



Entrepreneurial Leadership in Secondary Schools: An application of Descriptive Phenomenology

Donya Vakili*¹, Naser Shirbagi² & Saeid Farhbakhsh³

Abstract:

Despite the complexity and ambiguity in the concept of entrepreneurship, the expectations of governments, policymakers and education stakeholders have led to increased pressure on schools to develop entrepreneurship and financial independence. Very little research has been done on entrepreneurial leadership in schools. Therefore, this general question was raised, what is the relationship between entrepreneurship and school leadership? Focusing on the transcendental phenomenology approach of Moustakas, the present research tried to count the lived experiences of 19 school principals who were selected purposefully and using the criterion sampling technique. A three-step sequential phenomenological interview protocol was used. The analysis and coding of the interviews were done using the three-stage thematic analysis method (basic, organizing and global) and drawing the theme networks, and Maxqda2020 software was used for data management. At the end of the thematic analysis, a total of 90 basic themes, 34 organizing themes and finally 8 global themes were counted, which were: acquisition entrepreneurship, financial efficiency, financial literacy, educational entrepreneurship, social activism, school cultural ambassador, organizational entrepreneurship, and independent entrepreneurship. The experiences of the participants indicated that the leaders adopted two main strategies to implement entrepreneurial leadership in the school: first, policies to advance school affairs, communicate with parents and teachers, provide diverse and extracurricular courses for students, prioritize assignments and promoting flexibility in the teaching-learning process, these were intra-school solutions. On the other hand, school entrepreneurial leaders used external strategies such as public visits to the school, taking risks, promoting collaborative work, and gaining power for the school.

ARTICLE INFO

Article history:

Received:

24/04/2023

Accepted:

04/09/2023

Available
online:

Summer 2023

Keyword:

Leadership,
School
Management,
Entrepreneurial
Leadership,
Financial
Independence,
Entrepreneurial
Development

Vakili, D., Shirbagi, N., & Farhbakhsh, S. (2023). Entrepreneurial Leadership in Secondary Schools: An application of Descriptive Phenomenology, *Journal of School Administration*, 11 (2), 182-210.

1. Phd. Student of Educational Administration, Department of Education, University of Kurdistan, Sanandaj, Iran.

* Corresponding Author: Email: vakilidonya89@gmail.com

2. Professor of Educational Administration, Department of Education, University of Kurdistan, Sanandaj, Iran.

3. Associate Professor of Educational Administration, Department of Education, Lorestan University, Khoramabad, Iran.

Introduction

School leadership is not just about keeping students in school and teachers in jobs. In some countries and societies, school is the only place where all social interactions of human groups take place. However, some schools in countries with reduced education budgets may close, or merge with other schools. These conditions and threats have made school leaders around the world more aware of demands such as changes in education budget allocation, more accountability and performance of teacher training groups, encouraging public interest in education and more attention to education by governments. to demand

A set of external factors such as: globalization, economic savings, increased competition within and between educational systems and more discerning consumers necessarily require leaders to develop organizational mentality in developed and developing countries (Miller, 2016, p. 120). This mentality includes being aware of the events of the external environment of the school, understanding how it affects schools, the ability to combine information related to the internal and external environment of the school to make better decisions, searching for opportunities and forming associations to benefit from the labor market in the future.

School leadership must be creative in response to environmental changes and pressures. Responding creatively to

these changes means that school leaders are changing. They look for opportunities to find the "best way". They try to take different ways and take risks. They try to consider new approaches to leadership, recognition and response that fundamentally change the landscape of school leadership as they seek to motivate staff and students.

While genius refers to creative, tactful and resourceful individuals, entrepreneurs are risk-takers who manage an enterprise with initiative and creativity (Webster's Dictionary, 2000). According to this definition, there is a lot of overlap between people with genius and people who are entrepreneurs, but people with genius cannot necessarily be entrepreneurs. The difference between an entrepreneurial leader and a genius leader is not a dichotomous distinction. It may be assumed that all school leaders are geniuses and use strategies to ensure better school performance.

Although the general assumption is that entrepreneurial leadership is a new leadership style or a different type of leadership, it should be noted that this is not the case. Rather, it is most likely an aspect of leadership that some school leaders benefit from contextual and personal factors more than others. It is also an aspect of leadership that has increasingly developed the characteristics and skills required of school leaders in different countries. The reason is that the marketing culture in education will be sustainable and school leaders, whether they like it or

not, must be able to successfully operate in this culture.

Icott (2008) believes that today the educational system is viewed as a game that has the cultural characteristics of neoliberalism values. However, school administrators know they are caught against their will in this game, a game they didn't set the rules for, or even have any control over. In this regard, Hentschek (2009) mentioned a decade ago that "schools will become more like a business and their leaders will be more concerned about making it better like business leaders. Educational leaders are faced with the problem of entrepreneurship and their adaptation to new conditions" (p. 149).

Woods, Woods and Gunter (2007) have provided a definition of entrepreneurial leadership as follows: "The desire and effort to achieve valuable goals by creating or hunting new opportunities for change and innovation, as well as finding new resources or better use of financial resources, human and physical existence" (p. 237). According to this definition, some of the important characteristics that a school leader or anyone who undertakes entrepreneurial leadership must have been: having a clear vision and the ability to express; Innovation; Problem Solving; creativity and flexibility; Building and participating in different networks; Associate degree; Awareness about various events and issues in the education environment. By studying

English schools, they identified four types of entrepreneurships as follows:

1) Business entrepreneurship: includes innovation and competition; in which success is defined based on the new business culture;

2) Social entrepreneurship: includes innovation and social change; in which success is defined based on addressing social discrimination, poverty and deprivation;

3) General entrepreneurship: it contains innovation and community-based change; in which success is defined based on the progress of democracy such as: social justice, accountability, equality, tolerance and respect.

4) cultural entrepreneurship: which includes innovation and social action; in which success is based on promoting ideas that make people examine their own values and social values and their role and value in society.

The framework presented above is an excellent position that can be used as a starting point to understand the wide range of entrepreneurial roles expected of the school leader. Also, consider all the challenges that may arise in trying to ensure the inclusion of all aspects appropriately. However, the school leader, in trying to realize his different roles and trying to meet the different needs of the school community members, needs to participate in external networks and use external resources in an effort to move the school forward and to achieve its goals.

The European Union has funded six countries to 'Improve leadership for student achievement'. The union has described entrepreneurial leadership in the school as follows: "encouraging relationships between the school, the community and parents, promoting collaboration with other organizations and businesses, discussing with relevant stakeholders about the school's goals, using appropriate and effective techniques for community involvement." and parents, promoting two-way communication between the school and the community, presenting a positive image of the school to the community, building trust in the local community, communicating the school's vision to the outside community" (European Union, 2009, p. 11-12).

Currently, education is surrounded by consumerism; According to Kufi (2001), "schools are provided and consumed" (p. 21). In the education market, there are various stakeholders, including consumers, customers and producers. As a result, it is possible to understand how leaders sell school products and how they consider the opinions of consumers in their decisions. Coffey adds that the consumption of education involves choice and risk. Although education is a public good, it has become a competition as a good product in the education market. This global cultural shift in education is proof that school leaders need to acquire and provide entrepreneurial skills to stand a better

chance in a highly competitive market. This issue has been emphasized by other experts because schools engage in marketing strategies to attract consumers of education (students) (Gewirtz, Ball and Bau, 1995) and parents of students also engage in personal choices (Beck, 1992). Kofi (2001) emphasizes that "schools and parents are involved in a risky business in such a way that schools try their best to attract the opinion of parents and parents are also looking for the best and most appropriate school for their children" (p. 27). Responding to these global and cultural changes requires the provision of marketing forces outside of education.

The European Entrepreneurship Education Special Working Group (2014) wrote in their report: In order for Europe to compete globally, it needs future generations who have the mental ability and entrepreneurial skills in society. It needs citizens who are creative and socially responsible, able to use opportunities, understand risks, solve problems and work in teams (p. 7). The importance of this statement is not limited to Europe and can be generalized to all countries of the world regardless of their religious, social, cultural, economic and political aspects.

According to Hentschek and Caldwell (2007), the conditions of education have changed in a way that makes more entrepreneurs enter the field and have entrepreneurial behavior (p. 146). Such a view is compatible with the entry of private companies in the

creation and management of schools, as reported by Miller (2011) in England.

There is no doubt that school leaders around the world need to move towards creative and entrepreneurial leadership. The extent to which these components are related to "improving educational leadership or business thinking" is debatable. Good schools engage in deep critical reflection, social engagement, and creative, diverse, and responsive teaching-learning. They also promote democratic values, set expectations for achievement, or provide leadership that demonstrates innovation and risk-taking. Not all schools can perform well according to the criteria set by the ministries or departments of education. Similarly, not all school leaders can be considered good by the standards of educational inspectors. Due to the reduction of spending in the field of education by governments and due to the decrease in the budget allocated to schools, school leaders are actively looking for opportunities to work with local communities and industry to increase their ability to provide a standard and acceptable education to students. Entrepreneurial leadership, like school organizational practices, will not quickly disappear from curricula. Instead, it is more likely to be embedded in the day-to-day work of school leaders, regardless of country of residence, school size or school type, and regardless of the natural ability of school leaders to be entrepreneurial rather than compulsory.

Regarding the entrepreneurial leadership of schools, Hantsek (2009) reached two important findings in his research. First, the characteristics of entrepreneurship have recently been raised in leadership discussions and they are used in the preparation of leaders. Second, school leaders, especially in developed countries, tended to pay more attention to compliance with procedures, inclusive participation, transgression of system responsibilities, management of competing political demands, and maintenance of professional standards and oversight of public resources.

Pashidar and Savides (2011) in a study of primary schools in Cyprus concluded that entrepreneurship and education are two important related and complementary areas for successful school leaders. In the research report, they stated that the leadership of the entrepreneurial school includes the activities of the parents of the students of the school, the community and other stakeholders, planning for the school and obtaining resources such as: funding for infrastructure (p. 424).

The results of Miller's (2016) studies indicate that research on school entrepreneurial leadership in some countries showed that school leaders showed evidence of having an organizational mindset (p. 120), which means having the presence of mind to involve internal and external factors in hunting. There are new opportunities regardless of accidents or constant changes in the environment and

different ways to achieve school missions.

Brockman-Sajkiewicz and Paschiardis (2022) reported in their research that the relationship between education and school financial efficiency can be described as tense and ambiguous. Hence, educational leadership issues inspired by patterns from the business sector are currently difficult to deal with. As a result, not much attention has been paid to the findings. They use the field of business financial management in order to learn more about their patterns, theories and practices and then examine their application in educational management theory and practices. This seems to become even more important as schools become a multifaceted field of educational action where many cross-sectional leadership tasks will resemble business tasks. Against this background, their research findings from international research as well as previous research in which the authors themselves have contributed provide an enlightening basis for reflecting on the possible effects of entrepreneurial leadership in education, a concept in which economic productivity should operate freely and collaborate with educational leadership. Therefore, the aspect of educational entrepreneurship includes everyone in the school: the school management who, as pioneers, define new paths and lead the possibility or even innovation in their schools. To do this, they look for opportunities and creativity in the external environment,

and they look for solutions to solve complex educational problems.

Mohajaran, Qalaei, Hamzah, Nami and Nemati (2013) in a study investigating the relationship between philosophical mindset and entrepreneurial personality traits of school principals, analyzed two meaningful groups between philosophical mindset and entrepreneurial personality traits. The dimensions of comprehensiveness, reflection and flexibility had a significant relationship with creativity, risk-taking, need for success and locus of control. The findings indicated that the more the managers have a high philosophical mentality, the more their entrepreneurial ability increases.

The findings of the magnificent research by Ajirlou, Moradi and Heydari Anari (2015) entitled the investigation of organizational factors affecting entrepreneurial ideas among secondary school teachers in Ardabil city showed that all five factors investigated (organizational structure, organizational culture, organizational strategy, human resource management, reward system and managerial support) has a significant effect on the idea of entrepreneurship among secondary school teachers in Ardabil city. Also, the results of Friedman's ranking test and regression analysis showed that the reward system, managerial support and organizational culture have more explanatory power than other factors on teachers' entrepreneurship idea.

Najafi and Ashrafi (2016) in evaluating the status and indicators of entrepreneurship of teachers in the school identified and classified fifty indicators in eight dimensions of creativity, educational skills, personality traits, self-efficacy, knowledge acquisition, teamwork, communication skills and problem-solving thinking, they did

In another research, Haj-Aghaei and Khalkhali (2017) identified five factors as representative of entrepreneurship ecosystem in Iranian schools and designed a scale. The findings showed that the factor "commitment to the development of entrepreneurship in school" is the most important factor. Also, organizational structure factors, commitment of school stakeholders, individualization of school programs and network culture are effective in shaping school entrepreneurship ecosystem. In continuation of this work, Haji Aghaei and Khalkhali (2019) in research, counted five themes as the roles of principals in schools that tend to have entrepreneurial structures. These roles were named as entrepreneurial leadership, entrepreneur ecosystem designer, balancer between school stakeholders, individualization of school programs and network culture developer. In their opinion, these comprehensive roles have the necessary capacity to rebuild the role of entrepreneurial school managers, and school management focused on entrepreneurial roles is capable of

increasing school efficiency and creating innovative values.

Fallah Razavi et al. (2019) also investigated the effect of entrepreneurial personality traits of educational managers on the learning ability of school organizations. The findings showed that, except for the government factor and the non-profit nature of the schools, no significant difference was observed between the learners' organization of the compared schools. Therefore, suggestions such as providing conditions for decentralization in the structure of the education system and setting flexible and dynamic programs is presented to take advantage of the entrepreneurial personality traits of educational managers.

Mizra Aghaei, Qormani, Shams and Abul Qasemi (1402) conducted research with the aim of designing an entrepreneurial management model of Mazandaran secondary schools using qualitative research method. In the research, two groups of theoretical and experimental experts were interviewed. In the data analysis, during the coding process, there were 280 open codes, 59 concepts and 9 main categories under the headings (managers' entrepreneurial knowledge, managers' entrepreneurial skills, managers' entrepreneurial personality and moral characteristics, schools' entrepreneurial planning, schools' entrepreneurial organization, entrepreneurial resources supply and orientation system, entrepreneurial motivation system of schools and

entrepreneurial control of schools) were obtained.

In a research, Weber and Scott (2015) reported the entrepreneurial activities of two Canadian and Australian educational centers that were designed to meet the educational needs of learners and gather the necessary resources to deliver the program. A conceptual framework for educational entrepreneurship is proposed including six dimensions, which are: innovative behavior, communication network, time-space framework, local-global perspective, educational organizations as knowledge centers, and integrated face-to-face and virtual learning. Their recommendations for entrepreneurial initiatives include access, equity, quality and sustainability.

By summarizing the results of international research, it can be said that the following reasons have been given for the development of school leaders with entrepreneurial skills:

1) Change is constant and school leaders must be able to manage uncertainty and complexity as ambiguity and ambiguity become the new norm (European Union, 2009).

2) Increasing accountability and choice: In most countries, there is an "emphasis on greater accountability" (Walker, Brandt and Musson, 2013, p. 407) and the right to choose in education. School leaders are increasingly accountable to internal and external stakeholders.

3) Performance rating: In some countries, such as England, school

performance is compared in national and international tests. For example, the Pisa test has been described "as a quasi-market with performance indicators" in order to rank educational performance at the international level (Curry, Humphreys, Asbaran and McManus, 2008, p. 988).

4) Decentralization: Educational systems give school leaders more decision-making power in areas such as budgeting and human resources. This change has created more demands and expectations for school leaders. Form, Hanschek and Kern (2003) have stated that "school leadership needs increased sophistication to understand and use the business model and the education model (p. 302).

5) Improving the teaching-learning process: the quality of teaching-learning is the main driver for the entrepreneurial leadership of the school; Because "it educates citizens with the ability to succeed in competing in the global village" (Scott and Weber, 2015, p. 113).

6) Supporting economic growth: The European Union Commission (2008) has stated that "the main objectives of the school system can be to respond to the need to promote justice, cultural diversity and reduce enrollment in primary schools and support sustainable and long-term economic growth." be" (p. 4).

Although the above-mentioned reasons are not comprehensive, in most countries, under the influence of these factors, school leaders operate at the

national and global level, and the rules and how they work are significantly determined by forces outside the education system. Despite the feeling of vulnerability and considering the discussed events, it is necessary for school administrators to consider entrepreneurial leadership. Therefore, the ability to understand the internal and external factors of the school with an organizational mindset is not only an important feature, but it is also a necessary thing that the school leaders use to have and establish themselves in this field.

According to what was said, the following goals were to be achieved in the present research: discovering the new initiatives of managers in the field of entrepreneurship that were effective in the relative financial independence of schools, identifying and classifying different types of entrepreneurial school leaders, and compiling the most important motivating and guiding factors for managers. Schools with entrepreneurial leadership. By answering the following questions, we intend to achieve the aforementioned goals:

- 1- Why do today's schools need entrepreneurial leaders?
- 2- What are the characteristics of entrepreneurial leadership in a school?
- 3- How can school principals become an entrepreneurial leader?

Methodology

A- Approach and strategy: interpretive approach and transcendental phenomenological

strategy (Moustakas, 1994) were used in this research. The main goal of phenomenology is to reduce the participants' experiences of a phenomenon in order to describe its pervasive nature. This description includes what people have experienced and how to get this experience. The strategy used in the current research was less based on the researcher's interpretation and focused more on the description of the participant's experiences of the phenomenon. Therefore, an effort was made to understand the phenomenon in a new way and as understanding the phenomena for the first time. Transcendental phenomenology was more compatible with the research objectives due to having systematic steps in data analysis procedures and the guidelines provided for background and structural descriptions.

B- The field of research and sampling method: The field of research was education in Sanandaj city. Sampling was done in a purposeful and standard way among the principals of secondary schools. In qualitative research, people who participated in the process or action investigated by the researcher are considered as samples. In fact, the more dispersed the people under study are, they can provide more useful information from the context of the process under investigation and provide richer categories (Creswell, 2012). For this purpose, researchers collected data from people who had experienced the phenomenon and developed a

composite description of the nature of the phenomenon according to the experiences of all people. In other words, in a purposeful and criterion-oriented manner, school principals whose examples of entrepreneurial leadership were evident in their school's performance were invited to participate in the research. They were special contributors who had rich action and experience related to the phenomenon of entrepreneurial leadership in schools. For example, they were change-oriented, creative and had innovative records, they had been encouraged by their respective department and had been assigned special powers, and they had been able to play the role of entrepreneurial leadership in their field of work. There is no general agreement about the sample size in qualitative studies. In total, according to the criteria, 19 people agreed to conduct the interviews, whose demographic characteristics, duration, frequency and method of the interviews related to them are shown in Table 1.

C- Data creation tools: According to the purpose of the research to discover new initiatives of entrepreneurial leadership in schools, it was necessary to collect rich data from the experiences of the participants. Therefore, an in-depth and phenomenological interview protocol was used, which included a series of three separate interviews during three consecutive weeks. In the essence of the in-depth interview process, the interest in understanding the lived experience of others and the

meaning they create from that experience is hidden (Van Manen, 1990). The process of conducting three consecutive interviews was as follows: The first interview focused on the life history of the participants, which established the context of their experience. Without context, there is little possibility of discovering the meaning of an experience (Patton, 1989). At this stage, we asked the participants open questions related to the topic from the past to the present. In the second interview session, we emphasized on recording the details of the lived experiences of the participants. We asked them to recreate the experiences related to the phenomenon in the context where it happened. Finally, in the third session, the efforts of the researchers were on the statistics of the participants' way of thinking about the meaning of experiences. We encouraged them to think so that they could make sense of their understanding of their experience. The purpose of the three-way interviews was for the participants to reconstruct their experiences within the framework of the research topic. Time intervals between interviews reduce the influence of possible personal states on the interviews (Seidman, 2013).

D- Implementation method: The main stages of transcendental phenomenology were implemented as follows: First, the phenomenon of entrepreneurial leadership was defined and defined for the participants and researchers; Therefore, the researcher's

personal experiences were left aside, data was collected from people who had experienced the phenomenon of entrepreneurial leadership.

E- The method of data analysis: the data was analyzed with the aim of providing contextual and structural descriptions and finally a combined description of the phenomenon of entrepreneurial leadership in order to best reflect the lived experiences of the participants. Therefore, among the many methods of thematic analysis, Atrid-Sterling's (2001) theme network analysis method was chosen. The output of the said analysis were three categories of basic, organizing and inclusive themes. Basically, the theme is a distinct and repetitive feature of the text, which, in the researcher's opinion, expresses a certain experience and understanding in relation to the research questions (King and Horax, 2010). A grid summarizes the main themes of a text. The topic network is a powerful tool for ordering and providing qualitative analysis; Therefore, it is a tool of analysis and not the analysis itself. When the thematic network is formed, then they can be used as a tool for interpretation (Atrid-Sterling, 2001). Data management and graphs were done using MAXqda 2020 software.

Drawing the network of themes was done in three main stages and six steps as follows:

1) We put the speech texts in the form of the created coding framework (thematic analysis).

2) We identified the basic themes by using the primary codes obtained and the topics discussed by the codes.

3) After organizing and revising the basic themes, we formulated the organizing and inclusive themes.

4) We drew thematic networks and described and interpreted them.

5) We summarized the thematic networks.

6) We interpreted the patterns obtained in the fifth step in the form of a diagram.

F- Validity and reliability of the research tool: The discussion of validity in qualitative research is actually an attempt to evaluate the correctness of the findings. as best described by the researcher and the participants. Validity evaluation in qualitative research emphasizes the process instead of verification (Creswell, 2012). It is worth noting that there are different strategies for this. In the current research, the aforementioned strategies included involvement, long and continuous participation of researchers in the research field, building trust in participants, learning their culture, controlling false information, pluralism in information sources, deep and rich description of experiences and review by participants. The reliability of the research was also improved with the following strategies: using a quality audio recording device, using multiple coders and establishing agreement between them in data analysis, preparing a code book and using software.

G- Ethical considerations in the research: We assured the interviewees that we will take special care for the interview files. It was tried that people present their personal experiences, maximum special care is used for research subjects because they may challenge the norms of their societies and do not accept a traditional point of view. Hence, due to the sensitive nature of the interviews, pseudonyms and numbers were used for all interviewees.

Research Findings:

A total of 208 primary codes, 90 basic themes, 34 organizing themes, and finally 9 global themes were counted from the text analysis of the implemented speeches, the steps of which are presented in tables 2 to 4.

The first stage of thematic analysis is text analysis. In the first step of this stage, I manually extracted the primary codes from the speech text of the interviewees. In qualitative research, code is usually a short word or phrase that symbolically indicates a prominent and compact feature, includes the essence of a thing, and reminds part of the language-based or visual findings (Saldana, 2016). According to the ontological orientation of the researchers who emphasized the nature and nature of the experiences and realities of the participants, they devoted

all their efforts to searching for individual meanings and interpretations that were hidden in the data. Therefore, during the coding and analysis of the themes, two basic questions were constantly involved in the minds of the researchers: What are the lived experiences regarding the entrepreneurial leadership of schools? What is the essence of entrepreneurial leadership in schools? It is worth noting that due to the importance of participants' experiences, phrases were used instead of paragraphs or sentences to determine the unit of analysis. That is, the quotes were highlighted in the form of noteworthy, provocative and codable phrases by underlining them.

As can be seen in Table 2, a sample type of primitive codes is marked in brackets and with abbreviations (L = live, I = inductive, D = deductive, A = active). Although most of the identified primitive codes were living code; That is, they were obtained directly from the statements of the interviewees, but since qualitative data analysis involves the interaction between analogy and induction; Depending on the text of the interview and the paradigmatic orientation of the researchers, inductive, process and analogical codes were also used in some cases.

Table 2. Thematic Analysis: First Step an Example of Process of Converting Eaw data into codes

Extracted primary codes	Interviewees' quotes
<ol style="list-style-type: none"> 1) Entrepreneurship is not necessarily intrinsic {A} 2) Entrepreneurship is a kind of behavior . 3) Creating value from products 4) mental preparation for entrepreneurship 5) Introduction of entrepreneurship models with dignity {g} 6) Highlighting the desirability of entrepreneurship in school {g} 7) Entrepreneurship is not just job creation . 8) Teaching entrepreneurship to children 9) Organizing business competitions in school {g} 	<p>A- They used to say that entrepreneurs are born . Today, what distinguishes entrepreneurship is the behavior that a person shows in practice , the essence of the matter is the creation of value through the product that is offered . Entrepreneurship is a behavior that a person should be mentally prepared for at the beginning. An atmosphere should be created in the school to highlight the desirability of entrepreneurship , to introduce entrepreneurs who have economic and social status, to introduce children to entrepreneurial role models , many think that an entrepreneur is someone who creates a job, while creating a job may be a side effect. It is entrepreneurship , basically entrepreneurship creates value . At school, one should try to form a correct understanding of entrepreneurship in children , then they should be trained by experts , business plan competitions are held in different countries and children are given prizes, financial sponsors also invest 2</p>
<ol style="list-style-type: none"> 1) The tension between education and financial efficiency 2) Learning from the theories of financial management {A} 3) of business models 4) School is a field of multifaceted educational action . 5) The interdepartmental nature of business-like leadership {Z-A} 6) Conscious reflection on the effect of entrepreneurial leadership {g} 7) Economic efficiency complements educational leadership {g} 8) Managers as different people from the past 9) Pioneering managers of initiatives in schools {g} 10) Exploring the external environment for opportunities 11) Searching for solutions to complex educational problems 	<p>B- The relationship between education and organizational financial efficiency is tense and ambiguous . Thus, educational leadership issues that -draw inspiration from business sector models -have rarely been addressed -before -. too much care It was not focused on the findings -of the business financial management field -in order to learn from models -, theories and actions -and then check their application -in educational management and actions -. Because schools with a multifaceted educational action area with business-like cross-departmental leadership tasks are, therefore, entrepreneurship (°) -seems important for him</p> <p>Contemplative It is necessary to be aware and wise -about the possible effects of entrepreneurial leadership in education, the concept of economic efficiency acts as a supplement for educational leadership , educational entrepreneurship requires different people in educational management who , as pioneers, -refer to new methods and advance initiatives in schools. -the driver For this purpose, they -examine their external -environments -to search for opportunities -and -solutions for complex educational issues -</p>

<ol style="list-style-type: none"> 1) saving the balance of the school as an organization {f} 2) Earning money outside the approved budgets for the school {g} 3) Trying to invest in a secure position {4} Logical spending/buying 5) Receiving a loan/borrowing to invest in initiatives {f} 6) Savings and protection with insurance and guarantee {f} 7) Using the capacity of the school cooperative {g} 	<p>C- We are making the school independent from different aspects . First of all, we were thinking about savings and inventory savings , but it didn't happen and we didn't have a major change, then I thought about earning money outside of the approved or so-called per capita budgets of the school. For example, we received financial aid from our parents in the form of a trust. When the bank interest rate was better, we kept the money in the bank for a long time and then returned it to our parents at the end of the year. Now we are taking a bigger step to invest in a safe place if possible . Well, of course, the school has the cost of equipment and consumables, we are completely rational in spending and shopping . I am thinking of working for the school cooperative company Get a low interest loan and invest . We should pay attention to purchases that have a guarantee or insurance services</p>
<ol style="list-style-type: none"> 1) Knowing your strengths and weaknesses 2) Not blaming others for your mistakes 3) Welcoming feedback and advice {Z} is a model and not judging others {Z} 4) Having an understanding of the power of diversity 5) Having a goal and a vision 6) emotional intelligence 7) high self- esteem 	<p>D. Points strength and weakness I know hair myself And I know To Development what Ken M. self-awareness The above causes because of Error e M. himself Others particle for direct object do not blame Feedback Others particle for direct object Gift I know And From Recommendations Manufacturer distance I don't do it . feelings And Location Others particle for direct object understanding do you when Sympathy I do need To I do not judge others the power Variety particle for direct object understanding do you looking for People There is M That different Thought they do Advantage sounds Different particle for direct object understanding do you to something that adhere to m under the influence Pressure Foreign appointment I don't get it Self -esteem m in life effect has , purpose and do n't look self particle for direct object Do you know M And Persevering M. Your communication is important for Must intelligence To strengthen hair excitement respect Others particle for direct object to the hand</p>

Since the first round of text analysis and theme analysis is rarely a successful attempt, in most cases, re-coding was done, which led to refinement and emphasis on the distinctive features of the text, or to the creation of themes,

concepts, and understanding of meaning. It is worth noting that the primitive codes (column 2 of Table 2) were expressions indicating initial perceptions that came from an open process called free coding. A code is a

statement that describes parts of the findings that are obvious and explicit.

In Table 3, the theme analysis is presented at the "basic themes" level. Unlike the code, the theme is an

expression or phrase that explains more implicit and hidden processes. Therefore, themes are the result of coding, categorization or analytical reflection and not what is being coded Saldana, (2016)

Table 3 - Thematic analysis, the second step - converting primary codes into basic themes

Basic themes	topics Discussed	Basic codes
Ability to learn entrepreneurship The importance of psychological characteristics in entrepreneurship The necessity of entrepreneurship education in school Entrepreneurship is a kind of value creation Need to support ideas Creating an environment for the development of talents Correct understanding of entrepreneurship	<i>Changing people's attitudes about entrepreneurship</i> <i>Understanding the true nature of entrepreneurship</i> <i>Teaching and modeling to students</i> <i>Motivating students and staff</i> <i>Attracting sponsors</i>	Entrepreneurship is not necessarily intrinsic Entrepreneurship is a kind of behavior Creating value from products Mental preparation for entrepreneurship Introducing dignified entrepreneurial models Highlighting the desirability of entrepreneurship in school Entrepreneurship is not just job creation Teaching entrepreneurship to children Organizing business competitions in school
School as a dynamic social system The school needs independent financial management Economic mentality Pioneering of managers in initiatives Being an observer of hunting opportunities	Educational leadership should benefit from financial management teachings. The school's interaction with different areas of society with an emphasis on financial independence Leaders should see, think and act as different people than in the past. The main role in modeling and pioneering initiatives should be played by the school principal	The tension between education and financial efficiency Application of business models School is a field of multifaceted educational action The interdisciplinary nature of business-like leadership Educational leadership in need of entrepreneurship Conscious reflection on the effect of entrepreneurial leadership Economic efficiency complements educational leadership Pioneering managers of initiatives in schools Exploring the external environment for opportunities Searching for solutions to complex educational problems
Financial management is a prerequisite for school entrepreneurial leadership School as a small business	<i>It refers to various decisions such as how to generate money, invest,, spend and save money for the school.</i>	Saving the balance of the school as an organization Earnings outside of school per capita Trying to invest in safe situations Reasonable spending/buying

	<i>Changing the mindset of the school community from education-oriented to business-oriented</i>	Receiving loans/borrowing for investment in initiatives Savings and protection with insurance and warranty Using the capacity of the school cooperative company
High self-awareness Respect for diversity philanthropy vision Superior personal qualities	<i>It emphasizes the leader's self-awareness skills Interactive features are important Positive psychological characteristics Purposefulness and strategic perspective</i>	Know your strengths and weaknesses Not blaming others for my own mistakes Welcome feedback and advice Empathy and non-judgment of others Having an understanding of the power of diversity Having a goal and a vision Emotional intelligence / high self-esteem
Economic attitude about school Financial independence of the school Creating educational added value	<i>It refers to the constructive relationship between the two views of schools' independence and their responsibility in front of the society and the requirements of the day. The impact of schools on the reduction of government credits and the commercialization of education</i>	Rational use of resources and allocation for education Freedom from budget restrictions The need for a conceptual analysis of your expectations from school Added value to students at school

As it can be seen in table (3), in the first column, the primary codes, in the second column, the topics discussed in the primary codes, and in the third column, the basic topics. Extracted from the provided primitive codes. At this stage, an attempt has been made to

summarize the data by abstracting and interpreting. In the continuation of the analysis, in Table 4, examples of extracted organizing themes and finally inferred global themes are presented.

Table 4- Thematic analysis, the third step- converting the basic themes into organizing and comprehensive themes

Global themes	Organizing themes	Basic themes
1) Acquisition entrepreneurship	Psychological characteristics Creative work is value creation	Acquisition of entrepreneurship Entrepreneurship is a kind of value creation Need to support ideas Creating an environment for the development of talents

	Entrepreneurship needs support and space for growth Internship in for-profit companies	Forming associations to benefit from the labor market Mistakes as learning opportunities
2) Financial efficiency	Creating educational added value A more discerning consumer	The school needs independent financial management Financial independence of the school Dealing with the financial crisis Decentralization Unnecessary competition Not following the market blindly Hostile role with other schools Calculated risk
4) Financial literacy	Financial and economic skills Economy-oriented attitudes Commercial information and knowledge	Financial management is a prerequisite for entrepreneurial leadership Economic mentality The necessity of entrepreneurship education in school Income generation Independent financing Deliberate and efficient consumption of income Management of the economy
6) General entrepreneurship	Altruism Superior skills Humanism Entering the unknown and the uncharted Community-based innovation and change The progress of democracy strategizing	High self-awareness Respect for diversity philanthropy Vision and vision Superior personal qualities The importance of psychological characteristics
7) Social activism	Combining information inside and outside the school Innovation and social action Impact on the external environment	School as a dynamic social system Having high expectations about learning Being aware of events outside the school Achieving valuable social goals social justice Strive for equal opportunities
8) Educational entrepreneurship	Being a role model a pioneer	Advancement of managers in initiatives Being a role model for the school principal Inspiring change Educational standards Budgeting teaching hours

9) Cultural ambassador of the school	A positive image of the school Government relations with policymakers	Transferring the view of the school to the outside society Building trust in the local community Mediation for school Creating pride in the members of the school community
10) Organizational entrepreneurship	Business-oriented school	Economic attitude about school School as a small business Creating network structures Serving the initiative
12) Independent entrepreneurship	projection Internal entrepreneurship External business	Being an observer of hunting opportunities Economic intelligence Distraction from internal school activities

For example, in the first row of table 4, from several organizing themes, -i.e. (1- psychological characteristics, 2- entrepreneurship is value creation, 3- entrepreneurship needs support and space for growth,

4- internship in for-profit companies) is an inclusive theme. That is, (acquired entrepreneurship) has been counted. In this step of analysis, the researchers used their analytical glasses and used it as a filter to understand and interpret what happened in the data set. At this stage, the process of abstraction, interpretation and abstraction was again implemented to continue summarizing and reducing the data

Discussion and Conclusion

In this section, while explaining the global themes in the form of a transformative discussion (Henink and others, 2020). How to develop entrepreneurial leadership in schools is explained. Figure 1 shows the network of themes extracted from the results of the analysis. Theme networks Generally, in graphic form and like K Until Renma is shown to eliminate the idea of any hierarchy between themes. This

approach causes buoyancy The themes and the interdependence and interrelation between the network are emphasized. However, it is necessary to pay attention to this point That These networks are merely an analytical tool and not the analysis itself. The important and significant point in the network of topics is that according to the complexity of the data and the purpose of the analysis, it is possible from the set More than one global theme should be extracted from the subject under investigation. However, the number of global themes is greater than the number of basic themes And It will take less time. Each global theme forms the core and focus of a thematic network. Therefore, it is possible to analyze more than one network Themes lead. The final organization of different networks of themes can be based on the main questions raised around The issue of research should be done.

Therefore, in this section, answer to The three main research questions that were considered by the researchers were calculated according to the general themes (Table 4) and the diagram drawn in the MAXqda software. They will be answered. During answering the

questions, the perspectives and views of the participants will be presented as research evidence about entrepreneurial leadership experiences.

The purpose of the theme analysis is the complete description of the idea available in the data. It is such that the reader is convinced about the credibility and competence of the researcher. The important point is that the analysis provides a concise, coherent, non-repetitive and interesting description derived from the data regarding the network of themes. The written report should provide adequate evidence of the themes in the data. The purpose of this work is to re-examine the research questions and the theoretical interests hidden in them is to answer the main questions of the research by examining and discussing in depth the patterns obtained from the description of the text (a trade - Sterling, 2001). Networks are a kind of narrative of data that can be the result of theme analysis. Theme networks are very useful for focusing on different variables and reviewing analyzable information at the same time (Miles and Breman, 2020). In this regard, during the analysis, by re-examining and further refining the themes, we tried to make the themes specific and broad enough to include all the ideas raised in parts of the text. This reduces the data to a set of acceptable and controllable important themes that represent an abstract and a summary of the original text.

1) Why do today's schools need entrepreneurial leaders

In order to answer this question, three global themes have been identified: a- financial efficiency, b- social activism and c- cultural ambassador of the school. It is. In addition to this, the need for schools to respond to the needs and

problems of local communities and to play a more responsible role beyond the school environment towards society in cultural and social terms has prompted school managers to take serious measures regarding entrepreneurial initiatives in schools. But even so, in Mein The participants in the research had a shaky view that they had to provide financial resources due to the lack of government budget in schools. Some of the school principals saw this as an emerging issue (mainly school leaders in marginal schools), while for some school leaders it had become a norm (mainly school leaders in high altitude areas). Despite the duality of experiences among the school leaders, they expressed their economic issues, experiences and perspectives about entrepreneurship and school leaders in a similar way. These experiences of school leaders can be analyzed using the idea of "business entrepreneurship" by Woods et al. (2007, 2009), in which innovative and creative methods are the response of school leaders to The market is considered Is. Although school leaders are effective national and regional factors And related to why we should pay attention to school funding activities. If the water market is busy, they were aware, this would cause until them from their main activity, which is management And the leader of deviant education. The paradox of appearance is that although most of the school leaders have understood why they should do entrepreneurial activities in school, but they did not necessarily welcome it. For example, the director of a girls' school commented in this regard: Schools with d find the resources themselves to provide the annual budget. But I do n't think so It is among the responsibilities of the school staff to

finance their own activities . We currently have to contribute to several aid and income funds 8

One of the directors emphasized the importance of looking at the financial efficiency and business-oriented to the school as follows:

...the principal of the school should be as much as possible a school Be independent . E - marketing has now become a kind of main business of many schools . Director with d Welcome dozens of new businesses to promote your school . Leader Entrepreneurs should find ways to ensure that projects can be fully financed . because public budgets are limited to specific projects and do not consider all aspects of the school ... 12

Another contributor said:

The school principal with d It should be constructive because the Ministry of Education and Culture does not provide enough financial resources to maintain the school . The achievements and progress of the school depends on the director 's ability to implement the activities of collecting financial aid 2.

These views with research results Paschiardis and Savides (2011) conducted in Cyprus is consistent. In the findings of their research, the school managers should also provide the budget needed by the school for various activities . Of course, this was something they were forced to do, not out of personal desire. In addition , it should be kept in mind that the inherent duty of schools is to prepare students for life in society, unlike commercial organizations whose goal is to make more profit . Some managers believed that business-oriented entrepreneurship weakens other social and public aspects of the school. A male principal in a high school believed that:

Having enough funds to meet and exceed the school 's needs is always possible . K It is a wish for school members . However , most of the schools in my service area do not meet basic needs . They do not In my opinion, the principal of the school An accountant is a money manager . Accountant and entrepreneur N being the time And the necessary energy from the school to support the staff and students is transferred from the principal.

2) What are the characteristics of entrepreneurial leadership in a school

In response to the second main question of the research, the researchers were able to find three comprehensive themes, which are: A- educational entrepreneurship, general entrepreneurship and independent entrepreneurship. The conditions of the world market of skills New, different and methods Various leaders demands from school leaders . All school leaders are not affected by the current market conditions , and only some school leaders actively participate in " business entrepreneurship " by force or voluntarily . However , all school leaders should have " business - oriented thinking " in order to be able to work in national fields And the place where the education market has become competitive to achieve success . According to the report of the European Union (2009), the entrepreneurial school leader means " using effective and appropriate techniques" to interact with society: teachers , students , parents , businesses , etc. Beneficiaries . Goertz et al. (1995), Woods, Bagley and Glatter (1998) and Miller (2016) They have prepared examples of leaders' communication with the agents of a school to attract parents and students .

Strategies must be applied in which the educational qualifications and experiences of the teachers, the physical environment and the appearance of the place and participation in social data regularly in the activities. The school will be used entrepreneurially.

The director of a technical college that produced and exposed products for sale commented as follows:

We are very focused and diligent in promoting what we do, and we want our brand to be seen and promoted. Let's make sure. as K Manager with my genius, I implement these skills to make my school's products marketable and viable. 9

Tabla Ghat in the virtual space and the presence and participation of the media in the events and ceremonies of schools was a common thing. In some cases, Students were assigned the role of school ambassadors with the responsibility of having good intentions towards their school. The school leaders themselves became familiar with the terms and techniques of the water market and became experts in the production and sale of their brands.

In this Rasta, a research participant who was a university professor notes:

Water market Selling the product if necessary A school has become a necessary part of the current education landscape and this is beneficial for schools. Schools are forced to deal with infrastructures, buildings, subjects and also measurable standards. scientific as part of their water market strategies. A special focus on the records of academic progress of schools has made school managers think about eliminating their weaknesses and strengthening their strengths 1.

Also, the lived experience of the director of a conservatory was as

follows:

I am part of the community Being a conservatory with weak support and negative feedback in the community, I decided to sell all the positive aspects of the students' products and believed that others would eventually follow. . Work started with advertising in social media and community members Local start to BN They said that they never knew that all of them are Good things have left the school. The positive aspects of entrepreneurship through I did not start. It had started before me, but no one had sold the products before. Hey, what? Who is the price tag? He did not put the students' hands on the work of the school 16.

can be said that the characteristics of the leader of the entrepreneurial school are: Teamwork, collaboration, process improvement, awareness From the environment, participation, response to market forces, opportunity perspective, risk-taking, innovation, goal-oriented, cleverness, profitability. Goertz et al. (1995) refer to this type of efforts as "polishing schools". That is, schools try to reproduce a shiny image of themselves with proper marketing strategies.

3) How can school principals become an entrepreneurial leader

In response to this question, the researchers were able to identify three comprehensive themes, which are: financial literacy b- acquisition entrepreneurship and c- organizational entrepreneurship. There is no doubt that all over the world, school principals need to be leaders Creative and entrepreneurial to move The extent to which this leadership style improves the educational leader (teaching-learning) or business thinking is related, there is room for discussion. Good schools in

the reflection of criticism Deep , social sharing , and creative , diverse and responsive teaching -learning involve themselves . They are also values They promote democracy , they present their expectations for the hand of the leader , which shows innovative and risk - taking behavior . All schools cannot be good based on the standards set by the ministries or education departments . Similarly, not all school leaders can follow the rules of good education inspectors be considered Due to the imposition of fees in the field of education by national governments to the schools themselves and due to the reduction of the budget allocated to the schools, the school principals are desperately looking for opportunities are to increase their ability to provide standard and acceptable education to students by connecting with the local community and industry . A. N It remains like a double - edged sword , where the leader of the school can be assumed to be in charge, unless, in fact , he is stuck in a cycle of poor long -term thinking , but short -term actions . It is slow due to financial constraints .

According To The said discussions and the experiences of the participants indicated that we can create and develop the social phenomenon of entrepreneurial leadership in schools with two general strategies . First, create systems to promote school affairs, communicate with parents and teachers , provide diverse -programs and extracurricular classes for students , prioritize homework and promote flexibility in teaching . - They adopted learning , these are internal solutions . On the other hand, entrepreneurial school leaders used external strategies such as public visits to the school, taking risks, promoting collaborative work, and

gaining power for the school.

Hall and Sausworth (1997) state that "an important issue for school leaders today is whether they see themselves as a manager or as an independent and liberating person and how they can be effective and successful. " The school should help" (p. 151). A participant who was a faculty member of the university said in this regard:

Things that schools always do , such as communicating with other schools , visiting parents , etc. , are important . They are new , and therefore the activities have clearer structures and goals Therefore , schools are more in touch with the needs of parents , students and local communities . This is desirable because the school administration system no longer needs school leaders who implement procedures , effectively manage resources , and stick to politics , nor can it afford to hire such leaders ; it needs leaders instead. who seek independence in the entire educational system 5.

A genius means to be creative, innovative and resourceful. General entrepreneurship includes innovation and change . Marketing culture, like an invisible hand , guides school leaders in doing school affairs, how to do them, when and why to do them . The culture of the market has entered into education , schools which consists of different interests in isolation from their local community It does not exist and cannot exist . The connection between the school and the community and serving them is important, because the local communities support the schools . finance and students often live in a school community . However , working near K With A local community Or providing local services to them cannot be done seriously It is only about general

entrepreneurship , but it is a fact.

Because schools cannot do many of their activities alone . to do , their participation with the local community should be established on a solid basis that confirms the role of their public interests . Slow down , managers From awareness and reality They told the members of the local community that we will serve you and you will serve us in return . This is a positive relationship between the school and the local community with business entrepreneurship concepts . (Woods et al., 2007) and the mindset of the organization in education (Miller, 2016, p. 120) is related and compatible.

Another participant who was a faculty member of the university says:

The leader of the school has unique and creative ways to complete it Program budget Especially those that are outside the specific curriculum indicators and are used to create interest in students for different school programs . According to the available resources, the manager must be creative enough and think outside the structures and systems to find what is needed for him . The school is suitable, get d 1.

These findings show that the school leader should be creative in responding to the changes and pressures of the environment . Responding creatively to this change means that the school leaders participating in the interview Constantly changing were They looked for opportunities to find a better way and tried . They had to go different ways and take risks . They were trying to attack the Kurds Consider innovation for the leader , because they are a recognition and reaction that fundamentally changes the perspective of the school leader . He was looking for a stronger motivation There were

teachers and students.

The director of a girls' high school represented his experiences like this:

A good manager means The creative person is good and this means that he manages the school in a good way . For example , I lead and organize a school that has interdisciplinary entrepreneurship projects with students . Some of these cases , in addition to scientific knowledge , on student activities , personal growth , skills They focus on speech and communication . for those We can manage We must be ingenuous We invest in many of our thoughts . When the main goal is success and this means to be creative and in different ways . Think differently for school promotion . y k mod y r With genius , he creates something out of nothing and nothing . which is in the preliminary stage 10.

Creative T It is one of the key characteristics of a leader , and it is not a characteristic that is specific to an entrepreneurial leader . be a school Managers consider entrepreneurial leadership as a comprehensive tool in areas such as flexible decision - making , fundraising , Improving the teaching-learning process , enriching activities for students , staff development , promoting the school and the market and selling the products of our schools as a great achievement , tolerance , tolerance, environment They used social media . Undoubtedly, due to the mutual and overlapping nature of education policies , global and national policies and their impact on school and school leaders , Entrepreneurial leadership is an important issue . more focus on school performance ; Marketing and school selection for parents and students ; decentralization ; reduction of national expenses in the field of education ;

reducing the budget for schools ; and increasing competition within and between education systems One of the policy issues is the extent to which school leaders are entrepreneurial in the principles of school leadership . use it , it will have an effect .

The high school principal said in this regard:

I, as K The manager will definitely do the projects that he thought at first I have done it whenever I can , and sometimes out of instinct . I have done things ! I believe that this aspect of school leadership will grow ... but I wonder if sometimes the school principal gets away with his central role of ensuring that education is Children are protected Is it the last ? 17

School leadership to some extent It needs an entrepreneurial leader , but this leadership field should not be a substitute for compensating for the reduction of the government 's budget . Some of the aspects are The current neoliberalism in most governments may foster an unhealthy set of school leaders.

A participant who was a faculty member of the university says:

The current school leadership systems seem to direct the principals towards leadership with genius and entrepreneurship . It drives me . The government insists on trying to improve the system by providing more opportunities to education managers . Managers Smart people can take advantage of these freedoms A unique and responsive solution for you They should use it in school . However , these freedoms have also been abused by some managers and they should be careful when using them ;Because without moral goals , The leader quickly turned into a K A person becomes selfish and uses the system in line with his

personal interests and not in the interests of others 5.

In this regard, the mistakes caused by the use of entrepreneurial leadership by school administrators, whether based on inexperience A Intentionally and what other reasons can be dangerous . In confirmation of this Icott (2011) has also argued that changes in educational environments have led to the reconstruction of school leader culture . with each other It seems that this is the result of the education market so far has achieved or is reaching it. Managers Participant in the research of examples and reports of how to manage and use the entrepreneurial leader . have presented for their schools . Some of them are possible dangers Reducing the quality of teaching and learning and other aspects Psychological and sociological aspects of education , and also the possibility of non - compliance The regulations caused by the entrepreneurial leader in schools have warned . This finding is the view of Hencheske (2009). particle for direct object It supports that It is believed that " probably the leaders of education Playing the role of an entrepreneur is desirable and even stylish , but more It is likely that he is the leader of the entrepreneur It is only valuable to the extent that education provides the conditions for entrepreneurial leaders to flourish " (p . 157). In addition , from the point of view of school administrators It seems that as a result Transforming education into market - oriented in nature , more distinctions between the roles of public and private schools They gradually disappear .

A group of school administrators consider their entrepreneurial activities in the school as A kind of distraction Major They were reporting. they

Therefore, they believed that their experiences have shown that they can implement educational systems and policies as K. The activity of the leader Give creatively. It seems Principals of participating schools in the interviews, strategies I prefer creative in - school activities such as changes in curriculum, changes in teaching - learning processes, enrichment activities for students and rules related to discipline and homework. give This is the fallout Henneske's study (2009) confirm It shows that principals are the leaders of schools Seniors are likely to be more involved in compliance with procedures, partnerships, managing competing CSS demands, maintaining professional standards, and monitoring public resources. And it is less likely in entrepreneurial activities to participate Miller (2012) In line with this finding, it is noted that in fact, in most cases, governments spend little money on schools and education, and more money is demanded in return. For example, in cases where more teachers are needed, fewer teachers are being hired; While the number of students and classes are increasing (p. 9).

This research has important practical indications for educational policy makers and members of school communities:

□ First, the results indicated that educational entrepreneurship is defined as a strategic focus on creating short-term and long-term opportunities for learning that makes a significant difference for members of the school community. Among them, the prominent elements of educational entrepreneurship are: strategic planning, increasing the capacity of responsible but timely decision-making, business intelligence, teacher development and

strategic links with other schools. It is important that entrepreneurial leadership should be found among all school staff, parents as well as students.

□ Second, school administrators are trying to respond in time to environmental changes, which is caused by the influence of information and communication technology, they had to change the style of the education leader themselves in these unpredictable and rapidly changing periods give Therefore, he turned away are not from the top to the bottom and not from the bottom upward, but includes a combination of collaboration, innovation and practical methods.

□ Thirdly, it seems that all school principals, due to the need to stay in their positions, compete with other schools, and also increase their independence from their respective departments, compared to the entrepreneurial leader, it is a kind of motivation in the school. They are internal and do not need external encouragement or motivation. Therefore, the entrepreneurial leadership style, like other school organization actions, will not disappear quickly from the educational programs. Instead, more likely It goes that in daily activities School principals, regardless of the region where they work, the size of the school, the type of school, and regardless of physical ability. School principals should be employed by force or spontaneously.

□ findings indicated that considering that one of the main essences of entrepreneurial leadership is creative behavior, there is a major difference between principals of girls' and boys' schools regarding the level of activity. Their creativity did not exist. However, the subtle difference that was observed was that the leaders of girls'

schools are more interested in creative participation in the internal affairs of the school (such as diversifying the curriculum and the teaching and learning process) . And less desire have that in entrepreneurial activities outside of school (such as reflecting the image school and join school education networks) to participate . The opposite of these two cases was true for the principals of boys' schools . However , all School principals if necessary Abandonment of entrepreneurial strategies They use creative activities related to outside the school and inside the school .

□ Fifth , one of the important findings of this research was that no matter how much school principals change - axis and teacher- axis , it was more likely that they were involved in the activities Be creative and enterprising . Although all school principals were involved in various fund - raising activities , principals of smaller schools were more likely to be directly involved in fund - raising activities . School water markets were operating , but not necessarily because of increasing the number of students, but as a means to show the importance of school independence and reflection. Better , entrepreneurial activities happened inside the school .

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.

Sponsorship

The present study was funded by the authors of the article.

Conflict of Interest

According to the authors of the present article, there was no conflict of interest.

This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the Journal of School Administration Quarterly for review and publication only.

References

- Attride-Stirling, J. (2001). Thematic Networks: An Analytic Tool for Qualitative Research, *Qualitative Research*, 1, (3), 385-405.
- Bashkoh Ajirlu, M., Moradi, M., & Heydari Anari, A. (2016). Investigating organizational factors affecting the idea of entrepreneurship among secondary school teachers in Ardabil city, *School Psychology Journal*, 1 (13), 51-38.
- Beck, U. (1992). *Risk Society*. London: Sage.
- Brauckmann-Sajkiewicz, S. & Pashiardis, P. (2022). Entrepreneurial leadership in schools: linking creativity with accountability, *International Journal of Leadership in*

- Education*, 25:5, 787-801, DOI: 10.1080/13603124.2020.1804624.
- Coffey, A. (2001). *Education and Social Change*. Buckingham: Open University Press.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rdEd.). Sage Pub. Inc.
- Currie, G., Humphreys, M., Ucbasaran, D., & McManus, S. (2008). Entrepreneurial Leadership in the English Public Sector: Paradox or Possibility? *Public Administration*, 86(4), 987–1008.
- Eacott, S. (2008). Strategy in Educational Leadership: In Search of Unity. *Journal of Educational Administration*, 46(3), 353–375. <https://doi.org/10.1108/09578230810869284>
- Eacott, S. (2011). Preparing 'Educational' Leaders in Managerialist Times: An Australian Story. *Journal of Educational Administration and History*, 43(1), 43–59.
- EU Commission. (2008). *Improving Competences for the 21st Century: An Agenda for European Cooperation on Schools*. Retrieved June 26, 2017, from <http://eurlex.europa.eu>
- European Union. (2009). *Leadership Improvement on Student Achievement*. Brussels: Education, Audiovisual and Culture Executive Agency. Retrieved June 26, 2022, from <http://www.leadership-in-education.eu/index.php?id=235>.
- Falah Razavi, M., Behrouz, M., Bazarafshan Moghadam, M., & Salehi Faderdi, J. (2019), *Journal of Education and Training*, 12 (9), 131-150.
- Fromm, J., Hentschke, G., & Kern, T. (2003). Educational Leader as Educational Entrepreneur: Managing the Mission Within and Across Sectors. In B. Davies & J. West-Burnham (Eds.), *Handbook of Educational Leadership & Management* (pp. 291–303). London: Pearson (Longman).
- Gewirtz, S., Ball, S. J., & Bowe, R. (1995). *Markets, Choice and Equity in Education*. Buckingham: Open University Press.
- HajiAghae, H., & Khalkhali, A. (2019). Monitoring the Entrepreneurship Ecosystem in Iranian Schools. *School Administration*, 7(2), 166-190. doi: 10.34785/J010.2019.541
- HajiAghae, H., & Khalkhali, A. (2021). Reconstructing the Role of Principals in the Schools by Entrepreneurial Tendency. *Journal of Management and Planning in Educational System*, 13(2), 237-264. doi: 10.52547/mpes.13.2.237.
- Hall, V., & Southworth, G. (1997). Headship, School Leadership & Management. *School Organization*, 17(2), 152–170.
- Hennink, M., Hutter, L., & Bailey, A. (2020) *Qualitative*

- Research Methods*. Sage Publication Limited, Thousand Oaks.
- Hentschke, G. (2009). Entrepreneurial Leadership. In B. Davies (Ed.), *The Essentials of School Leadership*. London: Sage.
- Hentschke, G. C., & Caldwell, B. J. (2007). Entrepreneurial Leadership. In B. Davies (Ed.), *The Essentials of School Leadership*. London: Paul Chapman Publishing.
- King, N., & Horrocks, C. (2010). *Interviews In Qualitative Research*. Sage, London.
- Miller, P. (2011). Free Schools, Free Choice and the Academization of Education in England. *Research in Comparative & International Education*, 6(2), 168–180.
- Miller, P. (2012). Editorial: The Changing Nature of Educational Leadership in the Caribbean and Beyond. *Journal of the University College of the Cayman Islands Special Issue*, 6, 1–3.
- Miller, P. (2016). *Exploring School Leadership in England and the Caribbean: New Insights from a Comparative Approach*. London: Bloomsbury.
- Mirzaaghaei, S., Ghahremani, M., Shams Morkani, G., & Abolghasemi, M. (2023). Designing an entrepreneurial management model of schools. 12 (1): 123-144
URL: <http://journalieaa.ir/article-1-495-fa.html>
- Mohajeran B., Ghalee A., Hamzerobati M., Nami K., & Nemati A. (2015) The Relationship between Philosophical Mindedness and Entrepreneurial Personality Characteristics among Secondary School Principals. *JMDP*; 28 (3):107-130. URL: <http://jmdp.ir/article-1-1514-en.html>
- Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage.
- Najafi Hezarjaribi, H., & Ashrafi S. (2018). *Identifying Teachers' Entrepreneurial Indicators and Evaluating the Current Status of Entrepreneurship among Teachers*. *QJFR*; 14 (4):7-28, URL: <http://qjfr.ir/article-1-449-fa.html>.
- Pashiardis, P., & Savvides, V. (2011). The Interplay between Instructional and Entrepreneurial Leadership Styles in Cyprus Rural Primary Schools. *Leadership and Policy in Schools*, 10(4), 412–427.
- Patton, M. (1990). *Qualitative Evaluation and Research Methods*. (pp. 169-186). Beverly Hills, CA: Sage. Designing Qualitative Studies.
- Saldana, J. (2016). *The Coding Manual for Qualitative Researchers*. Sage Publications Inc
- Scott, S., & Webber, C. F. (2015). Entrepreneurialism for Canadian Principals: Yesterday, Today, and Tomorrow. *Journal of Research on Leadership Education*, 8(1), 113–136.

Seidman, I., (2013). *Interviewing as Qualitative Research: A Guide for Researchers in Education & the Social Sciences* (4th ed.). New York: Teachers College Press

Thematic Working Group on Entrepreneurial Education. (2014, November). *Final Report*. Retrieved June 26, 2017, from <http://ec.europa.eu/transparency/>

Van Maanen. J. (1983). *Qualitative Methodology*, Sage, Beverly Hills

Webber, C.F., & Scott, S. (2008). Entrepreneurship and Educational Leadership Development: Canadian and Australian Perspectives. *International*

Electronic Journal for Leadership in Learning, 12. No pages

Webster Dictionary (2020). <https://www.merriam-webster.com>.

Woods, P. A., & Woods, G. J. (2009). Testing a Typology of Entrepreneurialism. *Management in Education*, 23 (3), 125–129.

Woods, P. A., Bagley, C., & Glatter, R. (1998). *School Choice and Competition: Markets in the Public Interest?* London: Routledge.

Woods, P. A., Woods, G. J., & Gunter, H. (2007). Academy Schools and Entrepreneurialism in Education. *Journal of Education Policy*, 22 (2), 237–259

