

## School Principals' Opinions About Level of their Entrepreneurship

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### Abstract

The aim of the research is to find out that how they evaluate level of entrepreneurship and what sort of individual and environmental problems during they improve their sufficiency of entrepreneurship. The qualitative research's study group is composed of 20 principals in center of Kocaeli in 2014-2015 years. Inverse sampling technical is used. The data is collected semi-structured interview. The data is analyzed by descriptive analysis. One of the results is that the most of school principals who have got high level of entrepreneurship (f=7) utter their entrepreneurship's level link to such as diversity, innovation, activity and performance. Half of the school principals who have got low level of entrepreneurship utter their level link to lag behind with developing world. Principals who have high level of entrepreneurship (f=5) have problems about over responsibilities of individual life during improving their sufficiency of entrepreneurship. As well as, the principals have problems such as lack of communication and motivation. In view of environmental conditions, all of participants have problems about improving their sufficiency of entrepreneurship such as work ethic and value conflict and different beliefs, bureaucracy and resource competition. In parallel with the results, there are various suggestions.

**Keywords:** entrepreneur; entrepreneurship; sufficiency of entrepreneurship; school principal.

### Introduction

The education staffs have two power as interior and exterior power to start a work and carry out the work. The means of interior power is that comprise of physical and environmental factors and the means of exterior power is that comprise of spiritual and persons' belief about self-reliance and self-efficacy. It is a expected case that teachers and principals have powers both interior and exterior power. But it may not be possible that these powers don't merge because of differences in workplace environment, relationships or their personal life. If exterior powers are more than interior power, the quality of education may be affected negatively. If interior powers are more than exterior power and interior power ensure the exterior powers' refreshment, the quality of education may be a better level than the before. Based on this, entrepreneurship can be qualified as one of interior powers that have importance. Entrepreneurs who see opportunities that others can't see and go into production the idea and they are to provide added value for society (Yıldırım, 2013:25).

Entrepreneurship take an active role in democracy, economic development and personal welfare (Top, 2012:36). Schools are important to bring up entrepreneurship students and this is a necessity in changing education needs. The method of acquisition of entrepreneurship behaviors may be acquisition of entrepreneurship for students as well as it may be displaying role model in schools. In the study the hypothesis is that principals display role model regarding this issue and for Aydın (2010) principals must prove that continuous and constructive change are terminal quality. Existence of school principals who show entrepreneurial behaviours and learning leadership and put into production innovation and creative ideas that may become positive effects. For school principals' entrepreneur behaviors are that achieving the schools' aims, working through differential for their schools and be self-denying to advance organizational climate and culture. It depends on school principals who management is not only use force and authority but also working hard and taking responsibility to form as learning, independent, creative and innovator schools (Özden, 1998:9). To find out how school principals evaluate level of entrepreneurship and what sort of individual and environmental problems during they improve their sufficiency of entrepreneurship may give clues to form as learning, independent, creative and innovator schools. In this context, the aim

of the research is to find out that how they evaluate level of entrepreneurship and what sort of individual and environmental problems during they improve their sufficiency of entrepreneurship.

### Method

The study is a qualitative research and used phenomenological model. The data is collected semi-structured interview form that contains three questions. The obtained data is analyzed by descriptive analysis. The study group is composed of 20 principals who works at different schools that located in center of Kocaeli in 2014-2015 academic years. Purposive sampling method and inverse sampling technical is used. One of the inverse sampling is contains 10 principals who have low sufficiency of entrepreneurship and the other group is 10 principals who have high sufficiency of entrepreneurship. There is the study groups' demographic information on Table 1.

Table 1: Data Related Participants' Demographic Information

Name	Gerund	Branch	State of education	Seniority
H1	Woman	School teaching	Lisans	6
H2	Man	School teaching	Postgraduate	3
H3	Man	Science teaching	Lisans	11
H4	Woman	Social sciences teaching	Lisans	3
H5	Man	School teaching	Lisans	2
H6	Man	School teaching	Lisans	11
H7	Woman	Social sciences teaching	Lisans	2
H8	Man	Mathematics teaching	Lisans	5
H9	Woman	Art teaching	Lisans	10
H10	Man	School teaching	Associate D.	13
L1	Man	Mathematics teaching	Lisans	5
L2	Man	Turkish teaching	Lisans	16
L3	Woman	English teaching	Lisans	3
L4	Man	Social sciences teaching	Lisans	11
L5	Woman	School teaching	Lisans	4
L6	Man	Turkish teaching	Lisans	6
L7	Man	School teaching	Lisans	7
L8	Woman	School teaching	Lisans	12
L9	Woman	School teaching	Associate D.	20
L10	Man	Gym teaching	Lisans	13

### Findings

In the part, there are findings how they evaluate level of entrepreneurship and what sort of individual and environmental problems during they improve their sufficiency of entrepreneurship. It is received the schools 'principal opinions to find out their perception level related to that question 'what do you think about your entrepreneurship level?' .

The high level of entrepreneur principals' opinions are as below:

I am aware that all of varied and alternative field develops persons. I think that I am a entrepreneur every field as far as I can (H1,H7).

Since I follow the new improvement, varied and efficient fields ensure march. Therefore, entrepreneurship is important. I am aware of entrepreneur myself since sense of wonder turn into behaviors to break out of the routine (H2).

I think that I am too entrepreneur. Because when I start action, I don't think whether it will be or not. I believe that action will ok (H3).

I am entrepreneur. I have play active role in my career. I must open new ideas. In my opinion, the entrepreneurship means that to manage all of works and to conduct the school. (H4,H6).

I believe that I am entrepreneur but I know that entrepreneurship is limitless. (H5,H9).

My performance and personal characteristic make me think as a entrepreneur. (H8).

When I evaluate process of initialization and implementation of activities, I think that I am entrepreneur but it is my perception. Maybe, the things may be ordinary according to others. ( H10).

The low level of entrepreneur principals opinions are as below:

I am not sufficient for any issue. But I believe that I am not entrepreneur. I think I must improve my entrepreneurship efficacy.(L1,L6).

I believe that I will be entrepreneur in my interest and talent field. But I think about the feature of affecting entrepreneurship is accumulation of knowledge. I am satisfied that I am not entrepreneur fairly (L2).

When I see recent developments and knowledge about entrepreneurship, I feel that I am not sufficient but I open new ideas (L3, L8).

By now, I was satisfied that I was entrepreneur for attempt to enhance economic and education opportunity as far as interests, aptitudes and talents. And in globalizing world, on one hand, change and development are continuous, on the other hand you can't stand the pace. So you feel that you are insufficient, very much (L4,L9).

I think I am not so entrepreneur because of drudge (L5,L7,L10).

It was asked that question 'what sort of personal problems to improve your entrepreneurship efficacy?' to find out the school principals' opinion about this issue. These are as below.

The responsibility of a mother may hinder entrepreneurship (H1).

I can't afford because of daily life activities and responsibilities (H2, H4,H7,H10).

The problem is to not keep up with the technology (H3).

Busy schedule and health problems (H5, H8).

Monotony may originate unwillingness but sometimes you want to do everything to get rid of the monotony. It must be habit. As well as, quality of the private life (H6).

I want to do a lot of work so that it prevents my works' qualities and things to do (H9).

A motivational and feeling with your back against the well ( L1).

Lack of energy to do something in the life, married life, too much responsibilities, limited time (L2,L9).

The school management activities weaken me and it prevents to afford for entrepreneurship. Indeed, key entrepreneurship is to want and believe (L3,L7).

The problem about effective communication and the style of growing up restricted us. If we want or not, this circumstance prevents entrepreneurship (L4).

Lack of communication and materiality (L5,L10).

Busy schedule and workload prevents something to do (L6).

I have an idea I think I will delay the idea that day or tomorrow. But I never realize the idea (L8).

When we examine the school principals' opinion, the varied problems about personal life are the problems about showing entrepreneur behaviors that is understood. The most telling problems are private problems, busy Schedule and communication problems.

To find out the problems about the principals' environmental problems to improve their entrepreneurship, their opinion received about this issue and the question was asked: what sort of environmental problems do you have to improve your entrepreneurship?

The principals' quotation is given below:

It can be job environment and domesticity and off-and-on, problems encountered in school. These are prevented to be an entrepreneur person (H1).

that the quality is not considered at certain environment may be offending in the organization where I work. The other problems are domesticity and responsibility of woman. Conflict with expectation and things encountered (H2).

Resource shortage, cultural factors and parent insensitivity (H3, H9).

Social pressure, custom and traditions (H4, H5,H8).

Folks insensitivity and working person who avoid meddling cuts in entrepreneurship ( H6).

My convictions and beliefs locks biases and the effort to manage it. Also, formal communication in hierarchical (H7).

That the works to do aren't considered and are not valued (H10).

Resource shortage, not to join seminar related to this subject lack of sightseeing. We can't digress from procedure (L1,L9).

Lack of knowledge, I don't know how I can do and how I can do better (D2,D10).

Unjust discrimination and entrepreneurship's significance remains unfilled and bringing the observers instead of in practice entrepreneurs (L3).

Although I don't expect something in return for my entrepreneur behaviors, I expect sense of respect. In my opinion, the community perspective is a major problem (L4).

To put into trouble due to procedure and not to provide financial opportunity and not being encouraged for entrepreneurship soul ( L5,L7).

We can't get some support from personnel. Number of dutiful persons are decreasing (L6).

Holding one's tongue and making do duties to not bother anybody (L8).

### **Conclusion and Suggestions**

In the part, there are conclusions and the recommendations along with these conclusions.

Considering the school principals' opinion about entrepreneurship level that the most of principals have high level of entrepreneurship (f=7) have stated as a entrepreneur related to diversity, innovation, and performance concepts. The half of principals have low level of entrepreneurship have stated that accumulation of knowledge and not keeping up the times prevents their entrepreneurship.

By comparison with level of entrepreneurship, in view of individual problems encountered, while the principals who have high level of entrepreneurship (f=5) have problem about responsibility for private life, the principals have low level of entrepreneurship have problem lack of motivation (f=3) and communication problems (f=3).

The principal's views about the environmental problems encountered to improve their entrepreneurship that society beliefs in where workplace, lack of knowledge due to struggle-dissension of values, bureaucracy and resource shortage are lined up.

Along with the explained conclusion above, suggestions are as follows:

To increase the principals' entrepreneurship level, they should be supply them in service training.

Seminars should be organized for them to improve their community skills and motivate.

They should be supported by the superintendent in order to express their ideas and practices when their ideas are conflicted with the beliefs, cultures of people.

By specifying the obstacle regulations for the principals' entrepreneur behaviors, new a regulation should be regulated as more flexible and open for improvement.

Along with the conclusion that sufficient resource should be for school principals' entrepreneurship, MEB must be fund sufficient resource for school to support principals' entrepreneur behaviors.

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