



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

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### **Abstract**

This study aimed to investigate the role of entrepreneurial attitude in the job performance of schools in Damavand County. The research method was applied and descriptive. The statistical population of this study consisted of all principals and deputies of (public) schools in Damavand County in the academic year 2018-19, which were equal to 218 people. The statistical sample size using Cochran's formula was estimated to be about 139 people selected through stratified random sampling. The tool questionnaire was used to collect the data. Data were analyzed using SPSS software. Construct validity was used to evaluate the validity of the research questionnaire, and Cronbach's alpha coefficient was used to analyze its reliability. Findings showed a significant relationship between entrepreneurial attitude and job performance of school principals, and there was a significant relationship between the four dimensions of attitude and job performance. Also, the current situation of entrepreneurial attitude and job performance of Damavand County managers is desirable. The results obtained from the study's primary objective showed a positive and meaningful relationship between the entrepreneurial attitude and the professional performance of the managers of the city of Damavand. This means that the higher the entrepreneurial attitude of school principals, the higher their professional performance. Also, The regression analysis of the study showed that among the four dimensions of entrepreneurial attitude, the dimension of self-esteem was the strongest, and the dimension of success-oriented was the weakest predictor of job performance among principals and deputies of (public) schools in Damavand County. Finally, it can be said that by designing suitable training courses on entrepreneurial issues and the entrepreneurial attitude, one can improve professional performance, in particular the success of managers.

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## **Introduction**

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

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

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

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

from the beginning of childhood, depending on their age and personality. However, it is not clear that educational administrators who are not hired based on innovation with entrepreneurial characteristics can make schools effective in achieving these goals (Behrangi and Tabatabai, 2009). One of the essential goals of education is to improve the quality of school performance. Despite the efforts of education managers and planners in gaining experience and implementing new global ideas and thoughts in educating society, but due to new needs and ignoring the role of the transformation process in management and planning, they have not been able to achieve well the desired goals; quality improvement in an organization increases the productivity and success of the organization in the long run (Jahanian and Baladi Nezaad, 2012). In other words, Job performance is one of the most important goals that managers of the organization pursue because it provides productivity promotion in society and promotes the national economy and improves the quality of services and products of organizations (Afjeh, Dehghanan and Mafakheri, 2015). Based on the previous Research, Improving job performance is one of the most important goals that managers of organizations pursue because it provides productivity promotion in society, promotes the national economy, and improves the quality of services and products of organizations. Job performance is the degree of doing the tasks assigned to a person in his job. Performance is defined as activities that are usually part of a person's job and activities and should be done (Alirezai et al., 2013). An educational administrator should not only be the narrator of the directives and the executor of the bylaws, and the supervisor of the implementation of the program, but his main task is to guide the educational affairs in order to achieve the goals of education and develop students' learning and performance in society.

In this regard, research shows that various variables affect managers' job performance, among which entrepreneurial attitude seems to be one of the most critical variables. Entrepreneurial attitude literature tries to identify the characteristics and skills that are effective in an individual entrepreneurial person and distinction from others (Clement and Matina, 2008). Many researchers believe that entrepreneurial attitudes provide the basis for entrepreneurial activities; entrepreneurial attitudes can be defined in personal orientations towards future value-added. The entrepreneurial attitude engages the individual in entrepreneurship (Sharif and Saud, 2009). According to the research conducted by Dirmuli 2002 (quoted by Shamaeizadeh et al., 2004) in the field of entrepreneurial behaviour and its relationship with people's perceptions, they emphasize the point that individual perception is practical on entrepreneurial behaviour and seems that the behaviour can be changed with changing attitudes that can be made with cognitive interventions. Based on research, the following results are obtained: Attitudes are the best predictors of entrepreneurial tendencies. It is also believed that learned attitudes can be changed by teaching and learning based on family education, social environment and work. Accordingly, people's amount and type of attitude towards entrepreneurship can affect the level of activity in this field (Azerbaijani, 2003).

Based on the entrepreneurial perspective of an expert, Albert Shapero at Ohio State University (1985), creating an entrepreneurship education consortium based on a lifelong learning model is necessary to show that entrepreneurship emerges as a result of a developmental process. The importance of cultivating entrepreneurial spirit from an early age and continuing it to all levels of education is inevitable. In the early ages, classes teach basic skills and motivate students, and at older ages and in more advanced classes, higher levels of the lifelong learning model are performed (Ahmadpour and Motalebi, 2008). Schools are like ships that carry the cultural goals of any society and

travel to the destination in the course of each country's history, and its helmsmen are their educational directors. School principals direct and move this essential and effective subsystem and, in a way, direct the whole system. For the school to move precisely according to the predetermined general goals of the whole educational system, knowledgeable, experienced and goal-oriented principals are needed.

Moreover, since in achieving the goals of each system, evaluating and measuring the performance of its activists and implementers to identify the current situation and analyze it on the way to the desired situation is an integral part of moving forward and also because according to the above, educational evaluation is very important due to the sensitivity of the position in a general social system and school principals have the highest and most pivotal role in this movement, care and attention and review of the performance of these people in this position accepted by him, becomes completely obvious. In other words, the evaluation of educational administrators plays an essential role in improving the quality of the educational system because the principal plays a role at the top of the school pyramid and evaluating him is to determine the extent to which this person in this position meets particular needs to fulfill the determined goals of the school. Therefore, awareness of the critical functions of management and dominancy on the tasks defined for this position by administrators directly affects their performance in the assigned responsibility (Ghafourian, 2002). Attitude is the long-term organization of motivational, emotional, perceptual and cognitive processes according to some aspects of the environment in which the person is placed. Accordingly, an individual's attitude reflects how he thinks, feels and reacts to his surroundings (Havikenzdel et al., 2006). An attitude is an evaluation or estimation of what is desirable or undesirable about an object, person, or subject and reflects how a person feels about an object or subject. One of the recent theorists about attitude,

Torchon, defines it as the rate of feelings one has about a stimulus (Samadi, 2007).

Boonsiritomachai and Sud-On (2021) elaborated that an entrepreneurial attitude significantly and positively contributes to work engagement, although it can divert employee attention regarding the level of commitment. Interestingly, the study findings show that employees will commit to an organization if they have engaged with the company, even if they have a highly entrepreneurial attitude. In this regard, Leffler E. (2020) found that Entrepreneurship in school is a widespread issue within the school system, and it is crucial to problematize teachers and their role when entrepreneurship is emphasized in their school practice. Based on a questionnaire and interviews, the results were categorized into four primary teacher leadership skills: teachership, leadership, professional leadership, and "profession ship." This study highlights the importance of teachers' relationship to their students, new thinking about teaching and learning, and subject knowledge. Goodarzi, Salamzadeh & Salamzadeh (2018), in their research, showed that when managers follow ethical behaviours, they will be more prone to be creative and innovative in their businesses. Bahmani, Arasti & Hoseini (2018) stated that Elementary school is essential and crucial in life. Many countries implement entrepreneurship education in formal and informal schools' programs through long- and short-term planning. They showed an appropriate concept in elementary school entrepreneurship education in elementary schools in 5 dimensions of entrepreneurial attitude: a desire for achievement, personal control, creativity and innovation, self-esteem and opportunity recognition. They suggested that These results help policymakers and experts in entrepreneurship education and organizers of these programs for children to provide the appropriate content.

Based on their Research, Robinson et al. (1991) concluded that attitudes are the best predictors of entrepreneurial tendencies than personality or

demographic characteristics. It can also be said that attitudes and beliefs can be learned, and when they are based on family education, social environment, and work, they can be changed through teaching and learning. Accordingly, people's rate and attitude towards entrepreneurship can affect the level of activity in this field. In this type of attitude, the progress and validity of the tendency to entrepreneurial attitude are explicitly stated. According to the Robinson model, the four levels of entrepreneurial attitude include success-orientation, personal perception control, innovation, and self-esteem. An entrepreneurial attitude is the background of entrepreneurial behaviour (Muller & Thomes, 2000). As the driving force of economic and social development, entrepreneurship plays a vital role in the development process of societies and today's world; thinking about innovation and entrepreneurship and its use in organizations is inevitable. If people in organizations are entrepreneurs, they will better understand the economic opportunities and use the available resources to innovate more, and as a result, they will grow faster and further survive in the competition. Therefore, to achieve this, entrepreneurial activities should be promoted in organizations, and the entrepreneurial spirit should be nurtured in principles, and ultimately the entrepreneurial environment should prevail in the organization. This requires understanding, explaining and describing the concept of entrepreneurship (Ismaili, 2010).

On the other hand, since the emergence of formal education in societies, many changes and developments have occurred in educational systems. When the people of countries in specific courses cannot respond to their issues, problems and needs, they express their dissatisfaction in various ways and question the ability and efficiency of education principals and leaders. Today, they will not suffice to undesirable and ineffective management, which leads to the disintegration of education. Therefore, experts believe that

education is generally the quality of management of educational activities is the most critical indicator of the level of adequacy and effectiveness of all educational programs, because management with its decisive and influential role in directing educational processes towards its goals, can both potentially lead to its progress and cause its disintegration. Therefore, investment in training and preparation of educational principals in education should be a priority, to the extent that it confirms the progress and development of education and does not cause stagnation or disruption (Niknami, 1998). Therefore, if the educational principals have sufficient knowledge and skills, without a doubt, the educational system will have high effectiveness, efficiency and credibility (Ghanbari and Rajabi, 2012).

As a result, although Many attempts have been made about entrepreneurial attitude and job performance, this two-factor relationship is barely discussed in the literature, especially in the educational context. Therefore, given these gaps, the question is to what extent do Damavand County school principals have an entrepreneurial attitude? How is the job performance of principals? Furthermore, is the entrepreneurial attitude effective in the job performance of school principals in Damavand County? In this research, the researcher seeks to answer these questions.

#### **Conceptual research design:**

This study used Robinson et al.'s entrepreneurial attitude model (as cited by Tran and Tran, 2021) and Patterson's job performance model (Bastami & Panahi, 2020). As a result, the model has been developed, and as follows, the research objectives have been created.

1) Identifying the relationship between entrepreneurial attitude and observing the discipline among Damavand County principals.

2) Identify the relationship between entrepreneurial attitude and sense of responsibility among Damavand County principals.

3) Identifying the relationship between entrepreneurial attitude and cooperation among Damavand County principals.

4) Identify the relationship between entrepreneurial attitude and improving the work among Damavand County principals.

5) Identify the relationship between success and job performance among Damavand County principals.

6) Identifying the relationship between self-esteem and job performance among Damavand County principals.

7) Identifying the relationship between innovation and job performance among Damavand County principals.

8) Identify the relationship between self-control and job performance among Damavand County principals.

#### **Research methodology**

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

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

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

Formal validity was also used in this research. In other words, in this research, we have also considered the opinion of experts, and in the

research process, we benefited from the opinions of people who worked in this field in this study.

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

**Table of Cronbach's alpha coefficients of the final scales**

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

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

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

**A) Descriptive analysis method:**

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

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

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

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

2) One-sample t-test to evaluate the level of desirability of independent and dependent variables from respondents' perspectives.

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

**Research Findings**

Out of 139 samples, in terms of gender composition, 39.6% of this sample are men, and the other 60.4% are women. In terms of educational composition, 5.0% of the respondents have a diploma, 19.4% have a master's degree, 56.1% have a bachelor's degree, and 19.4% have a master's degree or higher. Regarding the field of study of the respondents in the secondary school, 16.5% have studied mathematics, 40.3% experimental fields, 32.4% humanities, and 10.8% have studied other majors in their secondary education. Also, 16.5% of the respondents studied educational sciences and psychology at university, 40.3% technical field, 32.4% humanities field and 10.8% studied other fields at university. Regarding age composition, 12.9% of the respondents were in the age group under 35 years, 20.1% in the age group 35 to 45

years, 32.4% in the age group 46 to 55 years, and 34.5% in the age group over 55 years. Regarding service history, 13.7% of the respondents had less than five years of management experience, 38.1% had 5 to 10 years, 38.1% had 11 to 15 years, and 10.1% had more than 15 years of management experience. Regarding service history, 13.7% of the respondents had less than ten years of service, 48.9% had 10 to 20 years of service, and 37.4% had more than 20 years of service.

To test the relationship between entrepreneurial attitude and job performance, the Pearson correlation coefficient was used. Using this test

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

**Table 1: Correlation test between entrepreneurial attitude and job performance**

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

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

Here, the correlation between each of the four dimensions of job performance, including

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

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

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

1) Identifying the relationship between entrepreneurial attitude and observing the discipline among Damavand County principals.

The correlation between these two variables is 0.554. Thus, the positive relationship direction and its intensity are strong and significant at the P=0.000. This relationship shows that by strengthening the entrepreneurial attitude, the

observance of discipline at work increases. Therefore, this research hypothesis is confirmed.

2) Identify the relationship between entrepreneurial attitude and sense of responsibility among Damavand County principals.

The correlation between these two variables is 0.805. Thus, the positive relationship direction and its intensity are powerful and significant at the P=0.000. This relationship shows that by

strengthening the entrepreneurial attitude, the sense of responsibility at work increases. Therefore, this research hypothesis is confirmed.

3) Identifying the relationship between entrepreneurial attitude and cooperation among Damavand County principals.

The correlation between these two variables is 0.776. Thus, the positive relationship direction and its intensity are powerful and significant at the  $P=0.000$ . This relationship shows that by strengthening the entrepreneurial attitude, cooperation at work increases. Therefore, this research hypothesis is confirmed.

4) Identify the relationship between entrepreneurial attitude and improving the work among Damavand County principals.

The correlation between these two variables is 0.798. Thus, the positive relationship direction and its intensity are powerful and significant at the  $P=0.000$ . This relationship shows that by strengthening the entrepreneurial attitude, there is an improvement in work. Therefore, this research hypothesis is confirmed. Relationship between job performance and the four dimensions of entrepreneurial attitude: Here, the correlation between each of the four dimensions of entrepreneurial attitude, which consists of success-orientation, self-esteem, innovation and self-control, with the dependent variable of research, i.e. job performance, is tested.

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

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

5) Identify the relationship between success and job performance among Damavand County principals.

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

6) Identifying the relationship between self-esteem and job performance among Damavand County principals.

The correlation between these two variables is 0.883. Thus, the positive relationship direction and its intensity are solid and significant at the  $P=0.000$ . This relationship shows that with increasing self-

esteem, job performance also increases. Therefore, this research hypothesis is confirmed.

7) Identifying the relationship between innovation and job performance among Damavand County principals.

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

8) Identify the relationship between self-control and job performance among Damavand County principals

The correlation between these two variables is 0.631. Thus, the positive relationship direction and its intensity are strong and significant at the



P=0.000. This relationship shows that with increasing self-control, job performance also

increases. Therefore, this research hypothesis is confirmed.

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

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

The above table is the results of a one-sample t-test to examine the variable of entrepreneurial attitude. According to the value of the t-test (16.775) and according to the degree of freedom d.f = 138, also based on the theoretical mean of the variable (Test Value = 50) with accepting an error of less than 0.01 (Sig = 0.000) and a degree of confidence above 0.99, it can be concluded that entrepreneurial attitude is significant and has a significant difference with the theoretical mean.

We cannot accept the null hypothesis (OH), which indicates the absence of a relationship. Therefore, considering that the mean obtained is approximately 30.24 points higher than the theoretical mean, it can be said that the entrepreneurial attitude of the sample is at a desirable level, or in other words, the entrepreneurial attitude of the respondents is strong.

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

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

In the above tables, the results of a one-sample t-test to examine the job performance variable. According to the value of the t-test (12.183) and according to the degree of freedom d.f = 138, also based on the theoretical mean of the variable (Test Value = 50) with accepting an error of less than 0.01 (Sig = 0.000) and a degree of confidence higher than 0.99 it can be concluded that job performance is significant and has a significant difference with the theoretical mean. We cannot accept the null hypothesis (OH), which indicates the absence of a relationship. Therefore, considering that the mean obtained is approximately 20.71 points higher than the theoretical mean, it can be said that the job performance of the sample is at a desirable

level, or in other words, the job performance of the respondents is strong.

#### **Discussion and conclusion**

The primary purpose of this study is to investigate the role of entrepreneurial attitude in the job performance of school principals in Damavand County. Studies have shown that education from the beginning of childhood can seriously and calculatedly provide the necessary entrepreneurial skills for students at the elementary, high school and higher education levels according to their age and personality. However, it is not clear that educational administrators who are not employed based on innovation with entrepreneurial characteristics can make schools effective in achieving these goals (Behrangi and Tabatabai, 2009). Principals have to direct educational affairs to achieve education goals and develop students'

learning and performance. Having an entrepreneurial attitude provides the basis for entrepreneurial activities, and the entrepreneurial attitude can be defined in the form of personal orientation towards future value-added activities and self-employment in small businesses (Burger and Mahadia, 2005). Therefore, the entrepreneurial attitudes of principals will be a good predictor of the quality and performance of schools. On the other hand, an entrepreneurial attitude can help principals foster an entrepreneurial culture in schools.

Previous studies have shown that individual innovation, which is the next dimension of entrepreneurial attitude, plays a vital role in improving people's performance, which means that the more creative and innovative behaviours by individuals, the better organizational performance (Podsakoff PM, MacKenzie SB, Podsakoff, 2016). On the other hand, Robinson et al. have described people with entrepreneurial attitude with four characteristics of innovation, self-esteem, personal control and achievement; therefore, the existence of a significant relationship between entrepreneurial attitude and improved performance seems logical, and we can expect that employees with high entrepreneurial attitudes can perform their organizational tasks better and have better job performance (Guerrero & Rialp, 2008). Furthermore, in their study, Lunan et al. (2006) mentioned the effect of risk-taking on job success and the ability to recognize job opportunities. The existing literature also points to similar findings in which risk-takers are likely to start new activities, and such individuals perform better (Knight, 1961; Cramer et al., 2002). Topics such as entrepreneurial activities and the need to pay attention to the job performance of individuals are among the topics that have attracted the attention of various experts and researchers in recent decades. In the present study, the level of entrepreneurial attitude and its effect on the job performance of school principals in Damavand County is investigated. In this regard, it is assumed that the job performance of school

principals in the four areas of observance of work discipline, sense of responsibility at work, cooperation at work and job improvement can be examined, and the entrepreneurial attitude of school staff influences the extent of this performance. The results obtained from the study's central hypothesis showed a positive and significant relationship between entrepreneurial attitude and job performance of Damavand County principals. This result indicates that the higher the entrepreneurial attitude of school principals, the higher their job performance.

The competitive environment and rapid changes in technology and other fields have made organizations, universities, and schools more interested in entrepreneurial attitudes. Today, entrepreneurship is recognized as a solution to these problems, and it has been observed that entrepreneurial organizations have always had more growth and dynamism and higher efficiency than traditional organizations. One of the indirect results of this research is that it showed that entrepreneurship education effectively increases the entrepreneurial attitude of individuals and thus increases the likelihood of entrepreneurship. Therefore, entrepreneurial attitude and performance can be increased in employees (Mitra J, Matlay, 2004). Another result of the present study was that personal control, self-esteem and success-orientation have a positive relationship with the job performance of school principals. This result indicates that the more success-oriented school principals are, the more their job performance will increase with individual control and self-esteem. Previous studies have further studied the dimensions of entrepreneurial orientation and its effects on job and organizational performance. Studies such as those (Alegre & Chiva, 2013), (Ngah & Ibrahim, 2009), (Podsakoff, 2016 NP) have addressed this issue. However, as mentioned, few studies have pointed to the four dimensions of entrepreneurial attitude and its effect on job performance. One of the dimensions of entrepreneurial attitude was success-orientation.

This dimension can be defined as one of the personality traits of individuals. The need for success is human motivation and is distinct from other human needs. Success-oriented people prefer risk-taking at a moderate level because they believe that their efforts and abilities affect the result of work and have a strong interest in finding a situation where they can succeed in honest feedback of their behaviour (Ma'nian et al., 2009).

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

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

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

2) It is suggested that Damavand County education, by defining and identifying the strengths of school principals according to the process of changes and educational needs, takes measures to be a pioneer of these schools compared to schools in other cities and, in this regard, provide the necessary training to school principals

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

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

5) The conditions should be made for principals to decide some issues, and incentives should be considered for appropriate decisions.

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

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

Finally, many criticisms were made by the study. If the following items were considered, more favourable results could be achieved: the division of the school employees into the teachers and non-academic experts, and investigation of the research variables considering the differences between these people, especially in the entrepreneurial attitude; Studying basic knowledge in a more precise manner and increasing the proportion between research tools and the environment and research conditions and finally considering group and organizational factors with the attention to entrepreneurial approach and its factors. Individual factors are suggested in future research to assess the weight and impact of these factors together and provide an adequate explanation of the role of the group and the organization. Finally, in future studies, it is suggested that a qualitative approach be used to identify infrastructure factors of entrepreneurial attitude and job performance in at educational system in a more precise manner.

### **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. 91

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