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Social Entrepreneurship Practices in Schools: Examination of School Administrators and Teacher Experiences

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ABSTRACT

The purpose of this research is to examine the practices of school administrators and teachers towards social entrepreneurship in schools. Within the scope of this general purpose, the reasons that reveal social entrepreneurship activities, how the implementation process takes place, the results of the implementations, the problems encountered in the implementations, and suggestions for supporting social entrepreneurship activities have been investigated. The study group for the research consists of 6 school administrators and 6 teachers selected by the snowball sampling method who work in different provinces of Turkey in the 2021-2022 academic year and exhibit examples of social entrepreneurship. A semi-structured interview form was used for data collection and analysis. The content analysis method was used in the analysis of the obtained data. Research findings have determined that there are individual, Professional, and environmental reasons that reveal teachers' practices towards social entrepreneurship in schools. The primary reason that drives teachers towards social entrepreneurship is environmental. It has been seen that the disadvantaged nature of the job and the high number of disadvantaged students in the school cause teachers to engage in social entrepreneurship activities in order to reduce inequality. It has been determined that in the implementation process for social entrepreneurship, the stages of recognizing the need, preparation, planning, support, and evaluation emerge, and the results of the implementation are gathered under individual, organizational, and environmental sub-themes. According to the findings, the problems that arise in the practices of teachers toward social entrepreneurship are mostly organizational. Teachers stated that organizational problems stem from the administrators they are affiliated with and the inadequacies in the National Ministry of Education legislation. It has been observed that suggestions for supporting social entrepreneurship in schools are grouped under organizational and personal sub-themes.

Keyword:

Social entrepreneurship, social benefit, school administrator, teacher

1. Introduction

The needs of societies vary just as much as those of individuals. Societies must meet reasonable needs among those unlimited needs to survive. Otherwise, social problems may become unresolved and become the root of other problems. In this sense, social enterprises have emerged to meet some needs of societies (Austin, Stevenson & Wei-Skillern, 2006; Young & Grinsfelder, 2011). Defined as the "third sector", social enterprises are businesses outside the public sector that act between non-profit organizations and the for-profit private sector. They can function through the hybrid operation of both non-profit and for-profit business activities, as their boundaries are flexible (Martin & Osberg, 2015; Goyal & Jaiswal 2016). And social entrepreneurs are the people who act as change agents in the social sector, adopt the mission of creating and maintaining social value, seek new opportunities to

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serve this mission, stay in a continuous innovation and learning process without being limited to existing resources, and demonstrate accountability in building efforts into improved performance results (Dees, 2001; Weerawardena & Mort, 2006; Zahra et al., 2008). Betil (2010) describes social entrepreneurs as pioneers who overcome challenges by identifying the problems in society and changing the system, if necessary, through the initiatives they take by taking risks and who have the vision and commitment to work until the whole system is transformed. The significant actions of social entrepreneurs include the following: realizing the needs and relevant opportunities, bringing imagination and vision to the answers, bringing together people, and motivating them for the purpose in question, finding the resources needed, overcoming the obstacles and challenges, and offering appropriate systems to control initiatives by evaluating natural risks (Thompson, 2002).

Every individual in society can be a social entrepreneur, as there is no prerequisite of having a certain social status or a certain profession to become a social entrepreneur. In this context, teachers have a high potential to influence individuals, set a good example, and lead them (Çermik & Şahin, 2015). Many societies consider teachers individuals who can help make positive changes in people's lives. As natural leaders who have the quality to advise on various issues, they are the key actors to drive change in societies (Tikly & Barret, 2013). For example, they play the role of social entrepreneurs by seizing the opportunities that will ensure the development and change in the surrounding area of the school and planning the activities and putting them into action accordingly (Konaklı & Göğüş, 2013). Teachers as social entrepreneurs can overcome sociocultural obstacles encountered by disadvantaged groups, social problems, and a lack of resources in schools by developing innovative practices customized and adapted to local conditions (Satyadevi, 2016; Pushpanadham & Shnaoli, 2021). Besides, successful teachers demonstrate many characteristics associated with social entrepreneurship in the process of reshaping their roles by positioning their school in the local community and among local stakeholders in cases of socioeconomic deprivation (Chand & Amin- Choudhury, 2006). The teachers who have the essential role in achieving the goals of education are strong influencers in and out of the classroom, and they should take initiative by creating innovative solutions to social problems as the leaders of their environment (Dağ & Göktürk, 2014). Research on social entrepreneurship in the field of education in Turkey mostly focuses on social entrepreneurship education (Coşkun & Sarıkaya, 2016; Yılmaz, 2014), social entrepreneurship tendencies and characteristics of prospective teachers (Çalışkan, 2019; Çavdar et al, 2018; Koçak & Özdemir, 2015; Konaklı & Göğüş, 2013; Özbilen et al., 2020). However, schools are the most favorable environments where social entrepreneurship can take place (Bourn, 2016). For this reason, it is important to examine the questions about social entrepreneurship practices in schools (Kostetska & Berezyak, 2014).

1.1. Theoretical Framework

Social entrepreneurship (SE) as a kind of entrepreneurship is defined as the non-profit and innovative practices that create social value and are carried out in the business world, the public sector, or between them. (Austin, Stevenson, & Wei-Skillern, 2006). From this perspective, various activities of non-profit organizations that they conduct to provide income, such as finding opportunities, bringing together the resources to take advantage of these opportunities, and transforming them into concrete outcomes, can be considered SE (Özdevecioğlu & Cingöz, 2015; Young & Grinsfelder, 2011). First introduced to the literature in the 1960s, the concept of SE tended to gain popularity among researchers and practitioners as of the 1980s. SE, which can be described as voluntary economic activities oriented by social priorities, consists of the components of "an innovative social enterprise, economic activities, income and employment growth, social innovation, coherence between economic and social needs, and new business models" (Zahra et al., 2008). Social innovation that stands out among those components forms the basis of social entrepreneurship and affects other components as well (Demirel, 2015). The concept of innovation, here, refers to adapting an existing idea to a new situation and using something invited by others in a creative way rather than inventing things from scratch (Lumpkin & Dess, 2001). Thus, the purpose of social enterprises is to transform people's lives permanently by changing the socioeconomic equity in their favor by solving a social problem and benefiting society (Mair & Noboa, 2006; Ashoka, 2012; Martin & Osberg, 2015).

Sullivan Mort, Weerawardena, and Carnegie (2003), who studied to conceptualize SE, built the structure of multi-dimensional SE. Weerawardena and Mort (2006) redeveloped this structure and created the multi-dimensional

model of SE and identified 7 essential dimensions for SE, including Environmental Dynamics, Innovativeness, Proactiveness, Risk Management, Sustainability, Social Mission, and Seeking Opportunities. Weerawardena and Mort (2006) identify the dynamic nature of the environment and the environmental constraints to SE in the multi-dimensional model of SE that they developed. They emphasize that environmental constraints, changing social needs, government policies, or the competitive actions of for-profit organizations affect SE, and solution-oriented policy decisions and administrative support affect social enterprises positively.

Social entrepreneurs pioneer new approaches by developing new models. They are the reformers and revolutionists as the actors of the social enterprises with a social mission. They make drastic changes in the way business is done in the social sector and have a bold vision. They try to create systematic changes and sustainable enhancements by addressing the root causes of problems and needs instead of making partial improvements to them (Young & Grinsfelder, 2011; Zahra et al., 2008). Social entrepreneurs are the ones who pursue new opportunities and spot them to adopt the mission of creating social value and serving this mission, position themselves in a process of continuous innovation, adaptation, and learning, act bravely without being limited to existing resources, and demonstrate great accountability for the emerging results (Dees, 2001).

1.2. The Benefits of Social Entrepreneurship

Social entrepreneurship is considered an essential building block of sustainable development of the countries since it includes innovative approaches that address problems in the fields of education, environment, health, and human rights (Mair & Noboa, 2006; Zahra et al., 2008). The source of social enterprises emerges within the context of social services and starts social change. The studies conducted give this cycle as follows: social enterprises release the burden on the public sector through efficient and quality social services, contribute to economic growth by creating jobs, and enable the inclusion of disadvantaged groups in society by employing them; the social capital levels of individuals increase; civil society and accordingly participatory democracy are strengthened by creating sustainable financial resources for non-governmental organizations; and positive social change is triggered through the contributions to the development of the countries (Abu-Saifan, 2012; Young & Grinsfelder, 2011). Kostetska and Berezyak (2014) state that by providing opportunities, social entrepreneurship contributes to social and economic growth, creates jobs, creates new means of entrepreneurship and employment, enables disadvantaged individuals to participate in the labor market, offers new ways of solving problems by reforming public and social services, strengthens social belonging and unity by encouraging the voluntary activities of citizens in social initiatives, provides existing resources to be used efficiently to overcome social challenges, reduces the financial burden on local authorities, and expands the framework of regional social programs and those are the positive effects of SE.

1.3. Social Entrepreneurship in Education

Social entrepreneurs produce permanent solutions by using entrepreneurship principles to eliminate social problems and meet social needs that they identify in the environment they live in. Social entrepreneurs approach problems with innovative solutions and deploy those solutions on a large scale, just as industrial entrepreneurs create new industries and jobs (Pushpanadham & Shnaoli, 2021). Undoubtedly, the field of education is one of the fields where solutions to social problems are addressed. Teachers are the leaders of their communities. For this reason, they should take initiatives with innovative solutions to overcome social problems and put them into action (Satyadevi, 2016). Teachers have more potential than others for influencing people and setting an example for them. That is why they are expected to be more sensitive to social problems and act as social entrepreneurs to create new ways to overcome the challenges. Teachers not only carry out educational activities at school but also add value to the society in which they live due to the nature of their profession. Starting from this point of view, it is possible to say that teachers who are cultivated in terms of social entrepreneurship can increase the number of social entrepreneurs that society needs by encouraging students in this respect (Çermik & Şahin, 2015; Satyadevi, 2016).

The investments in education in terms of physical and human resources have been increasing, and expectations tend to see more efficient use of those investments (Bourn, 2016). In this context, the roles and features expected

from teachers are varying every passing day, along with the increasing expectations from schools. The analysis of the characteristics of SE reveals that the studies emphasize that learning should support the personal development of individuals and competence should be the focal point in learning settings. (Pushpanadham & Acharya, 2021). In this regard, methods and techniques such as collaborative learning, teamwork, learning by doing, problem-based learning, group and peer learning, projects, and drama activate students in interactive learning and thinking. These methods and techniques, contrary to traditional ones, focus on students learning actively (Gibb, 2005). Therefore, teachers should also be equipped with similar characteristics since they are expected to develop entrepreneurial skills. Many societies around the world consider teachers as individuals who can play an active role in making changes in people's lives, natural leaders that can advise on various social issues, and key actors to drive change (Gregory & Anderson, 2006; Bourn, 2016; Satyadevi, 2016). It is crucial to examine teacher experiences as social entrepreneurs who strive to improve the conditions for disadvantaged students, help increase the educational quality by playing an active role in solving problems despite the adverse circumstances by pinpointing social problems in the field, and drive social change by strengthening societies. However, there are obstacles and challenges in the implementation stages of social entrepreneurship in the field of education, as well as in other fields. (Abu-Saifan, 2012; Kostetska & Berezyak, 2014). In this regard, the purpose of this study is to identify the factors that reveal the social entrepreneurship of school administrators and teachers as social entrepreneurs in educational organizations and examine the recommendations supporting SE. The sub-problems whose answers have been sought in line with the purpose of the study are as follows.

- What causes teachers to carry out SE activities?
- Within the framework of teachers' SE activities,
 - Which activities do they carry out?
 - How does the implementation process take place?
 - What are the results of the implementations?
- What problems do teachers encounter during SE activities?
- What are the teachers' suggestions to support social initiatives in educational organizations?

2. Methodology

2.1. Research Model

This study was designed with a qualitative research approach to examine SE examples in schools. It is possible to define qualitative research as "the research where a qualitative process is followed to manifest perceptions and phenomena realistically and holistically through data collection techniques such as observation, interview, and document analysis" (Yıldırım & Şimşek, 2008).

A phenomenological design, one of the qualitative research designs, was used to identify the factors that reveal social entrepreneurship in the analysis process of teachers' SE activities. Phenomenological design is used to describe common features of one or several people's experiences with a phenomenon or a concept. The researcher aims to manifest a holistic description by collecting data from the individuals who experienced that phenomenon (Creswell, 2013).

2.2. Research Sample

The study group for this research consisted of school administrators and teachers who work in different provinces of Türkiye in the 2021-2022 academic year and have been role models of social entrepreneurs. The snowball sampling method, one of the purposeful sampling methods, was used to identify the participants. The difficulty in reaching school administrators and teachers who have been carrying out social entrepreneurship activities led to the preference for the snowball sampling method in the research. In the snowball sampling method, the researchers generally expect the first participant (who meets the research criteria) to recommend other potential willing participants in line with the purpose of the study after they interview him or her. In this way, other

participants are reached, and the sampling is created by taking their advice on the interviewees who meet the research criteria (Parker, Scott & Geddes, 2019). In order to form the research sample, the social entrepreneurship practices of school principals and teachers on social media platforms were analyzed, and a social entrepreneur teacher reached through social media was determined as a reference point. Other teachers accessed on the recommendation of this teacher also referred teachers who were engaged in social entrepreneurship practices. 12 participants shared their opinions and experiences related to SE activities. The demographic features of the study group are given in Table 1. The participants were coded with the letters A (School Administrator) and T (Teacher). In addition, the rankings of participation in the research were indicated with figures such as A1, T1, etc.

Table 1. *Demographic Data of Participants*

Code	Branch	Professional Seniority	Gender
T1	Science Teacher	21	Male
T2	Class Teacher	14	Male
T3	Science Teacher	21	Female
T4	Information Technology Teacher	22	Female
T5	Physical Education Teacher	10	Male
T6	Physics Teacher	18	Male
A1	Special Education Teacher	27	Male
A2	Class Teacher	25	Female
A3	Class Teacher	15	Male
A4	Class Teacher	7	Male
A5	Class Teacher	5	Female
A6	Preschool Teacher	21	Female

2.3. Data Collection Tools and Procedure

The data were collected through the semi-structured interview method in this study. Collecting data with this method is both versatile and preferred in qualitative research designs due to its flexibility. One of its essential advantages is its success in ensuring reciprocity between the interviewer and interviewee (Kallio et al., 2016) and enabling the interviewer to improvise the next question based on the interviewee’s answers (Polit & Beck, 2010). An in-depth literature review was conducted before the interview form (the data collection tool) was prepared, and the questions were created in line with the sub-questions of the research after the analysis of the quantitative and qualitative data collection tools. Two experts in the field of educational sciences were consulted to examine the validity of the content. Following the rearrangements based on expert views, the interview form was given its final form. Two teachers participated in the pilot interviews to support researchers and test the clarity and capacity of the questions. The interview questions were reorganized in line with the pilot interview, delivered to experts for their opinions, and then they were finalized.

12 participants were reached during the data collection process. The process came to an end when the data collected from the participants began to repeat themselves. The interviews were conducted with the 12 participants included in the sampling by using the semi-structured interview form. Some of the questions posed to the participants are as follows: "What causes you to carry out social entrepreneurship activities in the field of education? What are the social entrepreneurship activities you carry out in the field of education? How did you carry out the implementation process? What problems did you encounter during the implementation process?"

2.4. Data Analysis

In qualitative research activities, the phenomena are tackled holistically and in their social contexts. The data obtained in this study were scripted first and analyzed through the content analysis technique. This technique ensures in-depth analysis of data within the frame of a certain concept or theme in an objective and systematic way (Hsieh & Shannon, 2005). It provides an analysis of the obtained data in detail to reach the concepts, categories, and themes that explain the data. The phenomena frequently repeated or highlighted in the dataset reveal the codes, the codes reveal the categories, and the categories reveal the themes (Creswell, 2017). The

identified themes and codes were submitted for the views of two experts in the field of educational administration. Expert views on the created categories and codes matter for the validity of the research (Miles & Huberman, 1994). The percentage of agreement formula "Reliability = Agreement / (Agreement + Disagreement)" created by Miles & Huberman (1994) was used in the analysis of qualitative data. The agreement rate between the coders was calculated at 90%. In addition, in the interviews, a suitable environment was created for the participant to answer without being under any pressure or suggestion from anyone, and it was stressed that personal information would be kept confidential. For reliability in the research, the objectives and stages of the research were clearly stated, the participants from whom data were obtained were defined, and the data collection and analysis methods were explained in detail (Şimşek & Yıldırım, 2008).

2.5. Ethical

Ethical approval and written permission were received at the Kocaeli University Social and Human Sciences Ethics Committee to collect data from the participants in the study groups of the research. (Meeting Date and Number: 21.04.2022 – 2022/5 Decision No. 15)

3. Findings

The Causes of Social Entrepreneurship Implementations

The reasons given by participants for SE consisted of three subthemes: individual, professional, and environmental reasons. The codes, subthemes, and themes obtained through the data analysis are given in Table 2.

Table 2. *The Reasons for SE Activities*

Theme	Subtheme	Codes
The Reasons for the SE Activities	Individual	Courage, Empathy due to previous experiences Entrepreneurial spirit, the desire to change existing conditions Feeling uncomfortable, Motivation for creating solutions Passion for the profession - Dedication to the profession The desire to provide quality education and instruction
	Professional	Creating equal opportunities, the desire to provide hands-on learning, Motivation for preparing students for high-level skills Decreasing the inequality
	Environmental	Working in a disadvantaged region Disadvantaged students - Demand coming for the environment The desire to meet the needs of the people around Sociocultural and economic needs of the region

In the individual reason's subtheme, the participants emphasised the codes "the desire to change existing conditions because of feeling uncomfortable" and "motivation for creating solutions". The answers of the participants in this context are given as follows.

A6: I wanted my school to have equal opportunities with the schools in the city center, and I wanted my students to receive an education in equal conditions with the students attending the schools in the city center. However, our resources were limited. That is why I had to take the initiative.

A3: The parents had low socioeconomic status. The absence rate was high because the parents wanted their children to contribute to their economic status or they didn't see education as their priority. I produced projects with the motivation to change this situation.

Some of the participants explained their reasons for participating in SE activities as their love and passion for their profession and their commitment to it. The professional reasons subtheme was created based on those codes. The answers of some teachers who express their professional reasons are given as follows.

T1: I think the inspiration will come when you have a passion for the job. The curiosity of students, their hallos, and their increasing interests were a driving force boosting my motivation when I did experiments in the learning settings.

T3: A teacher can change a lot of things in a child's life. For this, the teachers should believe in their professional missions. That is why we created a teachers' exchange platform to help teachers meet with good examples and improve themselves.

The participants also focused on environmental reasons in the theme of reasons for SEI. The emphasised codes within the scope of this subtheme were "the high number of disadvantaged students, working in the regions where socioeconomic conditions are compelling". The statements of participant T2 in this respect are given as follows.

T2: The regional conditions and needs led to SE. I created a social environment for myself to correct the things I was annoyed about. We were so busy with the theater, and we had so much fun, that we did not find ourselves thinking about the bad conditions the next day.

Social Entrepreneurship Implementations

Social entrepreneurship implementations (SEI) consisted of three subthemes: professional activity, instructional activity, and adult education activity, according to the analysis of the data obtained from participants.

Table 3. Social Entrepreneurship Implementations

Theme	Subtheme	Codes
SEI	Professional activity	Teachers' professional development and exchange platform Workshops for the professional development Setting up a theatre group – Preparing a theatre performance Thematic Science Festival, Collecting books and teaching materials
	Teaching activity	Performance – Composing – Creating an artefact, School Absence, Sports Activities Workshops, Organising social/cultural activities
	Adult education activity	Providing disadvantaged individuals with education for self-improvement, Teaching literacy, Healthy nutrition courses Thematic Science Festival, Collecting books and teaching materials
	Teaching activity	Performance – Composing – Creating an artefact, School Absence, Sports Activities Workshops, Organising social/cultural activities
	Adult education activity	Providing disadvantaged individuals with education for self-improvement, Teaching literacy, Healthy nutrition courses

Professional activities include teachers' social initiatives for their colleagues. While students are the target group in instructional activities, individuals who are out of formal education are the target group in adult education activities. Participants' social initiatives mainly took place in the teaching activity subtheme. The findings showed that some of the SE activities of the participants were included in more than one subtheme at the same time. For example, participants T2 and T3 carried out their SEI within the scope of both professional and teaching activities. The statements of the participants are given as follows.

T2: The conditions in the region were tremendously challenging when I was appointed in 2008. Students had no commitment to school, and there were so many absences. I set up a theater group. There have been no such activities in the region before. We demonstrated our show later. We even encountered some reactions from our colleagues, asking us "Can girls and boys ever play on the same stage?". We performed our shows for a fee and donated the income we got to the construction of a school. These activities contributed to our self-improvement and were reflected in our classes, school, and environment. The next year, we involved high school students in the rehearsal. We supported our students and school financially with the income collected.

T3: Comparing teachers' activities and good practices in their branches with the works of other teachers, introducing them to each other, and creating a community... Let's start with science teaching, for example. Let's say I can't explain

every subject effectively as a science teacher. Science teachers share their practices and the teaching materials that they have developed, as well as projects related to this subject. Teachers select the workshops appropriate for them. First, we enroll teachers in these activities. The registrations are paid. We didn't have any financial expectations, but we provided income as well and used it for educational purposes. What was important was to provide a social benefit to the system. We also aimed to support disadvantaged students in rural areas and create equal opportunities in professional development and learning spaces where they could realize their potential.

Social Entrepreneurship Process

The implementation processes of participant teachers' social initiatives consisted of five subthemes: recognizing the need, preparation, planning, support, and evaluation. The subthemes and codes obtained through the data analysis related to how the participants included in the research carried out their SE activities and are given in Table 4.

Table 4. *Social Entrepreneurship Implementation Process*

Theme	Subtheme	Codes
SEI Process	Recognising the need	Observation, Absence Records, Academic failure Professional information exchange, Demand from environment
	Preparation	Researching, Benefiting from previous experiences Convincing, Creating a sense of belonging – Communication/Sharing ideas
	Planning	Supply of materials, Project preparation, Sharing ideas, Projects Involving stakeholders
	Support	District Directorate, Press – Social media Teachers, MoNE (Ministry of Nation Education), Local Authorities – School Administration, Private organisations Universities
	Evaluation	Pre and post-test – Development follow-up chart Observation - Attitude Survey

It was observed that the participants recognized the need before they took social initiatives and then got prepared for their initiatives. Teacher observations, student absence records, students' academic failures, and the demand coming from the environment were effective in the stage of recognizing the need. Some of the participants statements in this regard are given as follows:

A1: I recognized the need in this field when our student with Down syndrome said, "I want a job, too. I want to work."

A3: We detected that the absence rate of the students at the primary and secondary school levels was too high.

The participants who recognized the need indicated that they couldn't stay indifferent to the situation and moved to the preparation stage to start their social initiatives. In this stage, the participants examine the good practices to solve the problem, exchange information, and research whether the solution is beneficial for individuals and the environment. The statements of participant T5 are given as follows to exemplify this stage.

T5: We talked to parents one by one. We visited their farms, tried to convince them, and explained the situation, and they saw the thirst in their children's eyes. I have struggled a lot to eliminate the prejudices of the parents of these children and attract students to sports activities between 2016 and 2019, which is three years.

The research participants indicated that, in the stage of planning, they benefited from the implementations, such as procuring materials, sharing ideas, and involving stakeholders. The results show that the participants used at least two of these implementations together. Also, the participants stated that the support stage was the most critical step in the process of implementing SE activities. The statements of participants are given as follows to exemplify these stages.

A6: I talked to the Governor’s Office and the Directorate of National Education and informed them that I had been preparing a project to procure the necessary materials. We, special education teachers and school counselors, came together and discussed what we could design. We asked for support from the parents as well. They participated in our activities. We developed materials together.

The participants pointed out that they used pre- and post-tests, student development follow-up charts, observation, and attitude surveys in the evaluation stage of the SEI process.

T1: We applied attitude surveys to identify children’s interests in science. On our second visit, we specified how their perceptions changed and which branches they were more interested in.

The Results of the SEI

The results of the participants’ implementations regarding SE consisted of three subthemes: individual, organizational, and environmental results. The codes, subthemes, and themes obtained through the analysis of the data collected are given in Table 5. The results of the SEI gave way to new initiatives. The statements of participants are given as follows:

T1: The students from other schools also happened to visit our school. Schools organized trips to our science center. There haven’t been any science centers established within a school among the public schools. Many requests came from different provinces and districts, especially from village schools; however, village school students were disadvantaged due to the difficulties with transportation, and this situation led to a new project.

T4: We got the SE Early-Stage Award. This was excellent support for us. The results contributed to eliminating inequalities in the field of coding, and we received some feedback from the schools where the activities have been carried out that the quality of education has increased. Children who ask, inquire, think critically, and produce solutions to problems have been raised.

Table 5. The Results of the SEI

Theme	Subtheme	Codes
The Results of the SEI	Individual	Increase in self-confidence, Increase in recognition Rewarding initiatives Drive for new entrepreneurship implementations
	Organisational	Academic achievement, decrease in student absenteeism, Development of students’ physical, cognitive, and social skills, Change in school climate, Increase in the quality of education
	Environmental	Reducing inequality Creating excitement in the school environment Providing occupation, Providing social benefit Change in the social and cultural structure

The results of some SEI showed that the locals developed from sociocultural aspects. T5 stated the effects of their SE activities as follows.

T5: We raised approximately 11 national athletes in a village that has no history of sports organizations. We attracted about 600-700 people from the population to active sports. The structure of the village began to change through these activities.

Problems Encountered during the SEI

The problems that the participants encountered during their SEI consisted of three subthemes: organizational, environmental, and individual. The codes, subthemes, and themes obtained from the data analysis are given in Table 6.

Table 6. *Problems Encountered During the SEI*

Theme	Subtheme	Codes
Problems Encountered during the SEI	Organisational	Reluctancy of administrators to take responsibility
		Lack of support from administrators
		Changes in administrators - Legislative deficiencies
		Lack of resources (time, human, finance)
		Demoralizing words and behaviours
	Environmental	Absence of parent-teacher association
		Convincing parents, Prejudices,
		Absence of parent-teacher association
	Individual	Absence of Recognition, Unregarded achievements –
		Unappreciation, too many demands and needs beyond the capacity

The problems that the participants experienced in the process of SE practices were mostly in the "organizational" subtheme. According to the findings related to the participants' SEI, insufficiencies in time, human, and financial resources caused the problems experienced in the subtheme "environmental".

The statements of the participants about the situation are given as follows:

T6: My initiative couldn't be made official in any way. I applied to the Directorate of National Education. I asked for a document declaring that I could take this initiative, but to no avail.

T1: Unfortunately, the biggest problem was the individuals around me who thought negatively. I heard my colleagues' words, asking, "Why do you want to do it anyway? How will it help you reach your goals? I had to encounter way too many negative thoughts.

A2: Our greatest challenge was the financial impossibility. We didn't have a parent-teacher association, either.

Recommendations to Support Social Entrepreneurship

The recommendations of the participant teachers for supporting social initiatives are collected in two subthemes: organizational and individual. The recommendations of the participant teachers for supporting SE are mainly collected in the subtheme "organizational," since the problems they encounter mostly stem from organizational issues. The analysis results are given in Table 7.

The recommendations for supporting educators who set up social initiatives emphasize that the initiatives should be supported by MoNE, school administrations, and municipalities at the initial stage and during the implementation processes, which should be facilitated. Participant T2 made those recommendations as follows:

T2: Social entrepreneurs should be supported in a sense of human resources, and the school administrators, District Directorate of National Education, or District Governorship shouldn't stand in teachers' way; on the contrary, they should support them.

Table 7. *Recommendations to Support SE*

Theme	Subtheme	Codes
Recommendations to Support Social Initiatives	Organisational	Support from administrators, public or private institutions
		Resource (human, finance) support
		Receiving Promotion
		Increase in recognition – Introducing the projects
		Providing the sustainability of the initiatives through legislation
	Individual	Appreciation of successful initiatives
		Self-belief –Showing courage
		Determination – Ambition – Making initiatives based on abilities
		High motivation – Being open to innovation

The participants' recommendations to support social initiatives at the individual level include self-belief, developing communication skills, setting up initiatives based on abilities, and being highly motivated.

T1: Educators carry out their social initiatives by spending their spare time and making their own efforts, and unfortunately, they wouldn't get any reactions like, "Wow, you have done a great job!"

4. Conclusion and Discussion

In this study, it is seen that the teachers set up social initiatives for personal, professional, and environmental reasons. Chand and Misra (2009) point out that teachers as social entrepreneurs are the people who are driven by a need or an opportunity that has previously emerged. The most dominant factor that leads teachers to SE is environmental issues. Working in disadvantaged regions and having many disadvantaged students in school cause teachers to set up social initiatives to reduce inequality. There are similar studies in the literature consistent with the findings of this study (Austin, Stevenson, & Wei-Skillern, 2006). Chand and Amin-Choudhury (2006) found in their study that the teachers who work in disadvantaged regions in terms of socioeconomic conditions and education reidentify their roles by employing socio-educational entrepreneurship activities to reach their goals and Chand (2014) stated that a teacher, as an educational entrepreneur, creates social value as a response to deprivation in the public system.

The findings of the study reveal that the most crucial justifications for personal reasons are being motivated to create solutions and a drive to change existing conditions due to discomfort. These justifications coincide with the study by Bayrak K k and Mert (2016) which tackled the social entrepreneurship concept within the context of the value creation phenomenon and the requirement of solving social problems by also giving importance to innovation and change. Satyadev (2016) likewise emphasizes that social entrepreneurs are motivated people who solve social problems.

The study findings show that the professional reasons for the SEI of teachers include love and passion for the profession, commitment to it, knowing the mission of the teaching profession, and dedication to it. Weerawardena and Mort (2006) similarly indicate in their study that the passion that social entrepreneurs have leads them to a satisfactory business. Chand (2014) states that a tendency to learn supported by creative self-efficacy and intrinsic motivation and aiming to develop competencies or dedication are the essential premises of innovative behavior in the workplace.

The results manifest that the SEI of teachers includes professional instructional and adult education activities. Chand and Misra (2009) indicate that the diversity in teachers' initiatives in shaping their educational activities is possible when they combine their skills, initiatives, and existing resources. All innovations, from the ones carried out to promote the school community and students ability to establish communication with their environment to the ones conducted to improve the physical premises and the infrastructure, show that the need to link teaching practice to social contexts is acknowledged. The fact that the participants work in disadvantaged regions and the number of disadvantaged students is high mostly caused them to practice social entrepreneurship. In this regard, the implementations tended to reduce the disadvantages. Chand and Amin-Choudhury (2006) likewise outline that the teachers resort to SE activities to achieve education goals when they start to work in regions whose communities are deprived of socioeconomic wealth.

Teachers take initiative and organize parents by creating a supportive climate; they open adult education courses and establish associations for social services to reduce school absence. The SE practices of teachers consist of the stages of recognizing the need, preparation, planning, support, and evaluation. The need is recognized through observations, parent-student interviews, and demands revealed at the end of those interviews. The fact that they work in disadvantaged regions where the number of disadvantaged students is high plays the most important role in leading teachers who indicate that they can't stay indifferent to move to the preparation stage for their social initiatives. According to Abu-Saifan (2012), social entrepreneurs dedicate themselves to the mission of adding social value to underserved people as mission-oriented entrepreneurs. Johnson (2003) states that a powerful desire for social justice is combined with entrepreneurial features in social entrepreneurs. The study results show that educators plan their social initiatives and then begin to look for resources by involving stakeholders in the support stage. MacMillan and Thompson (2013) define the construction process of social initiatives in three stages. In stage 1, the solution is identified, and the target group is determined; in stage 2, the

social initiative is planned and its scope is specified; and in stage 3, the initiative is started, managed, and expanded.

The results of the SEI of the participants were examined in three subthemes: individual, organizational, and environmental. Observed that the results of these initiatives lead to new initiatives. Since the implementations concentrated in the schools located in disadvantaged regions, addressing students with fewer opportunities, the obtained results were about reducing inequality. The results of some of the initiatives provided the society living in the region with socioeconomic development Şentürk and Mengü (2019) reinforce this finding with their results, which feature the fact that social entrepreneurs reduce deprivation by being on the side of disadvantaged individuals, and SE can be considered a social movement as it aims for bottom-up change. The adult education activities of the social entrepreneurs provide occupation and participation in employment. The personal development training activities given in the same scope led to an increase in self-confidence. Kümbül-Güler (2011) notes that social entrepreneurs will help the communities they serve, and their relatives realize their rights and feel strong by giving training that enhances personal development.

The problems encountered by the teachers during their SEI are collected in three groups: organizational, environmental, and individual. There are previous studies that also emphasize those problems (Gregory & Anderson, 2006; Safian, 2012; Kostetska & Berezyak, 2014). In this study, the teachers frequently pointed to organizational challenges. The participant teachers declared that the problems occurred due to the administrative supervisors they are affiliated with and inadequacies related to social initiatives in the MoNE legislation. The British Council (2019) concludes in their study related to the situation of social enterprises in Türkiye that the initiatives are taken mainly in the education sector (21,7%), voluntary support is largely needed, and 76% of the participants have problems accessing finance. Chand and Misra (2009) found in their study that community involvement in schools' social activities can provide resource mobilization.

The recommendations to support SE teachers are collected in groups as organizational and individual recommendations. The relevant recommendations frequently address organizational issues since organizational problems mostly emerge during implementations. Here, the perspectives of politicians and policymakers on learning and change are of importance. SE practices should be encouraged since learning and change in educational organizations are of particular concern to the vast majority of society (Bourn, 2016; Young & Grinsfelder, 2011). Goyal, Sergi, and Jaiswal (2016) note that the government should focus on giving a separate legal status to social enterprises compatible with their social missions and innovations.

The teachers highlighted that creating a project unit for social initiatives of teachers and managing SEI through this unit within MoNE will be useful to solve the problems stemming from administrators and legislation. In this way, teachers will be affiliated with a single unit for their social initiatives, and the procedures they have to follow will be reduced. In her study related to the practices of teachers as social entrepreneurs, Satyadevi (2016) recommends that local authorities can make legislative regulations that regard regional conditions and ground social problems for the SE practices of teachers. This situation ensures educators improve their implementations and get more efficiency from the results.

5. Recommendations

In this study, we tried to reach the educators who perform these practices to examine the SE practices of teachers and school administrators. However, insufficient support from social entrepreneurs and difficulties in reaching educators because of the limited number of social initiatives created a limitation during the establishment of the study group. At this point, the support of SE practices in education will increase the examples of SE practices that will be examined in further research activities. SE practices in schools can be supported by establishing a project unit for social enterprises in the Ministry of National Education. Thus, teachers can be encouraged to adopt these practices.

The study results reveal that some regions developed from sociocultural and economic aspects where SE practices were carried out in schools. In subsequent research, various effects of schools' SE practices in the school region can be analyzed in depth. Studies focusing on the relationship between social justice and SE can be carried out by

considering the results of this study, which refer to the elimination of disadvantages and the provision of equal opportunities in education. The effects of SE practices on students and the school environment can be examined in subsequent studies.

The most frequently emphasized factor that constrains SE is the legal framework of the education system. The results of the study show that the legal limitations in education systems can pose an obstacle to SE, which require independent and creative thinking. It should be considered that the legal regulations in educational systems that encourage teachers and school administrators to carry out creative, innovative, and entrepreneurial activities are crucial to ensuring equal opportunities, and laws and regulations should be supported in this respect. Building on that, the examples of SE practices highlighted in this study can be examined in detail in terms of process stages (such as recognizing the need, preparation, and planning), and possible obstacles can be revealed.

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