

Entrepreneurial Teacher Behaviors

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Introduction

The concept of entrepreneurship can be defined in the broadest sense as the ability to innovate, develop, and recognize opportunities, transforming them into viable and marketable ideas, and adding value to products and services through time, effort, money, and skills. (Kuratko, 2014). Since entrepreneurship is not an inherited trait, the ability to acquire the skills mentioned in the definition, along with the fact that behaviors related to entrepreneurship and entrepreneurship itself are learnable disciplines (Drazin, 1985), comes into play.

The personal characteristics, mindset and perspective, skill and competency levels, and actions of entrepreneurship can be developed, making the education and training process critical for acquiring these skill sets (Lichtenstein and Lyons, 2001; Shabbir et al., 2019). It should be noted that skills and competencies are not fixed traits; they can be developed and learned through experience and education. (Mulder, 2007).

When examining definitions and skill sets related to entrepreneurship, it is possible to see that the characteristics, competencies, and qualifications associated with entrepreneurship share common components formed by the concepts of “knowledge, skills, and personality traits.” (Tittel ve Terzidis, 2020). The entrepreneurship skill set consists of three groups of skills that include integrated sub-skills: entrepreneurial skills, technical skills, and management skills (Chandler and Hanks, 1994; Lerner and Almor, 2002; Cooney, 2012). Entrepreneurial skills can include self-discipline, risk-taking ability, innovative thinking, change orientation, and determination. Production processes, design, and R&D activities can be considered technical skills, while planning, decision-making, motivation, promotion and marketing, finance, and sales management can be regarded as management skills. O’Hara (2011), on the other hand, lists four main skills: the ability to recognize and explore opportunities, creative thinking, risk-taking, and organizational skills. (Shabbir et al., 2019) state that the most distinguishing feature that separates entrepreneurship from other leadership or management skills is the tendency to take risks.

Especially in recent years, educational and training programs related to entrepreneurship education practices have been rapidly spreading worldwide (Warhuus et al., 2017). Because entrepreneurship education is important as it enables individuals to develop skills in risk-taking, coping with challenges, competitiveness, and achieving success. (Kuvaas, 2008).

As educators of entrepreneurial skills, teachers play an important role in developing entrepreneurial thinking and action in students and in promoting the development of students’ entrepreneurial abilities. (Gibb, 2011). In this context, the fundamental issue regarding the implementation of entrepreneurship education is what it means to be an entrepreneur in teaching practices and how entrepreneurship education can be transformed into teaching practices.

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entrepreneurial abilities. (Gibb, 2011). In this context, the fundamental issue regarding the implementation of entrepreneurship education is what it means to be an entrepreneur in teaching practices and how entrepreneurship education can be transformed into teaching practices. In the research conducted to address this fundamental issue, it has been revealed that entrepreneurial teachers who exhibit behaviors that nurture students' creativity significantly influence students' entrepreneurial intentions; that through fostering creativity in the classroom, teachers motivate students to develop an entrepreneurial mindset and act like entrepreneurs; that there is a positive relationship between teachers' entrepreneurial behaviors and behaviors that nurture creativity; the role of entrepreneurial behavior in developing creativity in education; and that entrepreneurial behavior characterized by innovative and proactive approaches is important in preparing students for the dynamic challenges of the modern world (Saygın, Say, Öztürk, Güliden, and Kaplan, 2024).

Entrepreneurial teacher behavior refers to the proactive and innovative steps educators take to improve their teaching practices and enhance student outcomes. In an increasingly complex and dynamic educational environment, it is considered important for teachers to adopt an entrepreneurial mindset that enables them to recognize opportunities, take initiative, and embrace risk-taking in their classrooms, as well as to possess the skills to initiate and implement projects (Akyürek and Göktaş, 2023; Borasi and Finnigan, 2010). This shift towards entrepreneurial behavior is very important not only because it promotes a culture of innovation in schools but also because it equips students with the critical thinking, problem-solving, and adaptability skills necessary for success in the 21st century. (Leithwood vd., 2004). Therefore, the entrepreneurial behaviors of teachers refer to their ability to act like entrepreneurs while carrying out educational and teaching activities, rather than starting a new venture or establishing a business. (Amorim Neto vd., 2020). By developing an entrepreneurial spirit, teachers can create engaging learning environments that inspire students to take ownership of their education and prepare them for the challenges of a constantly evolving world. Therefore, understanding the qualities and practices associated with entrepreneurial teacher behavior is very important for educators, school leaders, and policymakers who aim to bring about meaningful change in education.

According to Keyhani and Kim (2020), there are three main perspectives in the literature on teacher entrepreneurship. First of all, in order for the teacher to instill entrepreneurial skills in students, they themselves need to possess these skills. (Peltonen, 2015). San-Martín et al. (2021) emphasize the significant role of teachers in imparting and developing entrepreneurial skills among students in their study. Therefore, teachers who possess the characteristics associated with an entrepreneur and the necessary entrepreneurial knowledge can serve as role models for entrepreneurial behaviors, regardless of whether they have established a company, and can lend credibility to what they teach.

Secondly, it is the entrepreneurial activities that teachers undertake to improve their economic situation. In the Philippines, teachers tend to find other sources of income due to certain financial conditions. However, some teachers engage in work related to direct sales companies during their break times and working hours. (Hipolito, 2021).

Thirdly, entrepreneurs in the field of education are typically considered entrepreneurial teachers who explore innovative ideas in the classroom, encourage students to think more critically and creatively, and research the latest developments in educational fields. (Amorim Neto, Rodrigues ve Panzer, 2017). The aim of entrepreneurship in education is not for teachers to leave their profession and start a new business, but for an entrepreneurial teacher to creatively overcome the lack of resources and materials while planning and delivering their lessons with a technology-based approach. Additionally, they act like entrepreneurs when collaborating with others to increase student engagement and success. (Van Dam, Schipper ve Runhaar, 2010).

According to Keyhani and Kim (2020), teacher entrepreneurship encompasses 12 competencies and characteristics: socially motivated, dedicated, proactive, risk-tolerant, knowledgeable, innovative, skillful, opportunity-focused, visionary, collaborative, present in their work, and interested in self-improvement. Ho (2018) states that entrepreneurial teacher behaviors encompass competencies such as making innovations that add value to educational environments, taking risks to recognize and seize opportunities, taking initiative in all educational processes, possessing the ability to initiate and implement a project, and finding the necessary resources to achieve professional goals. Van Dam et al. (2010) categorized the personal qualities of teachers that could be associated with entrepreneurial behaviors as career alignment, creative thinking, entrepreneurial knowledge, and networking and team-building skills. On the other hand, the entrepreneurial environment directly and indirectly affects entrepreneurial behavior. As seen in the literature review, the competencies that entrepreneurial teachers should possess vary. However, it can be said that entrepreneurial teacher behaviors generally encompass qualities such as recognizing opportunities, taking initiative, taking risks, innovativeness and perspective development, future orientation, seeking resources for professional development, and creating a culture of shared professional development and sharing.

Recognizing Opportunities

Entrepreneurial teachers have a keen ability to identify opportunities in educational environments, which is crucial for promoting a dynamic learning atmosphere. This skill involves not only recognizing gaps in the curriculum or areas that need improvement but also understanding the unique needs of their students. (Borasi ve Finnigan, 2010). For example, a teacher might observe that students are struggling with a problem in mathematics and take the initiative to develop additional materials or activities to address this gap, thereby promoting a more inclusive and effective learning environment. Additionally, recognizing opportunities extends beyond the classroom and school; it also involves engaging with the community to identify resources, partnerships, and real-world applications that can enrich the educational experience. By adapting to these opportunities, teachers can innovate and modify their teaching methods to enhance student engagement and learning outcomes, ultimately preparing students for future challenges. Additionally, the ability to recognize opportunities plays a critical role in teachers' professional development. Anderson and Krathwohl (2001) emphasize that the processes of learning and teaching should be continuously evaluated and improved. In this context, entrepreneurial teachers seek various resources and training opportunities to support their professional development. This process not only enables teachers to improve their own knowledge and skills but also allows them to offer students richer and more diverse learning experiences.

Taking Initiative

Entrepreneurial teachers are characterized by their proactive approaches to education, often taking the initiative to innovate in their classrooms and contribute to school communities. This initiative is driven by the desire to increase student engagement and improve educational outcomes. Research shows that when teachers adopt an entrepreneurial mindset, they are more likely to implement new teaching strategies, integrate technology, and seek resources that can benefit their students. (Henry vd., 2015). This initiative often involves developing new curricula, organizing extracurricular activities, or collaborating with colleagues to promote a more dynamic learning environment, ultimately benefiting students and the school community. For example, a teacher can lead a project-based learning activity that encourages students to engage with real-world problems, thereby developing their critical thinking and problem-solving skills. Additionally, taking the initiative can contribute more to the culture of entrepreneurship in education by advocating for policy changes that promote innovative teaching practices within the school or district.

Kaufman and Sternberg (2006) state that creativity and entrepreneurship enhance teachers' ability to inspire and motivate students. Entrepreneurial teachers turn the challenges faced in education into opportunities, enabling students to have more effective and creative learning experiences. This approach also contributes to the development of students' critical thinking and problem-solving skills.

Risk Taking

Risk taking is an important component of entrepreneurial teaching because it encourages educators to step out of their comfort zones and explore new pedagogical strategies. Educators should be willing to try new teaching strategies, even if they don't bring immediate success. (Antonic ve Hisrich, 2003). This willingness to embrace uncertainty can lead to significant advancements in pedagogical practices, as teachers learn from both their successes and failures and promote a culture of innovation in their classrooms. For example, a teacher can implement a flipped classroom model where students engage with instructional content at home and participate in hands-on activities in the classroom. On the other hand, in the implementation of activities such as out-of-school learning, where teachers experience anxiety in planning and execution, the entrepreneurial qualities of teachers, especially their risk-taking behaviors, are considered important. Although this approach initially involves challenges, its potential to increase student engagement and achieve deeper learning outcomes makes it a worthwhile risk. Teachers can encourage students to step out of their comfort zones by modeling risk-taking behavior, and they can help them develop resilience and adaptability skills in the face of challenges.

Innovation and Perspective Development

Research confirms that there is a connection between teachers' innovativeness and the use of teaching methods, and that the teacher's own innovativeness and willingness to take risks are important in developing students' entrepreneurial skills (Joensuu-Salo, Peltone, Hämäläinen, Oikkonen, Raappana, 2021). Innovation in education goes beyond merely presenting new technologies or methods; it requires a fundamental shift in perspective. (Klopper ve Pendergast, 2017). Entrepreneurial teachers develop a mindset that embraces change and encourages creative problem-solving. Entrepreneurial teachers prepare their students for a rapidly changing world by providing an environment where they are encouraged to think critically and explore different perspectives. This development of perspective is very important because it allows students to approach problems with an open mind and consider multiple solutions, thereby enhancing their ability to cope with complex situations in the future. Moreover, teachers can facilitate the development of this perspective by incorporating interdisciplinary approaches that connect various subjects, allowing students to see the relevance of what they have learned in a broader context.

According to Dweck (2006), entrepreneurial teachers not only improve their own professional practices by creating an environment that values innovation, but also inspire their students to become innovative thinkers and problem solvers. These educators utilize various platforms, including online courses, webinars, and professional networks, to acquire new skills and stay updated on pedagogical trends. Research shows that entrepreneurial teachers exhibit a proactive mindset and often participate in collaborative learning environments that facilitate the exchange of ideas and resources among their colleagues (Lackéus, 2015).

Future Orientation

A future-oriented approach is very important for entrepreneurial teachers who prepare students for the challenges of future life. (Leithwood vd., 2004). This involves not only teaching the relevant content but also instilling skills such as adaptability, resilience, and critical thinking. Teachers can help students develop a growth mindset by focusing on future outcomes and enabling them to find their way in an increasingly complex and uncertain world. This future orientation also

encourages educators to stay informed about new trends and technologies, ensuring their teaching remains current and effective. For example, teachers can help students understand the importance of lifelong learning and adaptability in their personal and professional lives by discussing their future career paths and the skills needed in various fields.

Searching for Resources for Professional Development

Entrepreneurial teachers actively seek resources for their professional development. (Blackstone, 2012). This includes participating in workshops, receiving advanced training, and joining professional networks. These educators can continuously develop their skills and knowledge, implement innovative practices in their classrooms, and ultimately benefit their students and the broader educational community. Additionally, they contribute to a culture of continuous improvement in their schools by sharing their learning experiences with their colleagues. Participation in professional learning communities creates a supportive environment that encourages growth and innovation by allowing teachers to collaborate, share best practices, and collectively address challenges.

Research shows that initiatives based on collaboration with community stakeholders can provide significant financial support and resources, allowing teachers to access workshops, conferences, and advanced training programs that they would otherwise be unable to afford. (Hargreaves ve Fullan, 2012). Entrepreneurial teachers not only secure funding through these partnerships but also foster community engagement by creating a supportive environment for their professional development.

The use of digital tools and social media has also changed the way teachers access professional development resources. Entrepreneurial teachers can benefit from a vast treasure trove of knowledge and experience by joining online communities and using social networks, and they can experience personalized learning tailored to their own contexts. (Basham vd., 2016). These types of platforms allow teachers to share best practices, receive mentorship, and explore innovative pedagogical techniques. Therefore, it contributes to the professional development of teachers and the improvement of student outcomes.

Creating a Shared Professional Development and Sharing Culture

Creating a shared professional development culture is vital for encouraging entrepreneurial behaviors among teachers. (Bosma vd., 2010). Educators can learn from each other and collectively improve teaching methods by collaborating and sharing best practices. This culture of sharing not only strengthens professional relationships but also leads to improved student outcomes as teachers implement new strategies and ideas. For example, regular professional learning communities can provide a platform for teachers to discuss the challenges they face, share their successes, and collaboratively develop solutions, ultimately enriching the educational experience for both teachers and students. Additionally, the establishment of mentorship programs where experienced teachers guide new educators can further promote a culture of sharing and continuous development. Research shows that when teachers collaborate, they not only improve their own teaching strategies but also contribute to the development of a supportive community that prioritizes continuous learning and innovation. (Vescio, Ross ve Adams, 2008). This collaborative approach not only improves individual teaching practices but also fosters a shared understanding and responsibility for student success.

Entrepreneurial Teaching (Methods, Techniques, and Applications)

The use of appropriate methods and techniques in the educational environment aimed at developing an individual's entrepreneurial characteristics is also quite important (Kamaç and Kışman, 2020). Research shows that teachers with lower levels of innovation and risk-taking ability

do not use entrepreneurial teaching methods as much as more innovative and risk-taking teachers (Joensuu-Salo, Peltone, Hämäläinen, Oikkonen, Raappana, 2021). Many researchers categorize the teaching methods used in entrepreneurship education into two groups. These are referred to as “traditional methods” (which include normal classes) and “innovative methods” (which are more action-based), or they are also known as “passive methods” and “active methods,” respectively. (Samwel Mwasalwiba, 2010). As seen in the literature, various methods and techniques are used in entrepreneurship education, including business simulations, videos and recordings, real business setups, games and competitions, role models and guest speakers, projects, workshops, presentations, discussions and group work, study visits, case studies, business plan creation, creative thinking, brainstorming, role-playing, critical thinking, data collection and analysis, problem-based learning, six hats teaching, snowball, creative drama, aquarium, question and answer, collaborative learning, opposing panel, concept maps, station, entrepreneurship projects and activities, activities that promote interactive learning and reflection, problem-based learning, teamwork, and learning journals (Samwel Mwasalwiba, 2010; Seikkula-Leino, 2011; Uğur, 2015). Educators can create dynamic learning environments that inspire students to take ownership of their education and develop the skills necessary for the future by using these entrepreneurial teaching methods and techniques. For example, incorporating real-world applications into lessons can help students see the relevance of what they are learning to the subject, motivating them to engage more deeply with the materials. Additionally, leveraging technology to create interactive and collaborative learning experiences can enhance student engagement and foster a sense of community within the classroom. In conclusion, entrepreneurial teaching not only benefits students but also empowers educators to be agents of change in their schools and communities.

Entrepreneurial teaching has emerged as a dynamic approach that integrates innovative methods and techniques to develop an entrepreneurial mindset among students. This pedagogical style emphasizes active learning, problem-solving, and creativity, encouraging students to take initiative and apply their knowledge in real-world contexts. At the center of this approach are experiential learning methods such as project-based learning (PBL) and design thinking, which promote practical experiences in line with entrepreneurial principles. (Dewey, 1938; Kolb, 1984). Educators can promote critical thinking and collaboration, which are essential skills for future entrepreneurs, by involving students in original projects.

Nowadays, entrepreneurial teaching techniques generally use technology to enhance learning experiences. Digital tools and platforms facilitate collaborative projects, allowing students to work together beyond geographical boundaries. For example, the use of online brainstorming applications and collaborative document editing can support teamwork and idea sharing. (Baker, 2015).

The implementation of entrepreneurial teaching is influencing various educational contexts, including higher education and adult learning, beyond traditional classroom environments. Universities are increasingly adopting entrepreneurial pedagogies to prepare students for the complexities of the modern workforce and to develop skills such as adaptability and flexibility. (Gibb, 2002). Additionally, community-based initiatives such as entrepreneurship camps and workshops provide practical opportunities for students to engage in entrepreneurial activities, thereby bridging the gap between theory and practice. In general, the methods and practices of entrepreneurship education contribute to the development of a skilled, innovative, and adaptable workforce necessary to overcome the challenges of the 21st century.

Entrepreneurial Teacher and Entrepreneurial Student

The fundamental components of entrepreneurship education are interactive. This interaction involves educators, community events, educational processes, and students. Entrepreneurship education focuses on practices that support innovation and the development of creative skills.

(Binks vd., 2006; Jones & Matlay, 2011; Morris & Liguori, 2016).

Virgin Group Founder Richard Branson, when defining entrepreneurship, said, “You can’t learn to walk by following the rules.” You learn by trying and falling. He uses his expressions. So, how can we teach students about risk, constant uncertainty, and taking action? How can we instill in students the skill sets and perspectives necessary for success in a future where conditions cannot be predicted from today? In this regard, Liguori (2023) states, “Our goal is not just to hear ourselves talk, but to truly educate the entrepreneurs of the future and encourage them to take action.” He shares three insights with educators through his statements:

1. There is power in cross-pollination.
2. Extracurricular learning is essential.
3. No child learns to ride a bicycle from lessons.

Entrepreneurial learning takes place both within and outside the curriculum. Trying again and again after failure, reflecting on failure, and learning to succeed are part of daily life and are ways to acquire an entrepreneurial mindset. This situation is defined as “productive failure.” (Advance HE, EEUK, IOEE, ISBE, SFEDI & QAA, 2019). One of the teacher’s responsibilities in classroom and activity management is to transform classrooms into places where students feel safe, rather than places where they risk failure. (Liguori, 2023). A teacher aiming to impart entrepreneurial skills should be aware that “entrepreneurship is not a spectator sport” (Aulet, 2019).

“Entrepreneurship is a team sport.” (Aulet, 2019). Although the image of “being an entrepreneur” is popular and effective, most entrepreneurial activities involve small teams. In exhibiting entrepreneurial behavior, it is important to develop elements such as proposal development and modification, receiving feedback, designing and presenting the product, promoting the product, and identifying opportunities, which constitute different aspects of entrepreneurship. Having an entrepreneurial mindset requires practicing collaborative reasoning, connecting with others, and engaging with them. In entrepreneurship, teamwork fosters innovative ideas by promoting a dynamic synergy of different perspectives, knowledge, and skills. Collective creative ideas are needed to identify new opportunities and solve complex problems through collaborative thinking and the exchange of experiences. Team members can leverage each other’s thinking skills to refine and mature the perspectives and ideas necessary for entrepreneurial success through various stages. (Parthasarathy, Doboli & Paulus, 2011).

“Entrepreneurship and innovation are two different sides of the same coin.” Entrepreneurship is driven by innovation. Innovation, being an entrepreneurial behavior, can be considered the driving force of entrepreneurship. (Growth Analysis, 2024). Successful entrepreneurs are often those who are extremely innovative. Innovation gives life to ideas and improves existing processes. Entrepreneurship, on the other hand, is the tool that transforms these innovations into developing companies/businesses. In other words, innovation and entrepreneurship drive progress together.

Steve Jobs’ quote, “It’s more fun to be a pirate than to join the navy,” can be considered the starting point of entrepreneurial intent. One of the sub-skills that a teacher can help students develop in order to enhance their entrepreneurial skills could be “doing what needs to be done differently than expected.” When entrepreneurship is considered as doing something that has never been done before or doing it in a way that has never been done before, the “pirate spirit” can create awareness for students, encourage learning, and remind them at every opportunity that other options also exist. At the end of the activities, having students ask themselves the reflective question “What could I have done differently?” can lead to a deeper understanding of the problem

that needs to be solved.

Conclusion

In conclusion, entrepreneurial teacher behavior plays an important role in transforming educational practices and promoting a culture of innovation in schools. Educators can effectively identify improvement opportunities by adopting an entrepreneurial mindset, take the initiative in implementing new strategies, and ultimately engage in risk-taking activities that enhance students' learning experiences. This proactive approach not only benefits individual classes but also contributes to the overall development of a more dynamic and responsive education system that meets the diverse needs of students in a rapidly changing world.

Additionally, the development of entrepreneurial behaviors among teachers is necessary to prepare students for future challenges. Educators model critical thinking, adaptability, and problem-solving skills, empowering students to take ownership of their learning and develop the competencies necessary for success in the 21st century. Schools can support teachers in their entrepreneurial efforts by prioritizing professional development and promoting a collaborative culture of shared learning, ultimately leading to improved educational outcomes and a more innovative learning environment.

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