativities may arise in terms of organizational and human resources, but these can be turned into opportunities, sometimes positive results for the benefit of the institution may emerge from conflict environments, innovations can be brought to the organization and can provide an advantage.

In fact, I love crisis moments because now you are managing an institution, you need to utilize these situations where opportunities arise, in a situation where everyone loses their mood and needs motivation in those moments of crisis (P9).

Regarding opportunities, school principals P2, P6, P7, P10, P12, P15, P20, P21, P23, and P25 mentioned the importance of catching opportunities and innovations in the organization. School principals stated that it is important to catch the emerging opportunities in a timely manner, and that it is necessary to follow the innovations brought by the age and to keep up with the innovations for the development of the institution and to catch these innovations. However, they stated that various needs emerged over time and the importance of recognizing these needs to turn them into initiatives. At the same time, they said that they are open-eyed and alert to use the opportunities that will contribute to the school and that they utilize them as soon as they arise, as a result of the evaluation of environmental conditions, some developmental opportunities that will add value to the institution can be seen and these can be turned into a profitable and beneficial state. They also stated that having sufficient academic and professional capacity and following current paradigms and changes provide the infrastructure for school principals to see opportunities. At the same time, they stated that some opportunities were ignored or not noticed by other school principals, and they stated that they were careful about this issue and utilized chances and opportunities.

It is necessary to be alert, that is, we need to utilize an opportunity, if we are awake, it will be easier for us to use the opportunity, I would never miss an opportunity, I am awake, I wait for an opportunity, if the opportunity comes, we do not miss it, we immediately utilize it. We use every opportunity that will benefit our school and we try to reach our goal (P7).

Valuing

Participating school principals expressed characteristics related to valuing that distinguish entrepreneurial school principals from others in terms of organizational competencies. These features consist of considering needs and demands, supporting a diversity of ideas and openness to ideas, supporting and encouraging initiatives.

P10, P11, P16 from the school principals mentioned the importance of considering the needs and demands in the organization regarding valuation. School principals stated that the institutions and stakeholders they work with may have various needs and demands, and when these demands are directed in the right direction, unique initiatives emerge, and meeting these needs and demands motivates them.

We planned and took action on a library last year, we completed it, it's been a very beautiful and functional library, from the starting point of this, that is, the needs of the institution are clear, the needs and demands are clear, when we direct these demands in the right direction and as I said, when we encourage everyone to act together, very beautiful and original projects and results emerge. ...I don't want to call it a library, actually, because when we call

it a library, desk and shelf come to mind but we created a place we call the dream room, a place where there are no tables, where the students relax when they go, they are happy and yearn to go. These kinds of things are very nice to get results with guidance when the need arises. (P11).

P2, P5, P9, P12, P13, P17, P20, P21, P24, P25 from school principals emphasized the importance of supporting a diversity of ideas in the organization and being open to ideas regarding valuing. School principals stated that they encouraged teachers to express their ideas to reveal their ideas and creativity in various meetings held at the institution, they always consider ideas and diversity of ideas, they honor them because of their ideas to contribute to the school, and they evaluate these ideas in terms of institutional development. At the same time, they stated that as a result of the realization of these ideas, they achieved various successes and achieved successful results, that they made the teachers happy by realizing their dreams about the ideas they put forward, and that these people embraced that initiative and became integrated. Also, they said that they created a climate where the stakeholders could freely express their ideas, that they saw different voices as richness, that they explained the ideas that they could not implement to the teachers who had the idea in an appropriate language and by stating their reasons, and that their doors were always open to various ideas. They also stated that they took note of various ideas put forward, encouraged the teachers to express their opinions and that they had various units where students could convey their ideas and wishes to the school administration.

...that is, if you have an idea that you want to be implemented, please send it to us and bring it to us. In other words, once the person comes to my room and says whatever nonsense is said, I thank that person for trying to contribute to the school in the first place and I definitely talk about that idea. We build many things on their ideas (P12).

P3, P15, P18, P22 from school principals mentioned the importance of supporting and encouraging initiatives in the organization regarding valuing. School principals stated that they provided financial and moral support to the initiatives carried out by the teachers, that they gave this confidence to the teachers, that they made an effort to achieve success and that they encouraged the teachers in this sense and made them feel that the principals were behind the teachers. At the same time, they stated that they mobilized school opportunities for these initiatives and facilitated their initiatives, that they gave more importance to initiatives that could be especially beneficial for students and that could be institutional, and that they encouraged teachers to take responsibility in this regard.

When something creative comes from the teacher or student, I support all kinds of things in favor of the student until the end, that is, we are trying to create financial resources for him/her, the child says, "teacher, we will publish a magazine or we will do something" and I try to find that financial resource from the stakeholders while I am doing it, that is, one should not expect everything from the state, you cannot find everything from the state in economic terms, but we should not kill this creative feature of the student there, too. In the same way, if the teacher is doing work and it is about the student, we support it to the end (P22).

Relational Competencies

As seen in Table 4, school principals expressed their views on cooperation, persuasion-convincing, and communication categories in the relational competencies sub-theme.

Table 4. Opinions of School Principals on Relational Competencies Sub-Theme

Sub-Theme	Category	Codes	Number of Participants
RELATIONAL COMPETENCIES	Cooperation	Sharing risks	2
		Benefiting from the stakeholder power	13
		Giving responsibility	1
	Persuasion- Convincing	Mobilizing stakeholders	14
		Convincing	13

	Mobilizing environmental opportunities	16
	Motivating	9
Communication	Effective Communication-Interaction	10
	Relationship management	3

Cooperation

Participating school principals expressed cooperative features that distinguish entrepreneurial school principals from others in terms of relational competencies. These features consist of sharing risks, benefiting from stakeholder power, and giving responsibility.

P9 and P25 from school principals mentioned the importance of sharing risks regarding cooperation. School principals stated that sharing the risks and responsibilities that may arise in the initiatives to be made will reduce the risk related to the initiative, individuals take more responsibility, give more value to the work to be done, reduce the work and responsibilities of the manager, and increase the quality of the work and the probability of getting results.

In other words, sharing the risks, they say, let it not be misunderstood, but the best partnership is complicity, I see it like this: if you share the risk rather than the crime, you will contribute to the reduction of the risk because everyone in that group tries to do their best to avoid the risk or if you distribute the risk and responsibility, the burden on you will lighten a little more and the quality of your work will increase, and the risk will decrease (P9).

School principals P1, P4, P6, P7, P9, P10, P12, P13, P16, P19, P20, P21, and P25 mentioned the importance of utilizing stakeholder power regarding cooperation. School principals stated that they benefited from the talents and skills of the stakeholders and human resources in the school in various initiatives they would make, they created resources, they handled the initiatives through the relations of the stakeholders, and they included the stakeholders in the process and benefited from their support in cooperation. Besides, they stated that they received support in terms of intellectual power, especially from the teachers who came to the forefront with their entrepreneurial spirit in the institution. At the same time, they said that they mostly had difficulties in providing resources to enterprises, and therefore they financed these initiatives by taking advantage of the financial power of parents or other stakeholders, and they took various initiatives in this sense. They also stated that the talents of the stakeholders and the quality of the staff had an important effect on the realization of the goals set by the school principal, they achieved very good results by making use of the power of the stakeholders, and they especially benefited from the power of the teachers who tried to contribute to the institution.

For example, in 2015, we tried to organize a mind games class, we were having a little financial trouble, I learned that the husband of one of our teachers is quite wealthy and did charity work, and I said, "can we meet with your husband, here we are planning to hold a mind games class; would he support us?" She said "okay". We went and talked to him, he said, "Please design it in a project format, I'll examine it and present it to the board of directors. If they approve, we will make a mind games class for you immediately". We designed this initiative and presented it as a file, he liked it, he said "there is no need to examine the file. Your file is very good". He looked at the cost, it was around twenty-three thousand Turkish lira, he said, "Make the agreement, I'll pay for it". Our mind games class was prepared in two or three months, and our students have been doing free activities in our classrooms as a place where all kinds of mind games have been present for five years. Students benefit from the classroom. It has been a permanent work. (P7)

P12 from the school principals emphasized the importance of giving responsibility for cooperation. The school principal stated that he gave responsibility and authority to the stakeholders regarding the initiatives according to the nature of the work and that these people provided feedback and coordinated the results of these responsibilities.

There are friends I determined in the institution, they are sometimes assistant principals, sometimes teachers, sometimes servants, civil servants or parents, depending on the nature of

the job, there is a person responsible for that job, he/she has the authority and responsibility, provided that he/she informs me of the results. Others help him, but that job is under that person's responsibility. However, the person taking care of the work is someone from within the organization who is directly in contact with me and that person ensures coordination with me and other stakeholders (such as sponsor, worker, master) (P12).

Persuasion-Convincing

Participating school principals expressed persuasion and convincing characteristics that distinguish entrepreneurial school principals from others in terms of relational competencies. These features consist of mobilizing and persuading stakeholders, activating and motivating environmental opportunities.

School principals P1, P2, P4, P6, P8, P9, P12, P13, P15, P16, P20, P21, P24, and P25 mentioned the importance of mobilizing stakeholders regarding persuasion-convincing. School principals stated that they enabled teachers to be involved in the process by activating various initiatives to be made and that they enabled teachers to embrace this initiative by preparing the infrastructure for the initiative. At the same time, they stated that by giving confidence to the staff, they acted in a way that reveals that they would be successful together and that the teachers who voluntarily participated in the initiatives were included in the process and ensured that the process was carried out together. However, they said that it is not possible to be successful without involving the teachers in these initiatives and the process and that they make the teachers feel competent by distributing tasks to bring the initiative to life. They also stated that the teachers whose entrepreneurial aspect predominates in the school should be supported by the administration in a way that will reveal their potential and talents, and that the behavior of the staff, which has a stagnant structure, is activated by various initiatives. They stated that they spread the responsibility to a wide area by activating the school-parent unions, especially in financial matters, reducing the risk and making them feel valued. They also stated that the stakeholders who are involved in the process and take action feel happy, their self-confidence has increased, and they have confidence in themselves for new initiatives. However, some school principals stated that they guided the teachers in this process by activating them, that they used informal leader teachers, whom they considered as influence agents, to enable the stakeholders to take action, and that they spread the act of taking action through them throughout the institution. At the same time, some school principals stated that the stagnant behaviors of the teachers bothered them and said that they used various incentives to mobilize them. Again, some school principals stated that they aroused the curiosity of teachers towards initiatives through various meetings and briefings and that they mobilized them in this way.

... when you do a project at school, you include the teacher in it, you include the student, they do it, you only advertise it, you encourage them, you bring them together, in the colloquial, you 'wind them up', and they do the rest anyway (P3).

Is there anyone among the teachers who are entrepreneurs and who want to do something creative? Yes, there is. The important thing is that the administration attracts those people and works together, revealing their potential. The more people you can add to this process, the more positive things come out (P8).

School principals P1, P2, P6, P7, P10, P12, P13, P14, P17, P19, P21, P23, and P25 mentioned the importance of persuading the stakeholders regarding persuasion and convincing. School principals stated that they made teachers accept themselves by using communication and innovative ideas, and they also convinced the stakeholders by explaining the benefits and results of the initiatives to be made and by showing various examples that have been implemented. At the same time, school principals stated that nothing can be done by imposing on stakeholders and that initiatives should be adopted and volunteerism should be ensured. Moreover, they said that the resisters were made adopt the idea by explaining the features and benefits of the initiative practice and empathizing with that person, sometimes they persuaded other teachers by using the teachers who believed in these initiatives, and they tried the way of persuasion by sharing various data and information or making various exchanges. Again, school principals stated that the initiatives to be made should be convincing and that teachers

can convince their stakeholders (students and parents), especially if teachers are persuaded and convinced. At the same time, they stated that the purpose of convincing the parents should be explained well to facilitate the parents to provide financial support to the initiatives and that the parents can be persuaded after concrete sharing about the initiative is made. Some school principals, on the other hand, stated that they tried the way of persuasion by involving the stakeholders and making them experience the necessity of the initiative and that the administrator should also believe in these initiatives.

Entrepreneurship is not something you can plan and do on your own, you are in a public space, it affects many people, you need to get support from them, you should be convincing, you should be able to persuade people, your communication should be strong, I think I have these (P10).

...I try to persuade by talking and explaining, maybe by including them in the work, by making people believe why this is necessary (P2).

P4, P5, P7, P8, P10, P11, P13, P14, P15, P17, P19, P20, P21, P22, P23, and P25 from school principals mentioned the importance of activating environmental opportunities regarding persuasion. School principals stated that the opportunities of the environment can be benefited by making various visits and sharing and using personal relations, especially in initiatives that require financial resources. At the same time, they indicated that they received support from public institutions and organizations such as various foundations, charitable organizations, NGOs, private workplaces, factories, philanthropists, influential people, opinion leaders and municipalities, and local opportunities for these initiatives, they found sponsors for these initiatives, and they guided their teacher and parent connections to support the initiatives. However, they said that they had difficulties in financing these initiatives from time to time and that they used environmental variables and support in such cases.

You can activate the opportunities in the environment. For example, our parents can be shopkeepers, when there is a work that requires something financial, support can be obtained by making visits as much as possible, explaining the situation and sharing with them; such works are carried out in this way. I try to use the environment to procure resources, I activate private channels and personal relationships, I try to do it through the relationships with my teacher friends, I try to find support by using different options such as institution visits, workplace visits, or by having illustrated visuals of them prepared and by promoting with similar things (P5).

We establish more local contacts with opinion leaders or non-governmental organizations in the region, we invite them to our school or we contact them, or if there are elected people, headmen, or political representatives, we contact them to direct resources to the school. We contact them for translation. We have such communications; in this way, we try to have conversations with benevolent people who have the circle or financial means to be more sensitive to the school. We meet them, we both make ourselves understood and we make them understand here. We have such initiatives (P23).

School principals P2, P3, P5, P9, P12, P13, P15, P17, and P19 mentioned the importance of motivating stakeholders regarding persuasion and convincing. School principals stated that they took into account, rewarded, and encouraged their interests and needs to activate their personnel regarding the initiatives, they gave morale to the personnel in adverse situations and stated to the personnel that the negativities experienced were seen as a development process for the institution. At the same time, they stated that a rewarding or honoring behavior from higher authorities or school administration motivated teachers significantly, and they used various motivational tools (such as notes, documents, certificates of appreciation) to motivate teachers and students who take part in various initiatives or projects. Also, they said that activating by providing motivation and directing them to initiatives and productivity are the basic characteristics of Turkish people and that these moral elements should be transferred to students and teachers, and that they use incentives and motivational elements that will make people want "I can do it too".

Morale forms the basis of the productivity of Turkish people. Do we have morale? Then we can do it. You know, as they say, when we're in a good mood, we do the hard, but the

impossible takes some time. We, Turkish people, are like this. In this sense, the only thing we will pay attention to is to keep morale within us and transfer it to teachers and students. At the point of everyone's own potential, there is "I can do this", then there is such an activity, and we reward them in a way that arouses desire by making them say "I will participate in it" (P15).

Communication

Participating school principals expressed communication-related features that distinguish entrepreneurial school principals from others in terms of relational competencies. These features consist of effective communication, forming an interaction, and relationship management.

School principals P3, P4, P5, P12, P13, P16, P18, P20, P22, and P24 mentioned the importance of effective communication and forming an interaction with stakeholders regarding communication. School principals stated that they shared their initiatives and ideas with the teachers and that they got their opinions about this initiative idea, and thus they interacted with them. At the same time, they stated that they use the language of communication to persuade teachers for various initiatives, they organize various activities (such as excursions, breakfast organization) to strengthen their communication with stakeholders, and they make various plans to strengthen communication with stakeholders throughout the year. Also, they stated that they financed various initiatives and activities by communicating effectively with environmental stakeholders and even realized initiatives that require great costs through donations using bilateral relations. Again, by emphasizing the importance of communicating effectively with the stakeholders and managing the communication language well, they stated that the managers who cannot use the communication language well will not be able to find support for their initiatives and they will not be able to benefit from the stakeholders.

...these workshops etc. For example, these are investments that emerge with millions; each of these workshops that we have created at my school was made through donations. Of course, our school also contributed but mostly they were carried out through donors, we handled this through our bilateral dialogues. Our stakeholders are our parents, our students, our teachers, the residents of the neighborhood, the prominent tradesmen of the neighborhood, and NGOs. We are always together with them, no matter who comes, I always show a smiling face for once, my language of communication is very good, in my opinion, the biggest capital of the administrators in schools is communication. If you cannot establish this communication language, you cannot benefit from any of these riches or these stakeholders. Some people do these things in our community and they can't benefit from their stakeholders in any way, so I care a lot about the relations with our stakeholders because a project that seems impossible will be realized and if you use bad communication language then an easy project cannot be run. That is why one should use communication well in the relations with the stakeholders (P13).

...we keep the communication strong while we are overcoming these, for example, there is a job, we are looking for sponsorship and we offer it to our parents or we spread it to the general public, we say that we will build a library, for example, we keep the communication strong without bringing to mind the worry of "are they pocketing the money?" so that parents do not have to worry (P24).

P4, P5, and P18 school principals mentioned the importance of relationship management regarding communication. School principals stated that they create large-scale resources for their schools due to good management of their relations with the stakeholders, that they establish warm and sincere relations, especially with the parents so that they can direct their parents' opportunities to the school and seize opportunities by using their relations.

For example, let me give an example from my school in physical terms. A parent of a student gave our school a generator that would cost us a very serious amount. We could not buy it by our own means. How did this happen? Because we generally have good relations with the

parents, the work we do is in the right direction, and we respond to the expectations of the parents, we have created a warm and friendly atmosphere with the parents. I know that almost many parents help the school as much as they can. Here is another parent who pays our monthly cleaning expenses, we give a list, for example, that parent pays for what is needed. Another parent does our paint and whitewashing work, I can give many examples like this, this is due to our dialogues with parents and managing relationships well (P18).

...human relations are important. While I was utilizing opportunities, I mostly used these relationships of mine (P4).

Commitment-Self Confidence Competencies

As seen in Table 5, school principals expressed their opinions on the categories of self-confidence and determination in the sub-theme of commitment-confidence competencies.

Table 5. Opinions of School Principals on the Sub-Theme of Commitment-Self Confidence Competencies

Sub-Theme	Category	Codes	Number of Participants
COMMITMENT-SELF CONFIDENCE COMPETENCIES	Self-Confidence	Being competitive and the best	2
		Self-confidence	1
	Determination	Being idealistic and making dreams come true	4
		Being patient	2
		Perseverance and not giving up	15

Self Confidence

Participating school principals expressed self-confidence characteristics that distinguish entrepreneurial school principals from others in terms of commitment-self-confidence competencies. These traits consist of being competitive and the best, and self-confidence.

P2 and P20 from school principals emphasized the importance of being competitive and the best concerning self-confidence. School principals stated that they have a competitive nature and they want to be the best among the institutions they compete, and this situation leads them to take initiatives.

When I'm doing a project at school, I always tell my teachers, "Let's do something and it is the best in the district", that is, according to the conditions of this district, according to the local conditions, not according to the conditions of the districts of Kadıköy or Beşiktaş. I say let's do the best, let's be the best. I set a goal, for example, did we build a library? It should be the best in the district (P2).

P9, one of the school principals, mentioned the importance of having self-confidence and believing in oneself. The school principal stated that in line with the principal's self-knowledge of what kind of initiatives he/she will succeed in or not, he/she feels confident in achieving these initiatives and that sometimes the results of the work done are not predictable, so the principal should be self-confident and determined.

First of all, self-confidence is very important in entrepreneurship, there are things about knowing what you can do and what you can't do when you believe in yourself, there are also things about knowing yourself. Even if I don't say completely, it is mostly about self-confidence. Because sometimes you don't know; what happens when I do this, what happens when I don't. But being confident and determined in what you do means taking risks and overcoming them (P9).

Determination

Participating school principals expressed the characteristics of determination that distinguish entrepreneurial school principals from others in terms of commitment-self-confidence competencies. These features consist of being idealistic and realizing dreams, being patient, persevering, and not giving up.

P4, P7, P8, and P13 from the school principals mentioned the importance of being idealistic and realizing dreams regarding determination. School principals stated that they have idealistic characteristics and this situation prompts them to take initiatives, that they feel obliged to make attempts to realize their ideals, that daydreaming feeds the entrepreneurial spirit and makes people take action.

First of all, the fact that I am an idealist triggers my entrepreneurial spirit, I believe that something needs to be done and I feel obligated to do things when circumstances allow (P8).

P10 and P21 from school principals emphasized the importance of being patient concerning determination. School principals stated that they put a lot of effort and struggle in various situations, so they showed patience and were successful. At the same time, they stated that various obstacles and habits may arise in these entrepreneurial processes and that it is absolutely necessary to be patient to overcome them and achieve something.

...you need to be patient to do something in public order, there is such resistance in both the procedure and people that prevent you. They don't give up their habits (P10).

School principals P1, P3, P4, P5, P6, P7, P9, P12, P13, P15, P17, P19, P20, P22, and P23 mentioned the importance of perseverance and not giving up on determination. School principals stated that it is necessary to be determined and persevering before starting the initiatives to be made, maintain the enthusiasm for the initiative in the face of emerging obstacles, sometimes their initiatives may be left half-finished even though they strive to find resources but they do not lose their perseverance, and it is important to be self-confident and reveal determination. At the same time, maintaining the determination towards the initiatives means taking the risks it will bring, they do not give up on the initiatives they want to do, the initiatives always occupy their minds, they seek environmental support to bring that determination and initiative to life, if they cannot find it, they have to spend their own resources and strive to realize that initiative. However, they said that they took the risk of failure, pushed the conditions until the end, and did not take a step back and that the risk of failure could not prevent them from taking initiative. Again, when they failed, they revised themselves and their initiatives and stated that they did not give up until they succeeded in that initiative, they did not give up easily, they looked for an opportunity to implement it, and they mobilized all environmental support points that would offer support. At the same time, they stated that sometimes they struggled for months, but still they did not compromise their determination to achieve success, and this brought success. They also said that their adoption of initiatives is important in this determination, and if it is an initiative that emerges as an opportunity or as a difference, this situation reinforces their motivation even more.

For example, when I first came, I had a goal to build a multi-purpose hall and conference hall, but it required serious cost, we applied to many places many times, from the municipality to the chamber of commerce, but we could not implement it, and now it is dragging, that is, this is about the lack of resources. This is especially important in things that require certain resources. Even so, I do not put these attempts completely on the shelf, I use his opportunity and it is always on my mind (P1).

There are definitely obstacles, but it is necessary to maintain the excitement here, there is definitely that excitement in the entrepreneurial spirit, it is necessary to maintain the excitement, not to be demoralized, and it is necessary to always be persistent (P23).

Conclusion and Discussion

An examination of the qualitative findings of the entrepreneurship competencies obtained as a result of the interviews with the school principals consisting of semi-structured questions reveals that these competencies consist of individual competencies, organizational competencies, relational competencies, and commitment-self-confidence competencies.

The study determined that the individual competencies dimension consisted of personality structure, behavior, and motivation categories. From these categories, personality structure includes the desire to create originality, versatility, courage, foresight, observation, openness to innovation and change, self-sacrifice, enthusiasm for research, and curiosity. The behavior category includes taking risks, being active and dynamic, not acting in a hurry, giving confidence, taking initiative and responsibility. The motivation category includes professional satisfaction and dedication, being inspired by events and situations, obtaining results-benefit, being inspired by success stories, lack of success-failure anxiety, and the desire to learn.

The study determined that the organizational competencies dimension consisted of proactivity, attention-awareness, opportunity, and valuing categories. From these categories, proactivity includes creating change and improving the existing situation. The attention-awareness category includes taking into account the characteristics of the institution and its environment, noticing the deficiencies, raising awareness for initiatives, and sensitivity to realistic and applicable ideas. The opportunity category includes turning deficiencies and negativities into opportunities, utilizing and planning opportunities, creating opportunities, turning crisis moments and conflicts into opportunities, and capturing opportunities and innovations. The valuation category includes taking into account needs and demands, supporting a diversity of ideas and openness to ideas, and supporting and encouraging initiatives.

The study determined that the relational competencies dimension consists of cooperation, persuasion-convincing, and communication categories. From these categories, cooperation includes sharing risks, benefiting from stakeholder power, and giving responsibility. The persuasion-convincing category involves mobilizing and persuading stakeholders and activating and motivating environmental opportunities. The communication category includes effective communication-interaction and relationship management.

The study concluded that the commitment-self-confidence competencies dimension consists of self-confidence and determination categories. From these categories, self-confidence includes self-confidence, being competitive, and being the best. The determination category includes being idealistic and realizing dreams, being patient, persevering, and not giving up.

The desire of entrepreneurial individuals to create originality and their habits of introducing new products, inventions, and originalities constitute a historical and literary reality (Schumpeter, 2011). At the same time, this competence area includes the willingness to take risks and create opportunities for development (Blake and Mestry, 2013). In this context, as stated by Bygrave (1992), Hitt, Ireland, Camp and Sexton (2002), Shane and Venkataraman (2000), Mazzarol and Reboud (2017), which support the results of the research, entrepreneurial individuals can take new initiatives to perceive opportunities and use these opportunities and, as Gibb (1998) and Tolentino (1998) have noted, the skill to recognize and analyze opportunities.

Entrepreneurial competence is reflected in the research results and also includes taking risks at a significant level (Chen, Greene, and Crick, 1998; Man, Lau, and Chan, 2002). In this sense, taking a determined stance, taking initiative and risk in environments with uncertainty bring entrepreneurial individuals to the fore (Pahuja and Sanjeev, 2015; Bacigalupo, Kampylis, Punie, and Brande, 2016). At the same time, motivation, creativity, initiative, and risk-taking, setting challenging goals, self-confidence, originality (as cited in Onstenk, 2003) are among the entrepreneurial personality traits stated by Kuip (1998) and the skills and behaviors of using the power of communication, persuasion, cooperation and establishing connections, which are the competencies of the research, are the entrepreneurial personality traits revealed by Gibb (1998) and Tolentino (1998) which also show closeness with the findings of the research and support the results.

Moreover, in line with the findings obtained in connection with the literature, entrepreneur individuals have the characteristics such as being foresight, establishing good relations and networking, determination, self-confidence, commitment to the initiative, high need for success, taking reasonably calculated risks, taking responsibility, absence of failure anxiety, and openness to new ideas (McClelland, 1961; Zimmerer and Scarborough, 1996; Dornelas, 2008; Minello, Scherer and Alves, 2014; Bhatt, 2016). These universal entrepreneurial characteristics also play a role in the entrepreneurial structure of school principals, who are the leaders of school functioning, as seen in the findings (Syapriyuda and Santosa, 2020).

As Kuratko and Hodgetts (1998) stated, the commitment, determination, and perseverance behaviors of entrepreneurial individuals constitute an important infrastructure for individuals. Thus, the individual's struggle to cope with difficulties, the awareness of maintaining and continuing, and the determination to achieve success facilitate the implementation of initiatives. At the same time, according to Kuratko and Hodgetts (1998), entrepreneurial individuals have internal control and motivation to take responsibility for their initiatives, they also tolerate failure and have the courage and high energy to perform successfully in the struggle against uncertainty. The findings obtained in this context support the thoughts of Kuratko and Hodgetts (1998).

At the same time, entrepreneurs manage and innovate well in the process of creating new things, and they strive to create value and contribute (Drucker, 1985). In this context, in school processes, administrators try to create value by activating innovation processes, and thus they implement entrepreneurship processes in the school environment (Gupta, MacMillan, and Surie, 2004). In this respect, school principals have an important field of practice in terms of exhibiting entrepreneurial characteristics and competencies. At the same time, organizations of leaders who exhibit entrepreneurial qualities gain a sustainable competitive advantage (Dollinger, 2008). The fact that entrepreneurship finds an infrastructure in educational organization processes is reflected in the structural competencies of school principals as seen in the research findings.

Giving confidence to stakeholders in organizational processes is an important factor of persuasion in mobilizing them for entrepreneurship and benefiting from stakeholder power (Mickiewicz and Rebmann, 2020). At the same time, not only giving confidence but also having self-confidence and self-efficacy are important components of entrepreneurial individuals and this plays a facilitating role for the individual in terms of taking action and providing motivation (Bandura, 1997). In this context, it is seen that entrepreneurial individuals have the potential of multi-faceted individuals, which is also determined in the research findings.

Entrepreneurial individuals also can perceive and see opportunities where others see chaos and crisis in their potential (Kuratko and Hodgetts, 2004). In this context, as determined in the findings, the fact that they have the ability to observe in terms of turning existing crises and negativities into opportunities emerges. Also, the motivation to provide change, the need for change, and the leadership style that exhibits innovation give individuals the spirit of being an entrepreneur (Fernandez, Cho, and Perry, 2010; Wiesenfeld, Reyt, Brockner, and Trope, 2017). An entrepreneurial leadership style oriented towards this also provides convenience in ensuring the commitment of stakeholders to their entrepreneurial vision and in mobilizing them (Gupta et al., 2004). At the same time, entrepreneurial leaders, as Slater and Doig (1988) stated and as supported by research findings, have the competence of persuading individuals who hinder initiatives and providing stakeholder support.

Entrepreneurial competence creates a desire for spontaneous action in individuals and makes them feel the responsibility of taking initiative, thus directing them to initiatives with the need to exhibit proactive behavior (Jong and Wennekers, 2008). This orientation brings with it perseverance and determination, being motivated, originality, energy, the desire to be the best, and learning from failures (Zimmerer and Scarborough, 2001). However, as Bosma, Hessels, Schutjens, Praag, and Verheul (2012) stated, individuals who want to be entrepreneurs are influenced by various entrepreneurial role models and receive inspiration and motivation. Again, as stated by Davey, Hannon, and Penaluna (2016), risk and failure avoidance hinder entrepreneurial orientation. In this context, it is possible to indicate that entrepreneurial competence, which supports the research

findings, follows a line towards being courageous and their spirit worlds are flexible and comfortable in the anxiety of success.

School principals, who are responsible for the development of the school and activate their visions and various practices to ensure development (Moore, George, and Halpin, 2002), mobilize the stakeholders in the school to realize their entrepreneurial goals and dreams, seek opportunities to realize these dreams and visions, and in this context, strive to provide commitment and support to receive commitment and support to their initiatives (Yemini, Addi-Racah, and Katarivas, 2014). In this respect, as a reality that is parallel to the research findings and in terms of their entrepreneurial orientation, school principals manage school processes in a perception and thinking structure that is creative, problem-solving, success-oriented, managing relationships and connections, accepting risks, responsible, motivated, and that can use opportunities. (Alfirevic, Vican, Pavicic, and Petkovic, 2018).

Considering various studies and opinions, the following examples reveal that many researchers stated the following views that support the basic findings of this study. For example, studies by Syapriyuda and Santosa (2020) and Mükmin, Akib, Samad, Cahaya, and Kamaluddin (2020) reveal that school principals have entrepreneurial competencies such as making innovations, increasing success, a powerful motivation, overcoming obstacles, and having an entrepreneurial instinct. Pihie, Asimiran, and Bagheri (2014) found that there is an important link between the entrepreneurial orientation and innovative behavior of school leaders. Yemini et al. (2014) found that financial constraints and difficulties do not discourage entrepreneurial school principals from their initiatives and visions. Esfahani and Pour (2013) stated that school principals consider elements such as utilitarianism, creativity, risk-taking, and uncertainty tolerance as entrepreneurial characteristics. Ayub and Othman (2013) and Dahiru, Pihie, Basri, and Hassan (2017) stated that entrepreneurial leadership and management style contributed to the creation of effective schools. Alfirevic et al. (2018) found that perceptions of personal happiness and social contribution affect school principals' entrepreneurial orientation. Wibowo and Saptono (2018) stated that entrepreneurial school leadership supports teacher creativity and innovation. Köybaşı and Dönmez (2017b) stated that entrepreneurial school leaders have high self-efficacy beliefs and organizational commitment levels. Çelik and Titrek (2013) stated that the entrepreneurial orientation of school administrators is more prominent in terms of internal locus of control, innovation, and need for success. İşcan and Kaygın (2011) and Çelik (2013) found that entrepreneurial tendencies consist of self-confidence, innovation, need for achievement, and internal locus of control, risk-taking, and tolerance for uncertainty.

A comprehensive evaluation of the common assumptions of all these studies and the findings obtained in the study reveals that the competencies absorbed in the entrepreneurial individual structure consist of distinctive qualities such as more self-confidence, determination, achieving results and success, motivation and internal control, innovation, courage, and risk-taking, and flexibility against uncertainties. Considering the effect of these distinctive qualities in providing change and innovation in school organizations and their role in increasing efficiency in educational processes, it is recommended to consider these competencies in the selection of school leaders and their performance criteria.

References

- Alfirevic, N., Vican, D., Pavicic, C., & Petkovic, S. (2018). Entrepreneurial Orientation of School Principals and Principalship in Croatia and Bosnia & Herzegovina: Psychological, Educational and Social Perspectives. *Rev. soc. polit.*, 25 (1), 85-97. Doi: 10.3935/rsp.v25i1.1461
- Ayub, D., & Othman, N. (2013). Entrepreneurship Management Practices in Creating Effective Schools. *Asian Social Science*, 9 (12), 69-78.
- Azim, M. T., & Al-Kahtani A. H. (2015). Designing entrepreneurship education and training program: In search of a model. *Journal of Economics and Sustainable Development*, 6(22), 112–127.
- Bacigalupo, M., Kamyliis, P., Punie, Y., & Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publication Office of the European Union.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York, NY: W.H. Freeman and Company.
- Behave, M. P. (1994). A Process Model of Entrepreneurial Venture Creation. *Journal of Business Venturing*, (1), 223-242. Doi: 10.1016/0883-9026(94)90031-0

- Bhatt, A. K. (2016). *Innovation and Entrepreneurship*. New Delhi: Laxmi Publications.
- Blake, B. S. (2008). *The Principal as Entrepreneur in The Management of Schools* (Minor-Dissertation). University of Johannesburg, Faculty of Education, South Africa.
- Blake, B., & Mestry, R. (2013). The changing dimensions of the finances on urban schools: An entrepreneurial approach for principals. *Education as Change*, 18(1), 163–178. Doi:10.1080/16823206.2013.847017
- Blundel, R., & Lockett, N. (2011). *Exploring Entrepreneurship: Practices and Perspectives*. Oxford: Oxford University Press.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. London: Pearson Education.
- Bosma, N., Hessels, J., Schutjens, V., Praag, M., & Verheul, I. (2012). Entrepreneurship and Role Models. *Journal of Economic Psychology*, 33(2), 410–424. Doi: 10.1016/j.joe.2011.03.004
- Brinkmann, S. (2014). Unstructured and Semi-Structured Interviewing. In P. Leavy (Eds.). *The Oxford Handbook of Qualitative Research* (pp. 277-300). New York: Oxford University Press.
- Bygrave, W. D., & Hofer, C. W. (1992). Theorizing about Entrepreneurship. *Entrepreneurship Theory and Practice*, 16(2), 13–22. Doi: 10.1177/104225879201600203
- Cambridge Dictionary (2021, 14 October). What is qualification. Obtained From: <https://dictionary.cambridge.org/tr/s%C3%B6zl%C3%BCk/ingilizce/qualification>
- Chen, C. C., Greene, P. G., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing*, 13(4), 295–316. Doi: 10.1016/S0883-9026(97)00029-3
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York: Routledge Taylor & Francis Group.
- Cooney, T. M. (2012). *Entrepreneurship Skills for Growth-Orientated Businesses*. Report for the Workshop on Skills Development for SMEs and Entrepreneurship. Copenhagen, 28 November 2012.
- Creswell, L. (2013). *Nitel Araştırma Yöntemleri* (Çev. M. Bütün ve S. B. Demir). Ankara: Siyasal Yayın Dağıtım.
- Çelik, M. (2013). *The relationship between primary school principals' transformational leadership and entrepreneurship skills according to teachers' perceptions: the sample of Bağcılar and Bakırköy districts* (Master Thesis), Sakarya University, Institute of Educational Sciences, Sakarya.
- Çelik, M. ve Titrek, O. (2013). *İlkokul Yöneticilerinin Dönüşümcü Liderlik ve Girişimcilik Becerileri Arasındaki İlişki (Bağcılar ve Bakırköy İlçeleri Örneği)*. VI. Ulusal Lisansüstü Eğitim Sempozyumu Bildiriler Kitabı. Sakarya: Sakarya Üniversitesi Yayınları.
- Dahiru, A. S., Pihie, Z. A. L., Basri, R., & Hassan, S. A. (2017). Mediating Effect of Teacher Empowerment Between Entrepreneurial Leadership and School Effectiveness. *The Social Sciences*, 12(11), 2077-2084. Doi: 10.36478/sscience.2017.2077.2084
- Davey, T., Hannon, P., & Penaluna, A. (2016). Entrepreneurship education and the role of universities in entrepreneurship: Introduction to the special issue. *Industry and Higher Education*, 30(3) 171–182. Doi: 10.1177/0950422216656699
- Dess, G., & Lumpkin, G. (2005). The Role of Entrepreneurial Orientation in Stimulating Effective Corporate Entrepreneurship. *Academy of Management Executive*, 19(1), 147-156. Doi: 10.5465/AME.2005.15841975
- Dollinger, M. J. (2008). *Entrepreneurship: Strategies and Resources*. Illinois: Marsh Publications.
- Dornelas, J. C. A. (2008). *Entrepreneurship: turning ideas into business*. Rio de Janeiro: Elsevier.
- Drucker, P. F. (1985). *Innovation and Entrepreneurship: Practice and Principles*. University of Illinois at Urbana-Champaign's Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship. Available at SSRN: <https://ssrn.com/abstract=1496169>.
- Esfahani, A. N., & Pour, M. S. (2013). Effects of Entrepreneurial Characteristic of Public and Private Tehran School Principals on Evaluation of Innovativeness. *Procedia - Social and Behavioral Sciences*, (93), 1736–1743.
- Fernald, L., Solomon, G.T., & Tarabishy, A. (2005). A new paradigm: entrepreneurial leadership. *Southern Business Review*, 30(2), 1–10.
- Fernandez, S., Cho, Y. J., & Perry, J. L. (2010). Exploring the link between integrated leadership and public sector performance. *The Leadership Quarterly*, 21(2), 308–323. Doi: 10.1016/j.leaqua.2010.01.009
- Field, P. A., & Morse, J. M. (1989). *Nursing Research: The Application of Qualitative Methods*. London: Chapman and Hall.

- Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Frank, A. I. (2007). Entrepreneurship and enterprise skills: A missing element of planning education? *Planning Practice & Research*, 22(4), 635-648. Doi: 10.1080/02697450701770142
- Gibb, A. (1998). *Entrepreneurial Core Capacities, Competitiveness and Management Development in the 21st Century*. Durham: DUBS.
- Gupta, V., MacMillan, I. C., & Surie, G. (2004). Entrepreneurial Leadership: Developing and Measuring A Cross-Cultural Construct. *Journal of Business Venturing*, 19(2), 241-260. Doi: 10.1016/S0883-9026(03)00040-5
- Hisrich, R. D., & Peters, M. P. (2002). *Entrepreneurship*. Boston: McGrawHill/Irwin.
- Hitt, M., Ireland, R.D., Camp, S.M., & Sexton, D. (2002). *Strategic Entrepreneurship: Creating a New Mindset*. Cornwall: Blackwell Publishers.
- İşcan, Ö. F., & Kaygın, E. (2011). Üniversite Öğrencilerinin Girişimcilik Eğilimlerini Belirlemeye Yönelik Bir Araştırma. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15(2), 443-462.
- Jasper, M. A. (1994). Issues İn Phenomenology For Researchers Of Nursing. *Journal of Advanced Nursing*, (19), 309- 314. Doi: 10.1111/j.1365-2648.1994.tb01085.x
- Jong, J., & Wennekers, S. (2008). *Intrapreneurship: Conceptualizing entrepreneurial employee behaviour*. Zoetermeer: Scientific Analysis of Entrepreneurship and Smes.
- Kerr, S. P., Kerr, W. R., & Xu, T. (2017). *Personality Traits of Entrepreneurs: A Review of Recent Literature*. Harvard Business School, Working Paper 18-047.
- Kirkley, W. W. (2017). Cultivating entrepreneurial behaviour: entrepreneurship education in secondary schools. *Asia Pacific Journal of Innovation and Entrepreneurship*, 11(1), 17-37. Doi: 10.1108/APJIE-04-2017-018
- Kirzner, I. (1997). Entrepreneurial Discovery and The Competitive Market Process: An Austrian Approach. *Journal Of Economic Literature*, 35(1), 60–85.
- Knight, G. A. (2001). Entrepreneurship and Strategy in The İnternational SME. *Journal of International Management*, 7(3), 155-171. Doi: 10.1016/S1075-4253(01)00042-4
- Köybaşı, F., & Dönmez, B. (2017). Okul Yöneticilerinin Girişimcilik, Öz-Yeterlik ve Örgütsel Bağlılık Algılarının Analizi. *Kuram ve Uygulamada Eğitim Yönetimi*, 23(2), 249-280. Doi: 10.14527/kuey.2017.009
- Kuratko, D., & Hodgetts, R. (1998). *Entrepreneurship: A contemporary approach*. Sydney: Harcourt and Brace.
- Kuratko, D., & Hodgetts, R. (2004). *Entrepreneurship: Theory, process, practice*. Mason Ohio: Thomson South-Western.
- Kvale, S. (1996) *Interviews*. London: Sage.
- Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. In V. Schneider, D. Whitehead, G. LoBiondo-Wood & J. Haber (Eds.). *Nursing and Midwifery Research: Methods and Appraisal for Evidence Based Practice* (pp. 123-140). Australia: Mosby Elsevier.
- Man, T. W., Lau, T., & Chan, K. (2002). The competitiveness of small and medium enterprises: A conceptualization with focus on entrepreneurial competencies. *Journal of Business Venturing*, 17(2), 123–142.
- Mas, S. R., & Sukung, A. (2020). Entrepreneurship Competence of School Principals to Support the Development of Income Generating Production Units. *International Journal of Innovation, Creativity and Change*, 12(10), 245-257.
- Maxwell, J. A. (2018). *Nitel Araştırma Tasarımı: Etkileşimli Bir Yaklaşım* (Çev. Mustafa Çevikbaş). Ankara: Nobel Akademik Yayıncılık.
- Mazzarol, T., & Reboud, S. (2017). *Entrepreneurship and Innovation: Theory, Practice and Context*. Singapore: Springer Nature.
- McClelland, D. A. (1961). *The Achieving Society*. Princeton, NJ: Van Nostrand.
- Merriam, S. B. (2018). *Nitel Araştırma: Desen ve Uygulama İçin Bir Rehber* (Çev. S. Turan). Ankara: Nobel Akademik Yayıncılık.
- Mickiewicz, T., & Rebmann, A. (2020). Entrepreneurship as Trust. *Foundations and Trends in Entrepreneurship*, 16(3), 244-309. Doi: 10.1561/03000000088
- Minello, I. F., Scherer, L. A. & Alves, L. C. (2014). Entrepreneurial Competencies and Business Failure. *International Journal of Entrepreneurship*, (18), 1-15.

- Minna, H., Elena, R., & Timo, P. (2018). Principals Promoting Entrepreneurship Education: The Relationships Between Development Activities And School Practises. *Journal of Entrepreneurship Education*, 21(1), 1-19.
- Moore, A., George, R., & Halpin, D. (2002). The developing role of the headteacher in English schools: Management, leadership and pragmatism. *Educational Management and Administration*, 30(2), 175-188. Doi: 10.1177/02611X02030002508
- Morrow, S. L., & Smith, M. L. (2000). Qualitative Research for Counseling Psychology. In S.D. Brown & R.W. Lent (Edt.). *Handbook of Counseling Psychology*(pp. 199-230). Hoboken, New Jersey: John Wiley & Sons, Inc.
- Mukmin, A., Akib, H., Samad, S., Cahaya, A., & Kamaluddin, L. A. (2020). Mastery of Principal Entrepreneurship Competencies In Senior High Schools In Sinjai Regency, Indonesia. International Conference On Public Organization Asia Pacific Society for Public Affairs (APSPA), Khon Kaen Province, Thailand, 28-30 August. Obtained From: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3513220
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. London: Pearson Education Limited.
- Olagunju, Y. A. (2004). *Entrepreneurship Small Scale Business Enterprises Development in Nigeria*. Ibadan University Press Plc.
- Onstenk, J. (2003). Entrepreneurship and Vocational Education. *European Educational Research Journal*, 2(1), 74-89. Doi: 10.2304/eej.2003.2.1.12
- Pahuja, A., & Sanjeev, R. (2015). Introduction to Entrepreneurship. Obtained From: https://www.researchgate.net/publication/301659818_Introduction_to_Entrepreneurship
- Pashiardis, P., & Baker, G. A. (1992). Effects of decision motive and organizational performance level on strategic decision processes. *Community and Junior College Quarterly*, 16(1), 15-33. Doi:10.1080/0361697920160103
- Pihie, Z. A. L., Asimiran, S., & Bagheri, A. (2014). Entrepreneurial leadership practices and school innovativeness. *South African Journal of Education*, 34(1), 1-11. Doi: 10.15700/201412120955
- Rose, P., Beeby, J. & Parker, D. (1995). Academic rigour in the lived experience of researchers using phenomenological methods in nursing. *Journal of Advanced Nursing*, 21(6), 1123-1129. Doi: 10.1046/j.1365-2648.1995.21061123.x
- Sajkiewicz, S. B., & Pashiardis, P. (2020). Entrepreneurial leadership in schools: linking creativity with accountability, *International Journal of Leadership in Education*, Doi: 10.1080/13603124.2020.1804624
- Salgado-Banda, H. (2007) Entrepreneurship and economic growth: an empirical analysis, *Journal of Developmental Entrepreneurship*, 12 (1), 3-29.
- Schumpeter, J. A. (2011). *Can Capitalism survive?* Connecticut: Martino Fine Books.
- Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217-226. Doi: 10.2307/259271
- Sharma, A., & Dave, S. (2011). Entrepreneurial orientation: Performance level. *SCMS Journal of Indian Management*, 8(4), 43-52
- Slater, R. O., & Doig, J. W. (1988). Leadership In Education: Issues of Entrepreneurship and Environment. *Education and Urban Society*, 20(3), 294-301.
- Sousa, M. J. (2018). Entrepreneurship Skills Development in Higher Education Courses for Teams Leaders. *Administrative Sciences*, 8(18), 2-15. Doi: 10.3390/admsci8020018
- Syam, H., Akib, H., Patonangi, A. A., & Guntur, M. (2018). Principal Entrepreneurship Competence Based on Creativity and Innovation in the Context of Learning Organizations in Indonesia. *Journal of Entrepreneurship Education*, 21 (3). Obtained From: <https://www.abacademies.org/articles/principal-entrepreneurship-competence-based-on-creativity-and-innovation-in-the-context-of-learning-organizations-in-indonesia-7294.html>
- Syapriyuda, S., & Santosa, A. B. (2020). Entrepreneurship Competence Of The Principal In Improving School Independence In Sd Muhammadiyah Kleco 2 Kotagede Yogyakarta. *International Journal on Education, Management and Innovation (IJEMI)*, 1(1), 1-12. Doi: 10.12928/ijemi.v1i1.1484
- Tolentino, A. (1998) *Training and Development of Entrepreneurs-managers of Small Enterprises: pointers and lessons learned*. Geneva: International Labour Organization.
- Xu, X. (2020). *Introduction to Entrepreneurship: Methodologies and Practices*. Singapore: Springer Nature.
- Wibowo, A., & Saptono, A. (2018). Does Entrepreneurial Leadership Impact on Creativity and Innovation of Elementary Teachers? *Journal of Entrepreneurship Education*, 21(2), 1-9.

- Wiesenfeld, B. M., Reyt, J. N., Brockner, J., & Trope, Y. (2017). Construal level theory in organizational research. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 367–400. Doi: 10.1146/annurev-orgpsych-032516-113115
- Yemini, Addi-Racah & Katarivas (2014). I Have a Dream: School Principals as Entrepreneurs. *Educational Management Administration & Leadership*, 43(4), 1-15. Doi: 10.1177/1741143214523018
- Yıldırım, A. ve Şimşek, H. (2018). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- Zimmerer, T. W.,& Scarborough, N. M. (1996). *Entrepreneurship and New Venture Formation*. Upper Saddle River, NJ: Prentice Hall.
- Zimmerer, T. W.,& Scarborough, N. M. (2001). *Essentials of Entrepreneurship and Small Business Management*. New Jersey: Prentice Hall.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

