



Investigating the Role of Schools Principals' Entrepreneurial Attitude on Their Job Performance (Case study: Schools of Damavand County)

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Abstract

The purpose of this study was to investigate the role of entrepreneurial attitude in the job performance of schools of Damavand County. The research method was applied and descriptive. The statistical population of this study consisted of all principals and deputies of (public) schools in Damavand County in the academic year 2018-19, which were equal to 218 people... The sample size using Cochran's formula was estimated to be about 139 people who were selected through stratified random sampling. The tool of questionnaire was used to collect the data. Data were analyzed using SPSS software. Construct validity was used to evaluate the validity of the research instrument and Cronbach's coefficient alpha was used to analyze its reliability. Findings showed that there was a significant relationship between entrepreneurial attitude and job performance of school principals and there was a significant relationship between the four dimensions of attitude and job performance. Also, the current situation of entrepreneurial attitude and job performance of Damavand County managers is at a desirable level. The regression analysis of the study showed that among the four dimensions of entrepreneurial attitude, the dimension of self-esteem was the strongest and the dimension of success-oriented was the weakest predictor of job performance among principals and deputies of (public) schools in Damavand County.

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Introduction

The role of education in every country and society has been very important in various dimensions; and in areas such as economic, cultural, social development, this importance is more tangible and evident than other areas. In fact, the educational system of each country consists of a set of needs of the official organizations of that country and the performance of the education system, which is managed by the educational directors, is of decisive importance not only in terms of economic and social progress, but also in terms of the effect it has on job mobility and expectations (Alagheband, 1995). How managers work within any organization, including the education organization, has a profound effect on the performance of society and leads to dramatic and unprecedented changes in economics, politics, science, technology, etc. (Pardakhtji, 1995).

In today's competitive world, organizations are constantly looking for new ways to improve the performance of their employees. The completely changing conditions that govern organizations, the increase in competition and the need for their effectiveness in such conditions reveal their need for capable employees. On the other hand, research findings show that organizations in which employees have entrepreneurial attitudes, have high organizational performance and effectiveness (Parnell et al., 2007).

Applying the concept of entrepreneurship and determining its relationship with the effectiveness of schools is a new and important issue in the sense that education is one of the most important socially effective institutions in increasing the quality of performance of other institutions. Education becomes effective when it achieves its goals that are the balanced growth of human beings in intellectual, emotional, social and physical aspects. In an effective school, the main goal should be the balanced growth of students.

Based on the studies, it can be concluded that education can seriously and calculatedly provide the necessary entrepreneurial skills of students in

primary, secondary and higher education levels from the beginning of childhood, depending on their age and personality. But it is not clear that educational administrators who are not hired based on innovation with entrepreneurial characteristics can make schools effective in achieving these goals (Behrangi and Tabatabai, 2009).

Job performance is one of the most important goals that managers of the organization pursue because it provides productivity promotion in society and promotes the national economy as well as improving the quality of services and production of organizations (Afjeh, Dehghanan and Mafakheri, 2015).

Improving job performance is one of the most important goals that managers of organizations pursue because it provides productivity promotion in society and promotes the national economy as well as improving the quality of services and production of organizations. Job performance is the degree of doing the tasks assigned to a person in his job. Performance is defined as activities that are rationally effective in a person's job should be done (Alirezai et al., 2013).

An educational administrator should not only be the narrator of the directives and the executor of the bylaws and the supervisor of the implementation of the program, but his main task is to guide the educational affairs in order to achieve the goals of educational institutions' learning and performance in society. Entrepreneurial attitude literature tries to identify the characteristics and skills that are effective in individual entrepreneurial person and distinction from others (Clement and Matina, 2008).

Many researchers believe that having entrepreneurial attitudes provides the basis for entrepreneurial activities; and entrepreneurial attitudes can be defined in the form of personal orientations towards future value-added. The purpose of this study was to investigate the role of entrepreneurial attitude in the job performance of schools of Damavand County. The research method was applied and descriptive. The statistical population of this study consisted of all principals

and deputies of (public) schools in Damavand County in the academic year 2018-19, which were equal to 218 people. The statistical sample size was 139 people who were selected through stratified random sampling. The tool of questionnaire was used to collect the data. Data were analyzed using SPSS software. Construct validity was used to evaluate the validity of the research questionnaire. Cronbach's alpha coefficient was used to analyze its reliability. Findings showed that there was a significant relationship between entrepreneurial attitude and job performance of school principals and there was a significant relationship between the four dimensions of attitude and job performance. Also, the current situation of entrepreneurial attitude and job performance of Damavand County managers is at a desirable level. The regression analysis of the study showed that among the four dimensions of entrepreneurial attitude, the dimension of self-esteem was the strongest and the dimension of success-oriented was the weakest predictor of job performance among principals and deputies of (public) schools in Damavand County.

activities and self-employment in small businesses (Burger and Mahadia, 2005). In fact, the entrepreneurial attitude engages the individual in entrepreneurship (Sharif and Saud, 2009).

One of the important goals of education is to improve the quality of school performance. Despite the efforts of education managers and planners in gaining experience and implementing new global ideas and thoughts in educating society, but due to new needs and ignoring the role of the transformation process in management and planning, they have not been able to achieve well the desired goals; quality improvement in an organization increases the productivity and success of the organization in the long run (Jahanian and Baladi Nezaad, 2012).

According to the research conducted by Dirmuli (2002) (quoted by Shamaeizadeh et al., 2004) in the field of entrepreneurial behavior and its relationship with people's issues, they emphasize the point that individual perception is effective on entrepreneurial behavior and seems

that the behavior can be changed with changing attitudes that can be made with cognitive interventions. Based on research, the following results are obtained: Attitudes are the best predictors of entrepreneurial tendencies. It is also believed that learned attitudes can be changed by teaching and learning when they are based on family education, social environment and work. Accordingly, the amount and type of attitude of people towards entrepreneurship can affect the level of activity in this field (Azerbaijani, 2003).

Based on the entrepreneurial perspective of expert, Albert Shapero at Ohio State University (1985), creating an entrepreneurship education consortium based on a lifelong learning model is necessary to show that entrepreneurship emerges as a result of a developmental process. The importance of cultivating entrepreneurial spirit from an early age and continuing it to all levels of education is inevitable. In the early ages, classes teach basic skills and motivate students, and at older ages and in more advanced classes, higher levels of the lifelong learning model are performed (Ahmadpour and Motalebi, 2008). Schools are like ships that carry the cultural goals of any society and travel to the destination in the course of each country's history, add its elements and educational directors. School principals direct and move this important and effective subsystem and in a way direct the whole system. In order for the school to move exactly according to the predetermined general goals of the whole educational system, knowledgeable, experienced and goal-oriented principals are needed. And since in achieving the goals of each system, evaluating and measuring the performance of its activists and implementers with the aim of identifying the current situation and analyzing it on the way to the desired situation is an integral part of moving forward and also because according to the above, educational evaluation is very important due to the sensitivity of the position in a general social system and school principals have the highest and most pivotal role in this movement, care and attention and review of the performance of these people in this position accepted by him, becomes completely obvious. In other words, the evaluation of

educational administrators plays an important role in improving the quality of the educational system, because the principal plays a role at the top of the school pyramid and evaluating him is to determine the extent to which this person in this position meets certain needs to fulfill the determined goals of the school. Awareness of the key functions of management and dominancy on the tasks defined for this position by administrators has a direct effect on their performance in the assigned responsibility (Ghafourian, 2002).

Attitude is the long-term organization of motivational, emotional, perceptual and cognitive processes according to some aspects of the environment in which the person is placed. Accrdiggly, nn iiii viaaal's ttittdde rfflett s tee way he thinks, feels and reacts to his surroundings (Havikenzdel et al., 2006). An attitude is an evaluation or estimation of what is desirable or undesirable about an object, person, or subject, and is a reflection of how a person feels about an object or subject. Torthon, one of the recent theorists about attitude, defines it as the rate of feelings one has about a stimulus (Samadi, 2007).

Based on their research, Robinson et al. (1991) concluded that attitudes are the best predictors of entrepreneurial tendencies compared to personality or demographic characteristics. It can also be said that attitudes and beliefs can be learned, and when they are based on family education, social environment, and work, they can be changed through teaching and learning. Accordingly, the rate and type of attitude of people towards entrepreneurship can affect the level of activity in this field. In this type of attitude, the progress and validity of the tendency to entrepreneurial attitude is explicitly stated. The four levels of entrepreneurial attitude according to Robinson model include: success-orientation, personal perception control, innovation and self-esteem. Entrepreneurial attitude is the background of entrepreneurial behavior (Muller & Thomes, 2000). Entrepreneurship, as the driving force of economic and social development plays a key role in the vvll mmtttt preeess ff siiii etiss ddd in tyyy's world, thinking about innovation and entrepreneurship and its use in organizations is

inevitable. If people in organizations are entrepreneurs, they will better understand the economic opportunities and be able to use the available resources to innovate more, and as a result, will grow faster and further survive in the competition. Therefore, in order to achieve this, entrepreneurial activities should be promoted in organizations and the entrepreneurial spirit should be nurtured in principals and ultimately the entrepreneurial environment should prevail in the organization. This requires understanding, explaining and describing the concept of entrepreneurship (Ismaili, 2010). On the other hand, since the emergence of formal education in societies until today, many changes and developments have taken place in educational systems. When the people of countries in certain courses are not able to respond to their issues, problems and needs, they express their dissatisfaction in various ways and question the ability and efficiency of education principals and laadrrs. Ovvisssly tddy, tyyy wnn't uuffiee to undesirable and ineffective management, which leads to the disintegration of education. Experts believe that education is generally the quality of management of educational activities is the most important indicator of the level of adequacy and effectiveness of all educational programs, because management with its decisive and effective role in directing educational processes towards its goals, can both potentially lead to its progress and cause its disintegration. Therefore, investment in training and preparation of educational principals in education should be a priority, to the extent that it confirms the progress and development of education and does not cause stagnation or disruption (Niknami, 1998). Therefore, if the educational principals of a society have sufficient knowledge and skills, without a doubt, the educational system will have high effectiveness, efficiency and credibility (Ghanbari and Rajabi, 2012).

According to the above, the question that arises is to what extent the school principals of Damavand County have an entrepreneurial attitude? How is the job performance of principals? And is the entrepreneurial attitude effective in the job

performance of school principals in Damavand County? In this research, the researcher seeks to answer these questions. In order to achieve the above goals, the following hypotheses were developed:

Main Hypothesis: There is a relationship between entrepreneurial attitude and job performance of Damavand County principals.

Sub-hypotheses:

1) There is a relationship between entrepreneurial attitude and observing work discipline among Damavand County principals.

2) There is a relationship between entrepreneurial attitude and sense of responsibility at work among Damavand County principals.

3) There is a relationship between entrepreneurial attitude and cooperation in work among Damavand County principals.

4) There is a relationship between entrepreneurial attitude and job improvement among Damavand County principals.

5) There is a relationship between success-orientation and job performance among Damavand County principals.

6) There is a relationship between self-esteem and job performance among Damavand County principals.

7) There is a relationship between innovation and job performance among Damavand County principals.

8) There is a relationship between personal control and job performance among Damavand County principals.

9) The current situation of entrepreneurial attitude in Damavand County principals is at a desirable level.

10) The current situation of job performance in school principals of Damavand County is at a desirable level.

Research methodology

The research was descriptive in terms of data collection method and correlational in terms of the relationship between research variables. The statistical population of this study was the principals and deputies of (public) schools in Damavand County in the academic year 2018-19, which were equal to 218 people. For sampling, stratified random sampling method was used and to calculate the sample size, Cochran sampling formula was used. In this formula with a population of 218 people, the possible accuracy was about 5% and assuming the highest dispersion of the studied traits, the sample size was estimated to be 139 people.

Data collection tools were the Robinson Adapted Entrepreneurial Attitude Questionnaire and the Patterson Job Performance Questionnaire.

The Construct validity method was used to evaluate the validity of the research questionnaire. In this method, the measurement is evaluated according to its conformity with theoretical expectations (Dawas, 2004).

Formal validity was also used in this research. In other words, in this research, we have also considered the opinion of experts and in the research process, we benefited from the opinions of people who worked in this field in this study.

Cronbach's alpha coefficient was used to determine the reliability of the questionnaires.

Table of Cronbach's alpha coefficients of the final scales

Dimensions of independent and dependent variables	Number of questions	Alpha
Success-orientation	7	0.791
Self-esteem	7	0.754
Innovation	6	0.799
Personal control	6	0.759
Observing discipline at work	3	0.741
Feeling responsible at work	4	0.745
Collaboration at work	3	0.893
Improving work	5	0.871

Considering the alpha value obtained in the above table, which is above 0.70 for all dimensions of the two variables of entrepreneurial attitude and job performance, it can be said that the reliability of our test is at an acceptable level.

In the present study, the information collected through a questionnaire is extracted, classified and, if necessary, categorized for each question, and after coding and entering the information into the computer, is processed by version 21 SPSS software. First, descriptive analysis of research items was performed using SPSS software and then inferential analysis of research hypotheses was performed using this software. Therefore, statistical analysis methods in this study consist of two main parts:

A) Descriptive analysis method:

In this section, to describe the data (nominal, rank), frequency and frequency percentage are calculated and we drew a pie and a bar chart, and a percentage distribution is provided for the distance data.

B) The method of inferential analysis that can be examined in several parts:

Appropriate statistical tests were used to test the hypotheses, which are:

1) Pearson tests for correlation between independent variables and dependent variables, and the dimensions of each of these two variables.

2) One-sample t-test to evaluate the level of desirability of independent and dependent variables from the perspective of respondents.

3) Regression, to draw an analytical model and examine the contribution of each of the dimensions of the independent variable in explaining the dependent variable.

Research Findings

Out of a total of 139 samples, in terms of gender composition, 39.6% in this sample are men and the other 60.4% are women. In terms of educational composition, 5.0% of the respondents have a diploma, 11.1% have a certificate, 44.4% have a diploma or higher. Regarding the study of the respondents in the secondary school, 16.5% have studied mathematics, 40.3% experimental fields, 32.4% humanities and 10.8% have studied other majors in their secondary education. Also, 16.5% of the respondents studied educational sciences and psychology at university, 40.3% technical field, 32.4% humanities field and 10.8% studied other fields at university. In terms of age composition, 12.9% of the respondents were in the age group under 35 years, 20.1% in the age group 35 to 45 years, 32.4% in the age group 46 to 55 years and 34.5% in the age group over 55 years. In terms of service history, 13.7% of the respondents had less than 5 years of management experience, 38.1% had 5 to 10 years, 38.1% had 11 to 15 years and 10.1% had more than 15 years of

management experience. In terms of service history, 13.7% of the respondents had less than 10 years of service, 48.9% had 10 to 20 years of service, and 37.4% had more than 20 years of service.

Main Hypothesis: There is a relationship between entrepreneurial attitude and job performance of school principals. To test the relationship between entrepreneurial attitude and job performance, Pearson correlation coefficient was used. The reason for using this test goes back to the level of measurement of variables, because the level of measurement of both variables is

distance, so the most appropriate test is Pearson correlation coefficient. The data obtained from the research indicate the existence of a relationship between these two variables. Therefore, the research hypothesis is confirmed, because the significance level obtained is less than 0.05 (sig = 0.000). Therefore, there is a relationship between entrepreneurial attitude and their job performance. Also, the value of the obtained correlation coefficient (0.857) indicates a very strong correlation between the two variables.

Table 1: Correlation test between entrepreneurial attitude and job performance

Variables	Number of respondents	Standard deviation	Mean
Entrepreneurial Attitude	139	12.327	101.54
Job Performance	139	8.218	56.99
Sig= 0/857		Pearson Correlation = 0/000	

(Relationship between entrepreneurial attitude and the four dimensions of job performance)

Here, the correlation between each of the four dimensions of job performance, which includes

discipline at work, sense of responsibility at work, cooperation at work and job improvement, is tested with the independent variable of research, i.e. entrepreneurial attitude.

Table 2: The relationship between entrepreneurial attitude and the four dimensions of job performance

Independent variable Dimensions of dependent variables	Entrepreneurial attitude		
	Correlation	Significance	Number of samples
Observing order and discipline at work	0.554	0.000	139
Feeling responsible at work	0.805	0.000	139
Cooperation at work	0.776	0.000	139
Improving work	0.798	0.000	139

Sub-hypothesis 1: There is a relationship between entrepreneurial attitude and observing discipline.

The correlation between these two variables is 0.554. The direction of positive relationship and its intensity is strong and is significant at the level of

$P = 0.000$. This relationship shows that by strengthening the entrepreneurial attitude, the observance of discipline at work increases. Therefore, this research hypothesis is confirmed.

Sub-hypothesis 2: There is a relationship between entrepreneurial attitude and sense of responsibility.

The correlation between these two variables is 0.805. The direction of positive relationship and its intensity is very strong and is significant at the level of $P = 0.000$. This relationship shows that by strengthening the entrepreneurial attitude, the sense of responsibility at work increases. Therefore, this research hypothesis is confirmed.

Sub-hypothesis 3: There is a relationship between entrepreneurial attitude and cooperation.

The correlation between these two variables is 0.776. The direction of positive relationship and its intensity is very strong and is significant at the level of $P = 0.000$. This relationship shows that by strengthening the entrepreneurial attitude,

cooperation at work increases. Therefore, this research hypothesis is confirmed.

Sub-hypothesis 4: There is a relationship between entrepreneurial attitude and improvement.

The correlation between these two variables is 0.798. The direction of positive relationship and its intensity is very strong and is significant at the level of $P = 0.000$. This relationship shows that by strengthening the entrepreneurial attitude, there is an improvement in work. Therefore, this research hypothesis is confirmed.

Relationship between job performance and the four dimensions of entrepreneurial attitude:

Here, the correlation between each of the four dimensions of entrepreneurial attitude, which consists of success-orientation, self-esteem, innovation and self-control, with the dependent variable of research, i.e. job performance, is tested.

Table 3: Relationship between job performance and various dimensions of entrepreneurial attitude

Independent variable Dimensions of dependent variables	Entrepreneurial attitude		
	Correlation	Significance	Number of samples
Success-orientation	0.693	0.000	139
Self-esteem	0.883	0.000	139
Innovation	0.814	0.000	139
Personal Control	0.631	0.000	139

Sub-hypothesis 5: There is a relationship between success-orientation and job performance.

The correlation between these two variables is 0.693. The direction of the positive relationship and its intensity is strong and is significant at the level of $P = 0.000$. This relationship shows that as the rate of success-orientation increases, so does job performance. Therefore, this research hypothesis is confirmed.

Sub-hypothesis 6: There is a relationship between self-esteem and job performance.

The correlation between these two variables is 0.883. The direction of positive relationship and its intensity is very strong and is significant at the level of $P = 0.000$. This relationship shows that with increasing self-esteem, job performance also

increases. Therefore, this research hypothesis is confirmed.

Sub-hypothesis 7: There is a relationship between innovation and job performance.

The correlation between these two variables is 0.814. The direction of positive relationship and its intensity is very strong and is significant at the level of $P = 0.000$. This relationship shows that with increasing innovation, job performance also increases. Therefore, this research hypothesis is confirmed.

Sub-hypothesis 8: There is a relationship between personal control and job performance.

The correlation between these two variables is 0.631. The direction of positive relationship and its intensity is strong and is significant at the level of

P = 0.000. This relationship shows that with increasing self-control, job performance also increases. Therefore, this research hypothesis is confirmed.

Sub-hypothesis 9: The current situation of entrepreneurial attitude in Damavand County principals is at a desirable level.

Table 4. Single sample t-test for entrepreneurial attitude variable

Variable	Test Value = 50				
	t-test value	Degrees of freedom	Significance level	Mean	Mean difference
Entrepreneurial attitude	16.775	138	0.000	80.24	30.24

The above table is the results of one sample t-test to examine the variable of entrepreneurial attitude. According to the value of t-test (16.775) and according to the degree of freedom d.f = 138, also based on the theoretical mean of the variable (Test Value = 50) with accepting an error of less than 0.01 (Sig = 0.000) and a degree of confidence above 0.99, it can be concluded that entrepreneurial attitude is significant and has a significant difference with the theoretical mean. That is, we cannot accept the null hypothesis (OH), which indicates the absence of a relationship. Therefore,

considering that the mean obtained is approximately 30.24 points higher than the theoretical mean, it can be said that the entrepreneurial attitude of the sample is at a desirable level, or in other words, the entrepreneurial attitude of the respondents is strong.

Sub-hypothesis 10: The current situation of job performance in Damavand County principals is at a desirable level.

Table 5- Single sample t-test for job performance variable

Variable	Test Value = 50				
	t-test value	Degrees of freedom	Significance level	Mean	Mean difference
Job performance	12.183	138	0.000	70.71	20.71

In the above tables, the results of one sample t-test to examine the job performance variable. According to the value of t-test (12.183) and according to the degree of freedom d.f = 138, also based on the theoretical mean of the variable (Test Value = 50) with accepting an error of less than 0.01 (Sig = 0.000) and a degree of confidence higher than 0.99 it can be concluded that job performance is significant and has a significant difference with the theoretical mean. That is, we cannot accept the null hypothesis (OH), which

indicates the absence of a relationship. Therefore, considering that the mean obtained is approximately 20.71 points higher than the theoretical mean, it can be said that the job performance of the sample is at a desirable level, or in other words, the job performance of the respondents is strong.

Discussion and conclusion

The main purpose of this study is to investigate the role of entrepreneurial attitude in the job performance of school principals in Damavand

County. Studies have shown that education from the beginning of childhood can seriously and calculatedly provide the necessary entrepreneurial skills for students at the elementary, high school and higher education levels according to their age and personality. However, it is not clear that educational administrators who are not employed based on innovation with entrepreneurial characteristics, can make schools effective in achieving these goals (Behrangi and Tabatabai, 2009). It is the duty of principals to direct educational affairs in order to achieve the goals of education add to vvvll pp tteett ” lerrnigg ddd performance in society. Having an entrepreneurial attitude provides the basis for entrepreneurial activities and the entrepreneurial attitude can be defined in the form of personal orientation towards future value-added activities and self-employment in small businesses (Burger and Mahadia, 2005). Therefore, the entrepreneurial attitudes of principals will be a good predictor of the quality and performance of schools. On the other hand, an entrepreneurial attitude can help principals plan better to foster an entrepreneurial culture in schools.

Previous studies have shown that individual innovation, which is the next dimension of entrepreneurial attitude, plays an important role in mmrr vvigg lllll ll s eerformccc,, wii hh maass tttt the more creative and innovative behaviors by individuals, the better organizational performance (Podsakoff PM, MacKenzie SB, Podsakoff, 2016). On the other hand, Robinson et al. have described people with entrepreneurial attitude with four characteristics of innovation, self-esteem, personal control and achievement; therefore, the existence of a significant relationship between entrepreneurial attitude and improved performance seems logical and we can expect that employees with high entrepreneurial attitudes can perform their organizational tasks better and have better job performance (Guerrero & Rialp, 2008). Lunan et al. (2006) in their study mentioned the effect of risk-taking on job success and the ability to recognize job opportunities. The existing literature also points to similar findings in which risk-takers are likely to start new activities and such individuals perform

better (Knight, 1961; Cramer et al., 2002). Topics such as entrepreneurial activities and the need to pay attention to the job performance of individuals are among the topics that have attracted the attention of various experts and researchers in recent decades. In the present study, the level of entrepreneurial attitude and its effect on the job performance of school principals in Damavand County is investigated. In this regard, it is assumed that the job performance of school principals in the four areas of observance of work discipline, sense of responsibility at work, cooperation at work and job improvement can be examined and the extent of this performance is influenced by the entrepreneurial attitude of school staff. The results obtained from the main hypothesis of the study showed that there is a positive and significant relationship between entrepreneurial attitude and job performance of Damavand County principals. This result indicates that the higher the entrepreneurial attitude of school principals, the higher their job performance.

Competitive environment and rapid changes in technology and other fields have made organizations and of course universities and even schools more and more interested in entrepreneurial attitudes. Today, entrepreneurship is recognized as a solution to these problems and it has been observed that entrepreneurial organizations have always had more growth and dynamism and higher efficiency than traditional organizations. One of the indirect results of this research is that it showed that entrepreneurship education is effective in increasing the entrepreneurial attitude of individuals and thus increasing the likelihood of entrepreneurship. Therefore, with entrepreneurship training, entrepreneurial attitude and performance can be increased in employees (Mitra J, Matlay, 2004). Another result of the present study was that personal control, self-esteem and success-orientation have a positive relationship with job performance of school principals. This result indicates that the more success-oriented school principals are, with the ability of individual control, as well as self-esteem, the more their job performance will increase. Previous studies have

further studied the dimensions of entrepreneurial orientation and its effects on job and organizational performance. Studies such as (Alegre & Chiva, 2013), (Ngah & Ibrahim, 2009), (Podsakoff, 2016 NP) have addressed this issue. As mentioned, few studies have pointed to the four dimensions of entrepreneurial attitude and its effect on job performance. One of the dimensions of entrepreneurial attitude was success-orientation. In fact, this dimension can be defined as one of the personality traits of individuals. The need for success is a human motivation and is distinct from other human needs. Success-oriented people prefer risk-taking at a moderate level. Because they believe that their efforts and abilities affect the result of work and have a strong interest in finding a situation where they can succeed in a real feebbeck ff teeir baaavirr (aa `ninn tt ll ,, 99999.

People who need success set challenging goals for themselves and strive to achieve them. Such people attach great value to receiving and knowing feedback on the results of their behavior and use it to evaluate their performance (Ahmadpour Dariani and Azizi, 2004). Research findings on the direct effect of traits such as success-orientation and personal control overlap with some researches (Adegbite et al, 2007, Barrick & Ryan, 2003, Doroudian et al., 2012) and believe that there is a direct relationship between these traits and job performance.

Accordingly, based on the research findings, it is suggested:

1) Also, according to the results of the present study based on the weakest dimension of entrepreneurial attitude, it is suggested that measures be performed to strengthen success-orientation as the weakest predictor of job performance among principals and deputies of (public) schools in Damavand County. One of these measures can be the right training in relation to entrepreneurship issues and entrepreneurial attitude, improving the grounds for creating this traits in principals, and it is necessary for schools to provide the necessary grounds for promoting success-orientation among principals.

2) It is suggested that Damavand County education, by defining and identifying the strengths

of school principals according to the process of changes and educational needs, takes measures to be a pioneer of these schools compared to schools in other cities and in this regard provide the necessary training to school principals

3) The factor of entrepreneurial attitude should be included in the evaluation system of principals by the officials of the educational system in order to increase the level of entrepreneurial attitude in school principals.

4) Authorities should allow competent and qualified principals in schools to make decisions that increase the entrepreneurial attitude of teachers and students.

5) The conditions should be made for principals to make their own decisions about some of issues and incentives should be considered for appropriate decisions.

6) The ground for communication between schools and the sharing of resources and facilities should be provided.

7) Finally, it is suggested that courses be organized to develop entrepreneurial attitudes in school principals through workshop.

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Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest. This article has not been

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