



Entrepreneurial skills and their relationship with strategic orientation among secondary school principals in Sahab district

The Researchers

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ABSTRACT. This study aimed to identify the entrepreneurial skills and their relationship with strategic orientation among secondary school principals in Sahab district from the perspective of teachers. The researchers used the descriptive correlational method. The study population consisted of 2,320 male and female teachers, and the sample included 400 teachers from secondary schools in Sahab district, representing 17% of the total population. To achieve the study objectives, the researchers developed a study tool consisting of a questionnaire with two parts: the first part measured the level of entrepreneurial skills among school principals and included 46 items; the second part measured the strategic orientation of school principals and included 24 items. The study results indicated that the level of entrepreneurial skills among the principals was high. Similarly, the level of strategic orientation among the principals was also high. The results also showed a positive and statistically significant correlation between the level of entrepreneurial skills and strategic orientation among secondary school principals in the Directorate of Education in Sahab, as perceived by teachers. The study concluded with several recommendations, the most important of which was to enhance the knowledge and skills of public school principals in the field of entrepreneurial skills through the preparation of training programs, organizing meetings and workshops within schools, and coordinating with education faculties at universities. The study also proposed some mechanisms that could be used to enhance the level of strategic orientation in schools.

Keywords: entrepreneurial skills; strategic orientation; school leadership; secondary education; school principals; educational management.

Habilidades empreendedoras e sua relação com a orientação estratégica entre diretores de escolas secundárias no distrito de Sahab

RESUMO. Este estudo teve como objetivo identificar as habilidades empreendedoras e sua relação com a orientação estratégica entre diretores de escolas de ensino médio no distrito de Sahab, a partir da perspectiva dos professores. Os pesquisadores utilizaram o método descritivo correlacional. A população do estudo foi composta por 2.320 professores, homens e mulheres, e a amostra incluiu 400 professores de escolas de ensino médio do distrito de Sahab, representando 17% da população total. Para atingir os objetivos do estudo, os pesquisadores desenvolveram um instrumento de pesquisa composto por um questionário dividido em duas partes: a primeira parte mensurou o nível de habilidades empreendedoras entre os diretores escolares e incluiu 46 itens; a segunda parte mensurou a orientação estratégica dos diretores escolares e incluiu 24 itens. Os resultados do estudo indicaram que o nível de habilidades empreendedoras entre os diretores foi elevado. Da mesma forma, o nível de orientação estratégica entre os diretores também foi elevado. Os resultados também mostraram uma correlação positiva e estatisticamente significativa entre o nível de habilidades empreendedoras e a orientação estratégica entre os diretores de escolas secundárias da Diretoria de Educação de Sahab, segundo a percepção dos professores. O estudo concluiu com diversas recomendações, sendo a mais importante delas o aprimoramento do conhecimento e das habilidades dos diretores de escolas públicas na área de empreendedorismo, por meio da elaboração de programas de capacitação, da organização de encontros e oficinas nas escolas e da coordenação com as faculdades de educação das universidades. O estudo também propôs alguns mecanismos que poderiam ser utilizados para aprimorar o nível de orientação estratégica nas escolas.

Palavras chave: habilidades empreendedoras; orientação estratégica; liderança escolar; ensino secundário; diretores escolares; gestão educacional.

Habilidades empresariales y su relación con la orientación estratégica entre directores de escuelas secundarias del distrito de Sahab

RESUMEN. Este estudio tuvo como objetivo identificar las habilidades empresariales y su relación con la orientación estratégica entre los directores de escuelas secundarias en el distrito de Sahab desde la perspectiva de los docentes. Los investigadores utilizaron el método descriptivo correlacional. La población del estudio consistió en 2320 docentes hombres y mujeres, y la muestra incluyó 400 docentes de escuelas secundarias en el distrito de Sahab, lo que representa el 17% de la población total. Para lograr los objetivos del estudio, los investigadores desarrollaron una herramienta de estudio que consiste en un cuestionario con dos partes: la primera parte midió el nivel de habilidades empresariales entre los directores de escuela e incluyó 46 ítems; la segunda parte midió la orientación estratégica de los directores de escuela e incluyó 24 ítems. Los resultados del estudio indicaron que el nivel de habilidades empresariales entre los directores fue alto. Del mismo modo, el nivel de orientación estratégica entre los directores también fue alto. Los resultados también mostraron una correlación positiva y estadísticamente significativa entre el nivel de habilidades emprendedoras y la orientación estratégica de los directores de escuelas secundarias de la Dirección de Educación de Sahab, según la percepción del profesorado. El estudio concluyó con varias recomendaciones, la más importante de las cuales fue mejorar los conocimientos y las habilidades de los directores de escuelas públicas en materia de habilidades emprendedoras mediante la elaboración de programas de formación, la organización de reuniones y talleres en las escuelas y la coordinación con las facultades de educación de las universidades. El estudio también propuso algunos mecanismos para mejorar el nivel de orientación estratégica en las escuelas.

Palabras clave: habilidades empresariales; orientación estratégica; liderazgo escolar; educación secundaria; directores de escuela; gestión educativa.

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Introduction

The concept of entrepreneurship has evolved alongside the development of human civilizations and their visions for the economic and social goals to be achieved. It is linked to progress and uniqueness in leading and advanced countries. The concept of entrepreneurship varies based on several determinants, some related to culture and others related to different factors. The meaning of entrepreneurship differs depending on the society or economy, and the characteristics that distinguish members of society and the workforce in the economy. The definition of entrepreneurship remains a question posed in various readings, as there has not been a comprehensive definition encompassing all types and features of entrepreneurship. This definition essentially depends on the society and economy with their dimensions according to the community or surrounding environment.

Entrepreneurship is a set of values and practical skills that contribute to initiating or starting a certain activity. It also means achieving precedence in a specific sector and managing new activities or work in a particular field. An entrepreneur is one who innovates something scientifically new. Entrepreneurs are individuals with high levels of entrepreneurial motivation; generally, they are high achievers with strong self-efficacy, they question the status quo, and prefer innovative solutions (Rasmi & Saleh, 2019).

Entrepreneurial skills among school principals are considered fundamental factors that contribute to improving the quality of education and the effectiveness of school management. In a rapidly changing world, school principals need the ability to innovate and adapt to new challenges, including developing effective teaching strategies that motivate teachers and students, and building a learning environment that encourages creativity and participation. These skills require a variety of abilities such as strategic planning, effective communication, and change management. By enhancing these skills, school principals can achieve positive outcomes that benefit students and society as a whole (Al-Khatib, 2014).

Entrepreneurial skills are also important competencies that must be acquired through training, as well as the art of acquiring skills through practicing management in a specific activity. Therefore, a person applying for a particular job should receive the necessary training to manage their work operations, and they must understand the legal and financial aspects of their work in order to succeed (Al-Zabt, 2019).

Given the significant impact globalization has had on education, there is a need for educational leaders with high levels of entrepreneurial skills to fulfill the substantial role assigned to them in facing major

challenges in the work environment. Since a successful leader is a means of positive change in educational institutions, they contribute to creating a blend of modernity, creativity, and development, and enhancing their newly established vision based on an understanding of the internal and external environment and the needs and expectations of staff, students, and society together. The leader's role also lies in preparing an appropriate general atmosphere for creativity and building shared visions; therefore, leaders must use entrepreneurial approaches and skills that help foster innovation, creativity, and the generation of new ideas (Sarsour, 2019).

Strategic orientation is a concept that influences institutional performance in how management thinks and operates. It first focuses on the institution and continuously gathers information about the needs of target groups and competitors' capabilities. Secondly, it uses this information to consistently create high value for consumers (Al-Zabt, 2019). Strategic orientation is considered the specific approach through which the institution implements plans to achieve superior performance levels compared to its competitors. In other words, it is the method the institution applies to achieve sustained superior performance. Since strategic orientation is a concept that affects institutional performance, it influences the management's way of thinking and working. Its benefits include focusing primarily on the institution and continuously collecting information about the requirements of the groups targeted by the institution and the capabilities of its competitors. It also uses that information to generate the highest value for the beneficiary groups on a continuous basis (Al-Khatib, 2014).

The culture of strategic orientation dominates the beliefs, ideas, and values of top management. Therefore, senior management must proactively build this culture. The value system of strategic orientation is consistently linked to project implementation. Projects within the institution aim to meet the different needs of employees, make data-driven decisions, promote teamwork, and establish a long-term vision. If strategic orientation does not receive attention from senior management, building a successful team around a set of values will be slow and ineffective (Rasmi & Saleh, 2019).

From the foregoing, the importance of enhancing entrepreneurial skills and strategic orientation can be concluded, as well as the importance of officials' understanding of guiding work teams and developing an educational environment that encourages innovation and creative thinking through the application of effective strategies. They can enhance the performance of teachers and students, contributing to better achievement of the school's goals, which include providing the best services in education, training, community service, partnership with the private sector, and maintaining its position and continuity amid the continuously evolving societal challenges. There must be continuous evaluation processes for educational institutions, especially schools, to activate administrative performance effectively to achieve their desired goals and consolidate their humanitarian mission.

Previous studies

Pihie, Dahiru, Basri, and Hassan (2018) conducted a study aimed at identifying the relationship between entrepreneurial leadership and school effectiveness in secondary schools. The study was conducted in Nigeria using a descriptive-analytical approach. The sample consisted of 358 secondary school teachers in Zamfara State, Nigeria, selected through simple random sampling. Data were collected via surveys and analyzed using descriptive and inferential statistics (Pearson correlation and multiple regression). The results showed a strong relationship between practicing entrepreneurial leadership and school effectiveness, with entrepreneurial leadership being the highest predictor of school effectiveness among secondary schools in Zamfara State. This indicates that entrepreneurial leadership facilitates school effectiveness for secondary school leaders in the study area, and efforts should be made to enhance it by motivating teachers.

Fathi and Al-Mukhtar (2018) conducted a study aimed at identifying the role of strategic orientation requirements in enhancing the competitive advantages of private schools. It was an exploratory study of selected faculty members' opinions from private schools in Nineveh Governorate, Iraq. The descriptive-correlational method was used, with a questionnaire as the instrument. The sample consisted of 58 randomly selected teachers from private schools in Nineveh. The results revealed a statistically significant positive correlation between all strategic orientation requirements and enhancing competitive advantages in private schools in Nineveh. The requirement of strategic resource management ranked first among the strategic orientation requirements due to its importance in private schools and proper management of human and material resources. The study also found no statistically significant differences at the 0.05 level in the respondents' strategic orientation questionnaire scores attributed to the study variables.

Kimuli et al. (2018) conducted a study aimed at exploring the relationship between strategic entrepreneurship, entrepreneurial orientation, strategic orientation, creative work, and the performance of private secondary schools in the Wakiso area of Uganda. The study employed a descriptive-analytical correlational method using a questionnaire. The results showed a strong positive correlation between all study dimensions: entrepreneurial orientation, creative work, strategic orientation, and the performance of private secondary schools in Wakiso.

Hämäläinen et al. (2018) carried out a study aimed at identifying principles for enhancing entrepreneurship education by strengthening the links between development activities and school practices. The study was conducted in Finland using a descriptive-analytical method. The sample consisted of 153 school principals in Finland. Surveys and interview analyses were conducted. The results indicated that entrepreneurship practices in schools are strongly influenced by institution-related training provided to teachers and principals. Providing principals with models, tools, and information about available resources directly impacts their efforts to develop entrepreneurship education. Additionally, the size of the school is important; larger schools implement entrepreneurship education activities more than smaller ones.

Pihie et al. (2019) conducted a study aimed at identifying the degree to which school principals practice entrepreneurial skill dimensions from teachers' perspectives, and its relationship with school innovation in several middle schools in Selangor, Malaysia. The researcher used the descriptive method through a questionnaire. The study concluded that teachers view entrepreneurial skills as very important for school principals, but principals practice them at a moderate level, below the desired standard. There is a correlation between teachers' perceptions of principals' entrepreneurial skill practices and school innovation.

Al-Rawajfa (2021) conducted a study aimed at identifying the degree to which public school principals practice strategic entrepreneurial skills during remote learning, from teachers' perspectives in Amman. The descriptive survey method was used, with a sample of 163 teachers from Naour District, Amman. The study used questionnaires for data collection. Results showed a high level of practice of strategic entrepreneurial skills by public school principals during remote learning. No statistically significant differences were found in teachers' estimates of strategic entrepreneurship domains (information, entrepreneurial culture) attributed to gender, years of experience, or educational qualification.

Al-Arabi et al. (2021) aimed to identify the role of school principals in developing strategic orientation skills among staff, presenting the theoretical foundations of strategic orientation and its skills, and identifying the most important requirements for school principals to develop strategic orientation skills in Egypt. The current study used a descriptive-analytical method. Among its main findings were: the principal's ability to adapt in turbulent and rapidly changing environments; the lack of necessary skills and the ability to apply them in administrative situations; limited interest by secondary school principals in developing strategic orientation skills among staff; limited involvement of principals with vice principals and other staff in discussing educational decisions; little interest in providing an organizational climate that supports creativity and innovation; and little interest in instilling confidence in staff by showing trust. The principal's management style should avoid authoritarianism and unilateral decision-making without consulting staff.

Al-Mwade'a and Qaoud (2022) conducted a study to identify the impact of strategic orientation in enhancing competitive advantage in official Jordanian universities. The study population included 10 official universities, with the unit of analysis being senior and middle management (university president, vice president, dean, department director). They were selected via a census survey. The researchers distributed 350 questionnaires. The descriptive-analytical method was used to achieve the study's theoretical and practical objectives. The study concluded that the level of strategic orientation application was high in official Jordanian universities, while the competitive advantage level was moderate. There was a statistically significant effect of strategic orientation in achieving competitive advantage in these universities.

Ismail and Al-Rashed (2022) aimed to identify the relationship between the availability of strategic orientations and the effectiveness of decision-making among basic education school principals, and to examine differences based on years of experience and training courses taken. The descriptive method with analysis was applied using two questionnaires: one on the availability of strategic orientations and another on the effectiveness of decision-making. The sample included all official basic education school principals (144) in Homs city, based on the Directorate of Education statistics for the 2020/2021 academic year. Results showed a moderate level of availability of strategic orientations and decision-making effectiveness. A positive correlation existed between scores on strategic orientation availability and decision-making effectiveness. Statistically significant differences at the 0.05 level in strategic orientation scores were attributed to years of experience.

Commentary on previous studies

By reviewing previous studies related to the study variables, it becomes clear that they are similar to the current study in addressing the topic of entrepreneurial skills and their relationship to strategic orientation among secondary school principals in the Directorate of Education in Sahab from the teachers' perspective. However, the current study is unique in its attempt to identify entrepreneurial skills and their relationship to strategic orientation among secondary school principals in the Directorate of Education in Sahab specifically from the teachers' perspective. Therefore, the researchers outlined the points of agreement and difference between the current study and previous studies, clarified the benefits drawn from previous studies, and highlighted the distinctive features of the current study.

Problem statement

This study emerged to highlight the role of secondary school principals in applying entrepreneurial skills and their relationship to strategic orientation, considering them as the main agents in developing the community's educational sector. Interest in this topic has increased due to its role in overall growth, institutional expansion, and development. Entrepreneurship is an important topic, especially as the pace of change in institutional environments accelerates, making it a key option for institutions to adapt and comply with competition and change requirements. Another dimension of the problem arose from the researchers' work in Ministry of Education schools, where they felt a weakness in applying entrepreneurial skills and strategic orientation among school principals. In a world where human intellectual products, knowledge, and technology rapidly advance, directing investments in knowledge and scientific research fields requires the development of human skills and the nurturing of cadres capable of dealing with and adapting to the outputs of this era. Accordingly, this study aimed to reveal the level of entrepreneurial skills and their relationship to strategic orientation among secondary school principals in the Directorate of Education in Sahab. The problem crystallized in identifying the relationship between the degree of entrepreneurial skills practice and their relationship to strategic orientation among secondary school principals from the teachers' perspective.

Study objectives

The study aimed to identify entrepreneurial skills and their relationship to strategic orientation among secondary school principals in Sahab. It also sought to examine statistical differences among secondary school principals according to demographic variables (gender, academic qualification, years of experience) through the following:

- Identify the degree of entrepreneurial skills practiced by secondary school principals in Sahab.
- Identify the level of strategic orientation among secondary school principals in Sahab.
- Detect the existence of a correlational relationship between the degree of entrepreneurial skills practice and the level of strategic orientation among secondary school principals in Sahab.

Study questions

To achieve the study objectives, the research sought to answer the following questions:

- What is the degree of entrepreneurial skills practiced by secondary school principals in Sahab from the teachers' perspective?
- What is the level of strategic orientation among secondary school principals in Sahab from the teachers' perspective?
- Is there a correlational relationship between the degree of entrepreneurial skills practice and strategic orientation among secondary school principals in Sahab?

Significance of the study

The significance of this study lies in the results to be obtained regarding entrepreneurial skills among secondary school principals in the Directorate of Education in Sahab and their relationship to strategic orientation from the teachers' perspective. Accordingly, this study will be significant from several aspects as follows:

Theoretical significance

The importance of this study stems from addressing key organizational concepts: entrepreneurial skills and strategic orientation. Entrepreneurial skills are critical for any institution because they pertain to the

human element, which is the primary component of any institution seeking to benefit from it as one of its most important available resources, especially in educational institutions.

Providing data on entrepreneurial skills among school principals and their relationship to strategic orientation in secondary schools.

Practical significance

The study provides realistic descriptive results about the status of entrepreneurial skills in secondary schools in Sahab. It benefits school principals in Amman in knowing the level of entrepreneurial skills and their relationship to strategic orientation in their educational institutions, aiming to develop work and increase institutional productivity.

Supplying school principals with important steps leading to improving and increasing the degree they seek to achieve or maintain.

Research ethics

The study adhered to the ethical standards outlined by the hosting university's Institutional Review Board and complied with the regulations set by the Ministry of Education in Jordan. Participation was entirely voluntary, with informed consent obtained from all participants. Strict measures were taken to ensure participant confidentiality, and the data were solely utilized for scientific research purposes in full compliance with relevant data protection laws and international ethical standards.

Methodology and procedures

Study methodology

The study employed a descriptive correlational design, as this approach is most appropriate for the nature of the study and to achieve its objectives.

Study population and sample

The study population consisted of all male and female teachers in the governmental schools of the Directorate of Education in Sahab, totaling 2,320 teachers: 670 male teachers and 1,650 female teachers during the second semester of the 2024-2025 academic year, according to statistics from the Directorate of Education in Sahab.

The study sample was selected using stratified random sampling from the male and female teachers of governmental schools in the Directorate of Education in Sahab. A total of 400 electronic questionnaires were distributed. The number of male teachers who responded to the questionnaire was 157, representing 39.2% of the teacher sample, while 243 female teachers responded, representing 60.8% of the teacher sample. This sample is considered representative relative to the total population size and survey study requirements for selecting and determining the sample size.

Study instrument

Based on the current study methodology, a questionnaire was developed and prepared consisting of three parts:

- Part One: General information
- Part Two: Identification of entrepreneurial skills
- Part Three: Identification of strategic orientation

Scoring and interpretation procedures for the instrument

Entrepreneurial skills and their relationship to strategic orientation among secondary school principals from the teachers' perspective were assessed according to five levels. The arithmetic mean for each item was calculated as follows:

- The highest possible score on the instrument's alternatives is 5 points.
- The lowest possible score is 1 point.
- The range is calculated as $5 - 1 = 4$ points.
- This range is divided by 5 to get the class width: $4 \div 5 = 0.80$.

Accordingly, the means to evaluate the responses of the sample members on the instrument are shown in Table 1.

Table 1. Means rating.

Arithmetic Mean Range	Rating
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Validity of the study instrument

To verify the validity of the instrument, the researchers relied on two methods: face validity and internal consistency validity, as detailed below:

Face validity (expert validation):

The purpose of this step was to obtain agreement from experts on the questionnaire items regarding their relevance to the research topic and the characteristic intended to be measured. Face validity is considered the preferred method for ensuring the logical validity of the instrument. The questionnaire items were presented to a group of experts with specialization and experience related to the research topic, to assess how well the items represent and measure the intended trait.

Internal consistency validity

To verify the validity of the instrument, the researchers conducted a pilot test by applying the questionnaire to a sample of 30 male and female teachers outside the main study sample. The correlation coefficients between each item and its domain as well as the entire instrument were calculated according to the entrepreneurial skills items. It is noteworthy that all correlation coefficients were statistically significant and acceptable, so no items were deleted. Correlations between each domain and the total score, as well as correlations among domains, were extracted. All correlations were statistically significant and acceptable, indicating an adequate level of construct validity.

Reliability of the instrument

To verify the reliability of the study instrument, the test-retest method was applied by administering the questionnaire twice, two weeks apart, to a group of 30 teachers outside the main study sample. Pearson correlation coefficient was calculated between the two sets of scores.

Additionally, reliability was measured using internal consistency via Cronbach’s alpha formula. Table 2 shows the Cronbach’s alpha internal consistency coefficients and test-retest reliability for the study tool. These values were considered appropriate for the purposes of this study.

Table 2. Cronbach’s alpha internal consistency coefficients and test-retest reliability.

Domain	Test-Retest Reliability	Internal Consistency (Cronbach’s Alpha)
Strategic Planning	0.93	0.91
Organizational Communication	0.91	0.92
Problem Solving	0.90	0.93
Entrepreneurial Culture	0.92	0.92
Entrepreneurial Thinking	0.95	0.89
Entrepreneurial Skills (Overall)	0.92	0.91
Strategic Orientation	0.90	0.82

Test-retest reliability coefficient for the overall instrument was 0.92, and Cronbach’s alpha for internal consistency was 0.91, both considered suitable for this study.

Statistical analysis

To reach the study results, achieve its objectives, and answer its questions, the following statistical methods were used:

- Pearson correlation coefficient to calculate internal consistency validity of the instrument and Cronbach's alpha for reliability verification.
- Frequencies, arithmetic means, and standard deviations to answer the first and second research questions.
- Pearson correlation coefficient to determine the relationship between entrepreneurial skills and strategic orientation of school principals, addressing the fifth question.

Study results

First: Results Related to the First Question: What is the level of entrepreneurial skills practiced by secondary school principals in the Sihab District?

Table 3 shows the arithmetic means and percentages of the responses of the study sample regarding the fields of practicing entrepreneurial skills among secondary school principals in the Sihab District according to each field and the combined fields.

Table 3. arithmetic means and percentages of the responses of the study sample regarding the fields of practicing entrepreneurial skills

Rank	Field	Mean score	Standard deviation	Rating
1	Entrepreneurial Thinking	3.57	0.69	High
2	Strategic Planning	3.52	0.62	High
3	Organizational Communication	3.41	0.74	High
4	Problem Solving	3.31	0.69	Moderate
5	Entrepreneurial Culture	3.24	0.69	Moderate
	Overall Entrepreneurial Skills	3.41	0.72	High

The results related to the first question show that the degree of practicing entrepreneurial skills by secondary school principals in the Sihab District was high. The fields of entrepreneurial skills ranked as follows: entrepreneurial thinking ranked first and at a high level, followed by strategic planning in second place at a high level, then organizational communication in third place also high, problem solving came fourth at a moderate level, and entrepreneurial culture was last at a moderate level. The researchers attribute this result to the high awareness among school principals, from the teachers' perspective, of the importance of entrepreneurial skills in their practices. This is due to the connection of these skills with managing organizational change, organizational culture, human resources, and the environment simultaneously. Strategic entrepreneurship involves intuition and creativity from a unified school perspective, where the ideal state combines creativity and analysis, as well as participation and interaction at various levels. It is also about anticipating future trends. This high result, according to the estimates of the study sample of teachers, may be due to the principals' recognition that entrepreneurial skills are among the main pillars and supports of successful management today. This aligns with the prevailing trend in educational institutions to improve teachers' performance through activating modern skill patterns based on mutual respect, high trust levels, and open communication methods between principals and teachers. The result may also stem from principals' conviction in the value of these skills, their foundations, their commitment to them, and the positive impact entrepreneurial skills impose on principals' participation in decision-making processes, empowering them to complete their assigned tasks, and achieve planned goals. This result is relatively consistent with the findings of Pihie et al. (2019), who indicated that teachers view entrepreneurial skills as highly important for school principals; however, principals practice them at a moderate level, less than the desired standard. It differs from Al-Sheikh (2020) study, which found that the degree of entrepreneurial skills practiced by secondary school principals in the Gaza Strip was high from the teachers' perspective.

Second: Results Related to the Second Question: What is the level of strategic orientation among secondary school principals in the Sihab District?

To answer this question, the researchers proceeded as follows: They extracted the arithmetic means and standard deviations for each item measuring the level of strategic orientation among secondary school principals in the Sihab District, based on the responses of the study sample of teachers. The items were then arranged in descending order according to their mean scores. Table 4 illustrates these results.

Table 4. Arithmetic means and standard deviations for the level of strategic orientation among secondary school principals in the Sihab District, ranked in descending order according to mean scores.

Rank	Item no.	Item description	Mean	Std. Dev	Level
1	1	The principal conducts a comprehensive survey of the school’s needs in all areas	3.80	0.90	High
2	2	The principal uses diverse methods to gather information about the school environment	3.79	1.03	High
3	5	The principal directs school activities toward utilizing environmental analysis results as goals for school planning	3.78	0.94	High
4	8	The principal works according to a plan aimed at cultivating the necessary skills and competencies for teachers and learners consistent with the modern era	3.77	0.94	High
5	15	The principal directs all school activities primarily toward maintaining the efficiency of ongoing operations	3.76	0.95	High
6	13	The principal develops work procedures when facing problems related to main school activities	3.75	0.94	High
7	16	The principal focuses on adopting methods and procedures proven successful according to the school’s experience	3.74	1.01	High
8	17	The principal applies clear performance indicators to judge workflow	3.73	0.99	High
8	14	The principal adjusts activities and organizational structure when facing negative situations such as crises	3.73	0.94	High
10	19	The principal constantly seeks to use modern educational technologies as they emerge	3.72	0.95	High
10	20	The principal continually develops work procedures according to changing educational needs and labor market	3.72	0.94	High
10	18	The principal uses effective control systems to measure employee performance based on accurate and objective indicators	3.72	0.91	High
13	21	The principal supports flexible transitions in administrative work to face environmental changes and adapt to them	3.71	1.03	High
14	22	The principal directs activities toward setting plans and methods that continuously improve performance and learning quality	3.70	1.02	High
14	23	The principal carefully studies community needs to determine the type of educational services as a future competitive advantage	3.70	0.98	High
14	24	The principal’s strategic vision is characterized by maintaining continuous growth and anticipating the future	3.70	0.94	High
14	7	The principal studies the external environment to determine the necessary skills for teachers and learners	3.70	0.92	High
18	9	The principal develops activities that enhance the modern skills required by learners	3.69	0.99	High
19	10	The principal seeks to develop teachers’ skills in using technology in education	3.68	1.03	High
20	6	The principal works on improving school outputs consistent with analysis results	3.67	0.98	High
20	4	The principal analyzes the external environment to identify available opportunities based on current capabilities	3.67	0.92	High
20	11	The principal directs school activities toward innovating services that achieve a competitive advantage	3.67	0.84	High
23	12	The principal dedicates a large part of his work to supporting innovations and developing educational technologies	3.67	1.19	High
24	3	The principal analyzes the internal school environment to identify strengths and weaknesses	3.66	1.05	High
Overall Strategic Orientation			3.71	0.59	High

The results related to the second question indicated that the level of strategic orientation among secondary school principals in the Sihab District was high. The researchers interpret this result, from the teachers’ perspective, as reflecting the role principals play in encouraging and facilitating others, identifying and solving problems, determining when and how tasks are optimally completed, helping with development and success, and genuinely motivating teachers by providing the necessary support and direction. This is achieved through collaborative work that strengthens shared knowledge and personal experience. The researchers also explain this result as strategic orientation increasing individuals’ ability to self-regulate in diligent work to solve problems they face, enabling them to develop well-structured plans to follow and monitor continuously to reach solutions by setting reasonable and logical future goals. This may be attributed to teachers’ awareness of the role of achievement motivation in improving school performance, enabling the school to adapt to ongoing changes and challenges in the educational field, and the importance of generating

new ideas that help accomplish many tasks while effectively utilizing staff capabilities to improve school work levels. Additionally, the researchers believe the high level of responses is due to the link between strategic orientation and the necessity of evaluating the current reality, understanding what this reality should be in the future, and the need for continual improvement. Thus, it is a necessity that must be adopted because it relates to these fundamental matters, not merely intellectual luxury. This deep awareness paved the way for this degree across the entire instrument. From the teachers' perspective, the researchers interpret this result as indicating principals' ability to meet students' needs, engage staff, make data-driven decisions, enhance teamwork, and establish a long-term vision. Principals prefer careful attention to research and analysis before taking any action or decision. This result agrees with Ryan's (2017) study, which showed that strategic orientations were available to a large extent. It differs from Ismail and Al-Rashed's (2022) study, which found that strategic orientations were available at a moderate level.

Third: Results related to the third question: Is there a correlational relationship between the level of entrepreneurial skills and strategic orientation among secondary school principals in Sahab District?

To answer this question, the Pearson correlation coefficient was calculated between the level of entrepreneurial skills and strategic orientation among the secondary school principals in Sahab District. Table 5 illustrates this.

Table 5. Pearson Correlation Coefficient for the Relationship Between the Level of Entrepreneurial Skills and Strategic Orientation Among Secondary School Principals in Sahab District.

NO.	DOMAINS	R VALUE	SIGNIFICANCE LEVEL
1	Strategic Planning	0.971	0.000
2	Organizational Communication	0.987	0.000
3	Problem Solving	0.968	0.000
4	Entrepreneurial Culture	0.955	0.000
5	Entrepreneurial Thinking	0.973	0.000
	Combined Domains	0.990	0.000

The results related to the third question indicated a clear and statistically significant correlation between the level of entrepreneurial skills and strategic orientation among secondary school principals in Sahab District. This result is attributed to the principals' belief in the importance of cooperation and teamwork spirit, as well as effectively and accurately utilizing teachers' energies, which contributes to building good interpersonal relationships among teachers and exchanging skills and ideas; all of which lead to creating a comfortable and inspiring school environment, thereby achieving the desired educational goals. This result can be explained by the fact that the practice of entrepreneurial skills by school principals is a primary driver for strategic orientation. Their practice of entrepreneurial skills contributes to providing appropriate strategic thinking by securing educational tools and preparing the school environment to meet the requirements for applying strategic orientation.

The researchers also attribute this result to the principals' awareness of the importance of practicing entrepreneurial skills and their role in enhancing communication and interaction with teachers and students to develop their scientific, cognitive, and social aspects. This result may also be justified by principals' attention to creating a suitable atmosphere for the transmission of messages from the principal to the teacher and the teacher's feedback to ensure clarity and ease of communication. Furthermore, it can be explained that principals monitor the extent to which strategic orientation is applied in managing the educational environment, which positively affects group dynamics.

Recommendations

In light of the study results, the researchers recommend the following:

- Enhancing the knowledge and skills of public school principals in the field of entrepreneurial skills through preparing training programs and organizing meetings and workshops within schools, in coordination with faculties of education at universities.
- Focusing on developing the intellectual leadership skills of principals in terms of their ability to analyze, study, infer, compare, link, and continuously improve and positively change the school.

- Proposing mechanisms that can be used to enhance the level of strategic orientation in schools.
- Conducting further studies that investigate entrepreneurial skills and strategic orientation from the perspective of other research samples and linking them with other organizational variables such as change management, school performance, entrepreneurial leadership, and strategic entrepreneurship.

Conclusion

This study concluded that the level of entrepreneurial skills among secondary school principals in Sahab District was high from the teachers' perspective. Similarly, the strategic orientation of these principals was also at a high level. The results confirmed a statistically significant positive correlation between entrepreneurial skills and strategic orientation, indicating that increasing entrepreneurial skills contributes to enhancing strategic orientation among school principals. Based on these findings, the study recommends focusing on developing principals' skills through specialized training programs and workshops, in collaboration with higher education institutions, aiming to raise administrative and educational performance levels in schools. It is also necessary to adopt clear mechanisms to promote strategic orientation within the school environment to achieve the best outcomes in meeting educational and developmental goals.

Data availability

All data collected in this study are securely stored and accessible only to the researcher to ensure participants' privacy. Other researchers may access the data upon request for verification purposes or future studies, with full adherence to confidentiality and non-disclosure of any participants' personal information.

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Note:

Rawan Kheder Yousef Abu Shaqra was responsible for collecting data, designing the questionnaire, providing all guidance and directions to the student Iman Walid, and working on testing the honesty, consistency, and critical audit in a complete and integrated manner of the manuscript. The second researcher's faith contributed to interpreting and analyzing the results, discussing them, and being extremely careful to interpret them. The work was shared between the authors at all stages of the study, and we reviewed the final version and approved its publication.

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