

Teachers Opinions on the Entrepreneur's Features of School Managers

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Öğretmenlerin Okul İdarecilerinin Girişimcilik Özelliklerine İlişkin Görüşleri

ÖZ

Bu araştırma, Bolu ili merkez ilçede bulunan okul yöneticilerinin girişimcilik özelliklerine ilişkin öğretmen görüşlerini belirlemeyi amaçlamaktadır. Araştırmada nitel araştırma yöntemi kullanılmıştır. Araştırma grubu maksimum çeşitlilik tekniği ile belirlenen sekiz öğretmenden oluşmaktadır. Öğretmenlerden elde edilen veriler devlet okulu, özel okul, ilkokul, ortaokul, yönetici, öğretmen, cinsiyet, kırsal ve şehir merkezi gibi farklı kategorilere göre belirlenmiştir. Verileri toplamak için katılımcılarla yarı yapılandırılmış görüşme formu kullanılarak görüşmeler yapılmıştır. Analizler betimsel analiz yöntemi ile değerlendirilmiştir. Öğretmen görüşlerinden hareketle okul yöneticilerinin girişimci davranışlarında kişisel özelliklerin önemli olduğu ortaya çıkmıştır. Bu kişisel özellikler arasında yenilikçi olma, güçlü iletişim becerilerine sahip olma, proje yapma, risk alma vb. nitelikler bulunmuştur. Girişimci özelliklere sahip yöneticilerin okula birçok katkı sağladığı (okulun iyileştirilmesi, mesleki performansın artırılması vb.) olumsuz özelliklerin neredeyse hiç olmadığı belirlenmiştir. Mevzuat, yönetmelik vb. Sorunlar nedeniyle istediklerini yapamayan okul yöneticilerinin motivasyonlarının olumsuz etkileneceği veya kişisel olumsuz davranışlarının (kibir, hırs) insanları olumsuz etkileyeceği gözlemlenmiştir. Ayrıca okul yöneticilerinin girişimcilik özelliklerini yenilikçi düşünme, araştırmacı ruha sahip olma ve fikirlerini hayata geçirme olarak açıklamak mümkündür.

Anahtar Kelimeler: Okul Yöneticisi, Okul, Yönetim, Girişimcilik, Öğretmen.

Teachers Opinions on the Entrepreneur's Features of School Managers

ABSTRACT

This research aims to determine the teachers' views on the entrepreneurial characteristics of school administrators in the central district of Bolu. Qualitative research method was used in the research. The research group consists of eight teachers determined by the maximum diversity technique. The data obtained from the teachers were determined according to different categories such as public school, private school, primary school, secondary school, administrator, teacher, gender, rural and city center. To collect the data, interviews were conducted with the participants using a semi-structured interview form. Analyzes were evaluated with descriptive analysis method. Based on the opinions of teachers, it has been revealed that personal characteristics are important in the entrepreneurial behavior of school administrators. These personal characteristics include being innovative, having strong communication skills, making projects, taking risks, etc. attributes were found. It has been determined that administrators with entrepreneurial characteristics make many contributions to the school (improving the school, increasing professional performance, etc.) and almost no negative features. Legislation, regulation etc. It has been observed that the motivation of school administrators who cannot do what they want due to problems will be negatively affected or that their personal negative behaviors (arrogance, ambition) will negatively affect people. In addition, it is possible to explain the entrepreneurial characteristics of school administrators as innovative thinking, having an investigative spirit and putting their ideas into practice.

Keywords: Mevlâna, Protective/Preventive Social Service, Civil Society, Disadvantaged.

Introduction

The concept of management has been defined in different ways until today. When these definitions are briefly mentioned, Sabuncuoğlu and Tokol (2001) define the concept of management as the whole of conscious and regular actions based on cooperation and solidarity in achieving the targeted goals of the enterprise. Koçel (2011) considers it important for managers who carry out management activities to be competent in areas such as motivation, communication and leadership. As a matter of fact, one of these competencies is entrepreneurship. In addition, one of the most important requirements of the management is the effective use of human and material resources in line with the targeted objectives. In social life, management includes all groups, small or large. Management includes the action of influencing others and cooperating with people, reaching the goals determined in line with their goals, and includes the activities in this process (Eryılmaz, 2002).

Entrepreneurship; It is the ability to produce, implement, take risks, plan and market (MEB, 2005). It is to sense the possibilities of the environment, to dream based on these intuitions, to design, plan and develop accordingly (Çetinkaya & Alparslan, 2013). The development process to overhaul what has been implemented in an activity is to have or use them in an organization, to use the action to take advantage of what has been implemented in an activity. The new payment recovery process is a set of risks and rewards. It is to advance with the educated as intercity relations (Smith K. & Petersen, 2011).

The fact that school administrators have entrepreneurial characteristics will make significant contributions to the formation of an innovative and production/service-oriented society. School administrators are people who are in contact with students, teachers and parents in the regions they serve and have the potential to guide them. Therefore, school administrators have an important role in the development of entrepreneurial activities in a society. Because school administrators' entrepreneurial activities will improve teachers' and children's entrepreneurial skills. At the same time, it will make great contributions to the creation of entrepreneurial environments, social entrepreneurship activities and works for the benefit of society.

When the literature is examined, there is the idea that school administrators should be leaders. Especially to school administrators; They were given different roles by giving names such as program manager, educational leader, transformational leader. In the literature, there are studies on school administrators to become entrepreneurial administrators. In related studies, it is stated that the entrepreneurship skills of school administrators contribute to the formation of an entrepreneurial culture (Vandenberghe, 1995). Mintzberg (1973) defined the entrepreneurial aspect of the manager in his classification of managerial roles as follows: "The manager of the organization creates the necessary opportunities to improve the current situation of the organization and designs the necessary changes." As a result, the fact that school administrators have entrepreneurial skills allows entrepreneurship to become widespread in society.

From this point of view, the research was carried out in line with the evaluation of teachers' views on what entrepreneurial characteristics should be in school administrators. The starting point of this requirement is that there are not enough comprehensive and concrete studies in the literature on entrepreneurship for school administrators. The aim of this research is to determine the opinions of teachers about the entrepreneurial characteristics of school administrators in the central district of Bolu.

The aim of the research is to make inferences about the entrepreneurial characteristics of school administrators in line with the opinions of teachers working in public and private schools in the central district of Bolu. From this point of view, it has been tried to find answers to the following questions during the study process:

According to the opinions of school administrators and teachers;

1. What does it mean for school administrators to have entrepreneurial characteristics?
2. What are the entrepreneurial characteristics of school administrators?

3. Why is it important for school administrators to have entrepreneurial characteristics?
4. What are the positive and negative effects of school administrators having an entrepreneurial characteristic?
5. Do school administrators engage in entrepreneurial activities within the framework of entrepreneurial characteristics of school administrators? If yes, what are these activities?
6. What are the situations that hinder the entrepreneurial activities of school administrators?
7. What can be done to improve the entrepreneurial characteristics of school administrators?

Innovation and entrepreneurship are the most critical elements of success in the development of countries and the sustainable and real welfare of their citizens. The word innovation can be explained as the development of a defect, deficiency or innovation in any field (institution, organization, company, any field of activity) rather than differentiation. Therefore, it can be said that innovation is an important situation for every organization and institution.

A systematic and strategic plan on how to train entrepreneurs in Turkey has not been put forward yet. It is a fact that the entrepreneurial environment could not be developed despite the well-intentioned government support necessary for the creation of an entrepreneurial environment. Unfortunately, the technology offices that are trying to be established in universities, technoparks and R&D centers today do not have the necessary activities and equipment related to entrepreneurship. Therefore, the importance of the role of entrepreneurial generations and education in the formation of an entrepreneurial environment emerges. Entrepreneurship can be expressed as a skill that should be systematically addressed from an early age (Tarhan, 2019; Tarhan, 2021). For this reason, education has an important effect on the formation of entrepreneurial environments, and school administrators have an important effect on the formation of an entrepreneurial education environment.

Results

1. Findings including teachers' views on what school administrators' entrepreneurial characteristics mean

Under this title, it has been tried to determine what the entrepreneurial characteristics of school administrators mean, based on the opinions of teachers. Schools were divided into public schools and private schools, and the findings were interpreted in the context of primary school, secondary school and the gender of the administrators. The data containing the perceptions of teachers that school administrators have entrepreneurial skills were evaluated. Schools are divided into public schools and private schools. The findings were interpreted in the context of primary school, secondary school and administrator and teacher genders. Data regarding the findings obtained during the research process are given in Table 4.1. (Note: In the tables, the teacher is abbreviated as "T")

Table 1. Teachers' views on what the entrepreneurial characteristics of school administrators mean

themes	Persons	F
being creative	T2; T4; T5	3
be hardworking	T3; T6; T7	3
to be innovative	T1;T2	2
to be a leader	T2; T3	2
ability to communicate effectively	T3; T4	2
being brave	T1	1
to be stable	T1	1
bringing your idea to life	T4	1
self-development	T8	1
being a researcher	T7	1
total		17

In the light of the information in Table 1, the teachers explained their thoughts about the entrepreneurial characteristics of school administrators as follows: Being creative, being hardworking, being innovative, being a leader, communicating effectively, being brave, being determined, being successful, putting their ideas into practice, improving themselves, to be a researcher. The teachers' views on the themes are given below:

- “It means a person who is determined, brave, innovative and open to change.” (T1).
- -In the rapidly changing world order, it is the school administrator's keeping up with the innovations and developments of the age, rapid technological developments, making a difference and leading the change (T2).
- -Instilling entrepreneurial thinking in students and teachers in the unit he manages. Increasing the ties of the unit he manages with other units, that is, with another school and so on; in this way, to work to create convenience for everyone wherever their path goes (T3).
- - Those who have good communication with people, have different ideas, develop themselves and are sociable (T4).
- -To create awareness and difference in cooperation with the organization and its stakeholders (T5).
- - It means hard work(T6).
- -Active work, examination and research (T7).
- -Creating a productive structure that contributes to school development (T8).”

The themes with the highest frequency density in the expressions of the teachers appear as being creative and being hardworking. From this point of view, it is seen that teachers explain entrepreneurship in managers with concepts such as creativity, industriousness, innovation, etc.

2. Teachers' views on the entrepreneurial characteristics of school administrators

Under this title, it has been tried to determine what the entrepreneurial characteristics of school administrators can be by giving place to the opinions of teachers about what the entrepreneurial skills of school administrators are. Schools were divided into public schools and private schools, and the findings were interpreted in the context of primary school, secondary school, school administrators and teachers' genders. Information containing the opinions of teachers about what the entrepreneurial characteristics of school administrators might be is given in Table 4.2.

Table 2. Teachers' views on the entrepreneurial characteristics of school administrators

Themes	Persons	f
to be a leader	T1; T2; T3; T7	4
to communicate effectively	T2; T3; T4; T7	4
to be dynamic	T2; T5; T7	3
to be innovative	T1; T6;	2
have the ability to organize	T5; T8	2
to express one's opinion	T4; T5	2
to be brave	T1;	1
to be idealistic	T1;	1
to be stable	T1;	1
being creative	T2;	1
be able to plan	T8	1
to be able to project	T8	1
improve yourself	T4;	1
have field knowledge	T5	1
awareness skill	T2	1
have a vision	T7	1
work hard	T2	1
identify needs	T8	1
total		29

Based on the information in Table 2, Being a leader, Being able to communicate effectively, Being dynamic, Being innovative, Having the ability to organize, Expressing your opinion, Being courageous, Being idealistic, Being determined, Being creative, Being able to plan, Being able to project, Being able to develop yourself. Eighteen themes were created, namely, "Having content knowledge, Awareness skill, Having a vision, Selfless work". From this point of view, it is possible to express the entrepreneurial characteristics of school administrators as follows, starting from the statements of school administrators about their entrepreneurial characteristics: Being a leader, Being brave, Being innovative, Being Idealistic, Being Determined, Being Versatile, Being Dynamic, Being Creative, Being Intelligent, Being Effective. To communicate well, To express oneself, To improve oneself, To be fair, To engage in social activities, To dominate the field, To have an open mind, To have a vision, To be able to notice the deficiencies, To be planned, To be able to make a project, To be able to work as a team.

The statements containing the explanations of the teachers regarding the themes mentioned above are given below:

- Leader, brave, innovative, idealistic, open to change, radical(T1).
- Versatile, dynamic, creative, smart, sensitive, effective leadership(T2)
- The unit he/she manages is in contact with other units, that is, with another school, etc. increase ties; working in this way to create convenience for everyone wherever his path goes (T3).
- Strong communicator, Can express himself well, Self-development, Fair, Participating in social activities (T4).
- To be open, dynamic and adaptable to the corporate culture that has full knowledge of the legislation and can take risks (T5).
- Follows the innovations in education(T6).
- Being fair, equipped, open to communication, social, visionary, leader-spirited, agile(S7).
- Entrepreneurial principal identifies the deficiencies of the school, develops a project by making a plan and working as a team(T8).

Based on these explanations, most of the teachers defined entrepreneurial managers as leaders, people who can communicate effectively, who are dynamic, who are innovative, who have the ability to organize and who have the ability to express their ideas.

3. Teachers' views on why it is important for school administrators to have entrepreneurial characteristics

Under this title, the information obtained in line with the opinions of teachers about why it is important for school administrators to have entrepreneurial skills has been tried to be interpreted. Schools are divided into two as public schools and private schools, and the findings are interpreted in the context of primary school, secondary school, school administrators and teachers. The information containing the opinions of teachers about the importance of school administrators with entrepreneurial characteristics in the findings is given in Table 4.

Table 3. Teachers' views on the importance of school administrators having entrepreneurial characteristics

Themes	Persons	f
developing the school	T2; T7; T8	3
increase efficiency	T5;T6	2
contributing to the student	T1	1
creating an opportunity	T2	1
to benefit	T3	1
build trust	T4	1
self-expression	T4	1
developing the budget	T5	1
total		11

Based on the information obtained in Table 3, it is seen that teachers express that school administrators have entrepreneurial characteristics as "Developing the school, Increasing productivity, Contributing to students, Creating opportunities, Providing benefits, Building trust, Expressing oneself, Developing the budget". In these explanations, the expression of contributing to the individual as well as the development of the school is among the findings. In the statements of the teachers, it is seen that the idea that school administrators with entrepreneurial skills can improve the school is dominant and they attach importance to this.

The following expressions of the teachers were used in the formation of the above-mentioned themes:

- Being an entrepreneur is important if they want to contribute to children and young people in a changing and beautifying world(T1).
- It is important for the education system and the school to bring the necessary opportunities to achieve its goals(T2).
- It is important because it benefits others as a person who has benefited himself(T3).
- Expressing oneself well, being able to answer the parents' questions clearly, and building trust are important in terms of education(T4).
- Increasing organizational commitment and productivity. Budget performance(T5).
- It increases quality(T6).
- Since it works with people, it will add value to the school and contribute greatly to the school's reaching its determined vision(T7).
- For school development and effectiveness(T8).

From this point of view, it has been emphasized that the entrepreneurial characteristics of teachers are important in terms of improving the school, increasing efficiency and contributing to the students.

4. Teachers' views on the positive and negative aspects of school administrators having entrepreneurial characteristics

Under this title, teachers' opinions on the positive aspects of school administrators' entrepreneurship skills have been tried to be interpreted. Schools are divided into two as public schools and private schools, and the findings are interpreted in the context of primary school, secondary school, school administrators and teachers. Information including teachers' views on the positive aspects of school administrators having entrepreneurial characteristics is given in Table 4.

Table 4. Teachers' views on the positive aspects of school administrators having entrepreneurial characteristics

Themes	Persons	f
contribution to the development of the school	T2;T4;T5;T6; T7;T8	6
tolerance to innovation	T1;T3;T5	3
development of communication	T4	1
establishing an environment of trust	T4	1
increased motivation	T5	1
total		12

It is possible to explain the themes obtained from the information obtained in Table 4 as "Contribution to the development of the school, Tolerance to innovations, Improving communication, Establishing an environment of trust, Increasing motivation". In addition, the teachers' views on the positive results of school administrators' entrepreneurial characteristics are as follows.

- Innovation is tolerated.
- Contributes to the renewal of the school.
- Stagnation is perceived as a problem.
- Communication improves.
- An environment of trust is created.
- Satisfaction increases.

- Improvement of physical facilities is ensured.
- Adaptation to changes is ensured.
- It helps permanent learning.
- There is an increase in the motivation to work.
- There will be an increase in the quality of education.
- Effectiveness is ensured on educational elements in the educational environment.
- It contributes to the development of the school.
- It is possible to express that the effectiveness of the school increases.

The above themes were created by making use of the teachers' explanations below:

- In this way, the school is in a structure that is open to innovations and assimilates changes (T1).
 - The fact that the administrator, who has many roles in the school, is an entrepreneur, contributes to the positive change and renewal of the school(T2).
 - The stagnation problem arises(T3).
 - Good communication, Trust, Satisfaction(T4)
 - Improving physical facilities, adapting to the needs of the age, willing employees in permanent learning (T5).
 - The quality of education at school increases(T6).
 - It is effective on students, parents and school personnel(T7).
- For the development and effectiveness of the school(T8)

From this point of view, it has been stated that as a result of the entrepreneurial skills of school administrators, innovations in the educational environment will be welcomed with understanding and this will contribute to permanent learning and the development of communication. Many positive results were explained by the teachers. Thanks to the entrepreneurial administrator, according to the teachers, the quality of the educational environment will increase and the school will develop, the satisfaction and performance of the educational elements will increase, and the physical facilities will be improved.

The information obtained was tried to be interpreted by giving place to the opinions of teachers about the negative aspects of school administrators having entrepreneurial skills. Schools are divided into two as public schools and private schools, and the findings are interpreted in the context of primary school, secondary school, school administrators and teachers. Table 4.5 contains information about the negative aspects of school administrators' entrepreneurial characteristics.

Table 5. Teachers' views on the negative aspects of school administrators having entrepreneurial characteristics

Themes	Persons	f
no adverse effects	T2;T4;T6;T7;T8	5
individual characteristics	T5	1
laws and regulations	T1	1
total		7

Based on the information obtained in Table 5, teachers made evaluations about the negative effects of school administrators with entrepreneurial characteristics, and most of the teachers stated that they did not have any negative effects. In addition, three teachers evaluated that when school administrators with entrepreneurial characteristics want to realize their entrepreneurial ideas, they may have problems with laws and regulations and therefore may experience difficulties, and that negative personal factors may negatively affect the motivation of school administrators. The above themes were created by making use of the teachers' explanations below:

- Sometimes they may experience difficulties with laws and regulations(T1).
- I don't think it has a negative effect(T2).
- It can only be judged by some groups(T3).
- None(T4).

- If it is combined with personal characteristics such as arrogance, it is possible to create an environment of conflict with its stakeholders(T5).
- Without entrepreneurial skills, we stay away from innovations. Therefore, it is not available (S6).
- I do not think that the entrepreneurial feature can have a negative effect(T7).
- If there is no entrepreneurial skill, the school will stay where it is and there will be no development. Therefore, it does not exist (T8).

In the light of the information above, most of the teachers stated that there is no negative aspect of entrepreneurial characteristics. In addition, arrogance etc. There were opinions of teachers who said that individual characteristics will create negativity and that negativities arising from laws may be experienced.

5. Findings including the opinions of teachers about the entrepreneurial activities of school administrators within the framework of entrepreneurial characteristics

Under this title, the views on whether school administrators engage in entrepreneurial activities in schools in the context of their entrepreneurial characteristics have been evaluated. Entrepreneurship practices of school administrators were tried to be determined in the findings obtained. The data were collected and interpreted in the context of "Entrepreneurship practices for management, entrepreneurship practices for teachers, entrepreneurship practices for students, entrepreneurship practices for society and entrepreneurship practices for families". Entrepreneurial activities of school administrators for management are given in Table 6.

Table 6. Teachers' views on the entrepreneurial activities of school administrators related to management

themes	Persons	f
scientific and social activities	T1;T2;T4	3
school development	T3;T7	2
none	T5;T8	2
being accessible	T2	1
awareness	T6	1
total		9

Based on the information in Table 6, the themes related to the entrepreneurial activities of school administrators for management were determined as "Scientific and social activities, School development, None, Accessibility, Awareness". Two of the teachers stated that there is no activity for management that can be associated with entrepreneurship. In addition, other teachers explained their ideas as "institutional activities related to management, activities for children, accessibility of the administrator, trying to contribute by supporting new ideas, communication with other schools, seminars and trainings, school and environment interaction".

The above themes were created by making use of the teachers' explanations below:

- Can compare children and young people with different activities and situations(T1)
- Managers' being open to their employees, listening to the projects and activities of the employees and guiding them by offering ideas(T2).
- Connecting with the school and making it global (T3).
- Seminar, training(T4)
- Although they have entrepreneurial characteristics, I do not see such behavior in school administrations. They are monotonous, far from taking risks, and strictly adhere to the legislation that fulfills their obligations. Even if they have entrepreneurial characteristics, they may not be able to show their official duties due to informal relations or because they are afraid to investigate (T5).
- Provides information about new regulations (T6).
- Making connections in the context of school-environment relationship (T7).
- There are no entrepreneurial activities related to innovation(T8).

Teachers explained the entrepreneurial activities of school administrators related to management as scientific activities and activities for the development of the school. Although there are teachers who

state that there is no activity, there are opinions of teachers who accept the accessibility and high awareness of administrators as entrepreneurial activities.

The data obtained from the opinions of school administrators on entrepreneurial activities for teachers are given in Table 7.

Table 7. Teachers' views on entrepreneurial activities of school administrators for teachers

Themes	Persons	f
scientific and social activities	T3;T4;T6;T8	4
school development	T2;T7	2
being open to innovations	T1;T4	2
none	T5	1
total		9

Based on the findings in Table 7, one of the school administrators stated that they do not engage in entrepreneurial activities due to legal situations and personal problems and they do not reflect this skill. Others expressed the entrepreneurial activities for teachers as "Scientific and social activities, School development, Being open to innovations". From this point of view, the entrepreneurial activities of school administrators for teachers, contributing to the increase of teachers' individual competencies, making efforts to improve their professional skills, contributing to the production of new ideas, caring for different ideas, and motivation seem important.

As an example of the "development of the school" theme with the highest frequency, T2's "Creating environments where they feel better in the field of education in order to motivate teachers"; T6's "For example, there will be skill workshops, the preparations for skill workshops at school are starting."; T7 "Contributing to the development of professional skills"; In T8, there are statements such as "Teachers encourage in-service training for their professional development".

The data obtained from the opinions of teachers and school administrators about entrepreneurial activities for students are given in Table 8.

Table 8. Teachers' views on the entrepreneurial activities of school administrators regarding students

Themes	Persons	f
scientific and social activities	T1;T2;T3;T4; T5;T8	6
school development	T7	1
none	T6	1
total		8

Based on the information in Table 8, when teachers' views on entrepreneurial activities of school administrators for students are evaluated, it is stated that a teacher does not have entrepreneurial activities. Other teachers said that the entrepreneurial activities of school administrators for students are "to organize different activities for students, to encourage students to participate in national and international project activities, to direct them to courses and seminars that will contribute to their personal development". To develop social projects and activities, to support entrepreneurship activities, to support students to make projects, to contribute to their personal development, to support their social and sports activities. From this point of view, it is reflected in the findings. Entrepreneurial activities of school administrators for students generally include project incentives, student activities, directing them to courses and seminars that will contribute to their personal development. The above themes have been created by using the following explanations of the teachers:

- To be able to do different activities for students (T1)
- Encouraging students to participate in national, local and international events and projects(T2)
- He can direct courses, seminars, etc. by improving his cognitive and environmental aspects (T3).
- Social projects, social events(T4).
- It supports students' entrepreneurial activities and supports them to produce projects(T5).

- Even though they have entrepreneurial characteristics, I cannot see such behavior in school administrations. They are in a monotonous structure far from taking risks, strictly adhering to the legislation that fulfills their obligations. Even if they have entrepreneurial characteristics, they may not show them because of their fear of losing their formalized duties due to informal relations or their hesitations to investigate (T6).
- To ensure that they take the place they deserve in the developing and changing world(T7)
- Encourages students to social and sports activities(T8).

Regarding the "School development" theme, which is one of the highest frequency intensities, T3 "Can lead lectures, seminars, etc. by improving their cognitive and environmental aspects." He stated that the different skills of the students will contribute to the development of entrepreneurship activities by giving courses and seminars apart from formal education.

The teacher with the code S5 said, "Supports students' entrepreneurial activities and their production of projects." He emphasized the importance of supporting students by the administrators with his explanation. Regarding the theme of "There is no entrepreneurial activity," participant T6 said, "Even if they have entrepreneurial characteristics, I cannot see such behavior in school administrations. They are monotonous, far from taking risks, strictly adhering to the legislation that fulfills their obligations. Even if they have entrepreneurial characteristics, they may not show it because of the fear of losing their job or the fear of investigation." In the statement, he mentioned the systemic and educational problems of the process. He expressed the intense curriculum applied in schools and the dynamics that hinder entrepreneurial activities and in-school problems.

The data obtained from the opinions of the teachers and school administrators about the entrepreneurial activities for the society are given in Table 9.

Table 9. Teachers' views on the entrepreneurial activities of school administrators about society

Themes	Persons	f
i have no idea/no idea	T2;T4;T8	3
social and scientific activities	T3;T4	2
environment interaction	T1;T6	2
addressing social problems	T4;T7	2
total		9

In the light of the findings in Table 9, when the opinions of school administrators on entrepreneurial activities for the society are examined, three teachers stated that there is no entrepreneurial activity in the administrators or they did not express their opinions. In addition, it is seen that managers use expressions such as "Social and scientific activities, Environmental interaction, Focusing on social problems" regarding entrepreneurial activities for the society. From this point of view, it is important for social entrepreneurship that teachers make statements such as cooperating with social associations, producing solutions to social problems, and environmental interaction. On the other hand, in addition to the information above, it is seen that there is no significant difference in the statements of teachers working in public schools and teachers working in private schools regarding the entrepreneurial activities of school administrators for the society. This is actually the most important proof of the interest in social events and problems. However, there are deficiencies in the application of this interest in transforming it into an activity.

Regarding the theme of "contributing to the environment", participant T1 entrepreneur managers said, "It certainly contributes to the environment. A more innovative society emerges," he emphasized the innovative society.

Regarding the theme of "acting by cooperating with social associations", participant S3 "Based on volunteering by organizing cooperation orientations with social associations." expressed, Participant Ö3 expresses the emphasis on social participation, cooperation with non-governmental organizations and cooperation and participation based on volunteerism. Under the theme of turning to social problems, participant T4 referred to solutions related to environmental problems and possible negative consequences of these problems with the explanation of "Social problems, water pollution, environment, protecting animals".

Data containing the practices of school administrators on entrepreneurial activities for families are given in Table 10.

Table 10. Teachers' views on entrepreneurial activities of school administrators for families

themes	Persons	f
none	T5,T6;T7;T8	4
parent orientation	T4	1
guiding the family	T2	1
family communication	T1	1
family interaction	T3	1
total		8

In line with the findings obtained in Table 10, the entrepreneurial activities of the school administrators for the family were evaluated. Four teachers stated that there was no activity. In addition to this, other teachers explained the entrepreneurial activities of school administrators for the family by using the phrases "Parent orientation, Directing the family, Family communication, Family interaction". From this point of view, inclusion of families in the process for the development of entrepreneurship skills and strengthening the family's relations with both the school and the student come to the fore. The findings show that in the current situation, school administrators are insufficient in initiative activities for families. The themes above were created by making use of the following explanations of the teachers:

- It opens the horizons of family members (T1).
- Bringing parents together with experts in order to strengthen the bond between parents and students (in educational, psychological terms)(T2)
- Involving the family in the activities (T3).
- Parent orientations (T4).
- Even though they have entrepreneurial characteristics, I cannot see such behavior in school administrations. They are in a monotonous structure far from taking risks, strictly adhering to the legislation that fulfills their obligations. Even if they have entrepreneurial characteristics due to fear of losing their duties formulated with informal relations or hesitations to investigate, they may not show it(T5).
- None(T6).
- It does not go beyond school-parent union meetings(T7).
- None(T8).

Regarding the training seminars aimed at strengthening family and student bonds, participant S2 made a statement as "Bringing parents together with experts in order to strengthen the bond between parents and students (in educational and psychological terms)". This situation reveals the importance of raising awareness of families and involving experts in the process. Another participant T3 explained the necessity of actively involving the family in the process with the phrase "Involving the family in the activities".

6. Findings including the opinions of teachers about the situations that hinder the entrepreneurial activities of school administrators

Under this title, teachers' views on the situations that hinder the entrepreneurial characteristics of school administrators were evaluated. In the findings, the data on what difficulties and obstacles school administrators may encounter in the entrepreneurial process were examined. The data obtained are discussed under five headings: "barriers caused by laws, barriers caused by teachers, barriers caused by students, barriers arising from families and barriers due to personal characteristics". The data obtained from the opinions of the teachers about the obstacles arising from the laws in the process of the entrepreneurial activities of the school administrators are given in Table 11.

Table 11. Teachers' views on legal obstacles that school administrators may encounter in the entrepreneurship process

Themes	Persons	f
bureaucratic obstacles	T1;T2;T3;T5;T6;T8	6
I don't know	T7	1
unions	T4	1
lack of willingness to take risks	T5	1
total		9

Based on the findings in Table 11, the opinions of the teachers regarding the legal difficulties faced by the school administrators during the entrepreneurial activities were evaluated. From this point of view, one teacher used the expression "I don't know". Others explained the legal difficulties as "Management, Bureaucratic obstacles, Learned helplessness, Obstacles in union activities, Lack of willingness to take risks".

Regarding the theme of bureaucratic obstacles, regulations, learned helplessness, participant S2 mentioned the existing bureaucratic difficulties in the form of "Bureaucratic obstacles, learned helplessness of the manager who encounters regulations".

In the title of "Bureaucratic obstacles theme", participant S5 said, "Unwillingness to take risks for all the stakeholders we mentioned. Another reason may arise from the legislation. The sharp boundaries of legislation make independent innovation risky for all education stakeholders." said. Ö8 said, "Since there is a bureaucratic system, what needs to be done is limited and not much comes out of the legislation." It was stated that the limiting effect of the regulation and legislation and these limitations immobilized teachers.

The data obtained from the opinions of the teachers about the barriers arising from the teachers in the process of the entrepreneurial activities of the school administrators are given in Table 12.

Table 12. Teachers' views on the barriers arising from teachers in the entrepreneurship process of school administrators

Themes	Persons	f
being selfless and reluctant	T2;T3;T6;T7;T8	5
not being innovative	T1	1
bureaucratic obstacles	T5	1
i don't know	T4	1
lack of risk taking	T5	1
total		9

Based on the information in Table 12, the opinions of the teachers about the obstacles that may arise from the teachers in the process of the entrepreneurial activities of the school administrators were evaluated. Situations that may hinder entrepreneurial activities are expressed as "being unwilling, not being open to innovation, bureaucratic obstacles, not having a tendency to take risks". Teachers see teachers who do not care about innovation in the entrepreneurship process, are reluctant, uninterested, and have a fixed mindset, who oppose development and change, as obstacles. Considering that the teacher, who is one of the main elements of education, takes an important place in entrepreneurship activities, the unwillingness and inadequacy of teachers in entrepreneurship activities and instilling the entrepreneurial spirit in individuals will directly affect this process in a negative way. The data obtained from the teachers' opinions about the barriers caused by the students are given in Table 13.

Table 13. Teachers' views on the barriers caused by students in the entrepreneurship process of school administrators

Temalar	Kişiler	f
İsteksizlik	T3;T6	2
Maddi yetersizlik	T7	1
Yoktur	T2	1
Bürokratik engeller	T5	1
Akademik bilgi ve katılım	T8	1
Cesaretsizlik	T5	1
Ergenlik problemleri	T4	1
İletişimsizlik	T1	1
Toplam		9

Based on the findings in Table 13, the opinions of the teachers regarding the obstacles that may arise from the students during the entrepreneurial activities of the school administrators were evaluated. As a result of these findings, teachers explained these barriers as "Reluctance, Financial inadequacy, Bureaucratic obstacles, Academic knowledge and participation, Courage, Adolescence problems, Lack of communication". At the same time, a teacher made a statement that "there is no obstacle that may arise from the students". Findings show us that it is possible for students to take a more active role in entrepreneurial activities when "motivational studies are carried out for students' wishes, their financial opportunities are expanded, and communication and information deficiencies are eliminated". The themes above were created by using the following explanations of the teachers.

- Communication related problems may occur(T1).
- I do not think that there is such an obstacle(T2).
- If it is thought of as a duty, he does not want to do it, just as he does not want to do homework(T3).
- Conflicts brought about by the developmental periods(T4).
- Lack of willingness to take risks for all the stakeholders we mentioned. Another reason may be due to legislation. The sharp limits of the legislation make an independent innovation risky for all education stakeholders(T5).
- They don't say what kind of thing is this (T6).
- The inadequacy of the students' financial and family conditions(T7).
- Students' lack of awareness (T8).

The data obtained from the opinions of the families on the barriers arising from them are given in Table 14.

Table 14. Teachers' views on school administrators' family-related barriers in the entrepreneurship process

Themes	Persons	f
reluctance/prejudice	T3;T5;T6;T7;T8	5
not being open to innovations	T1	1
material/cultural disability	T2	1
bureaucratic obstacles	T5	1
ignoring entrepreneurial skills	T4	1
total		9

Based on the information in Table 14, the opinions of the teachers about the obstacles arising from the families in the entrepreneurial activities of the school administrators were evaluated. Teachers explained these obstacles as "Reluctance/Prejudice, Not being open to innovations, Financial/cultural inadequacy, Bureaucratic obstacles, Not caring about entrepreneurial skills". It is noteworthy that especially among the teachers' opinions, the expressions of parents being reluctant are high.

The data obtained regarding the barriers arising from the personal characteristics of school administrators in entrepreneurial activities are given in Table 15.

Table 15. Teachers' views on the barriers arising from personal characteristics of school administrators in the entrepreneurship process

Themes	Persons	f
i don't know	T2;T4	2
dislike risk	T1;T5	2
unwillingness	T6;T8	2
to be strict	T1	1
individuality	T3	1
lack of skills	T7	1
total		9

In line with the information obtained in Table 15, the opinions of the teachers regarding the obstacles arising from the personal characteristics of the school administrators in their entrepreneurial activities were evaluated. Two teachers stated that they had no knowledge on this subject. Others have explained these barriers as “Dislikeing risk, Reluctance, Being Ruthless, Individualism, Lack of Skill”. The themes above have been prepared based on the explanations of the teachers below:

- Managers who are prescriptive and act only in accordance with the law cannot have an entrepreneurial spirit(T1).
- I have no information(T2).
- Enthusiasm(T3).
- I have no information(T4).
- Lack of willingness to take risks for all the stakeholders we mentioned. Another reason may be due to legislation. The sharp limits of the legislation make an independent innovation risky for all education stakeholders(T5).
- It doesn't suit me(T6).
- Insufficient skills(T7).
- Entrepreneurship is voluntary, it may not be for everyone(T8).

In the light of the information above, sample findings regarding the skill of "risk taking", which is an important skill in terms of entrepreneurship, were examined. In this direction, participant S5 said, “The lack of willingness to take risks for all the stakeholders we mentioned. Another reason may be due to legislation. The sharp limits of the legislation make independent innovation risky for all education stakeholders.” This situation was deemed important.

7. Findings on teachers' views on what can be done to improve the entrepreneurial characteristics of school administrators

Under this title, teachers' opinions on how to improve the entrepreneurial characteristics of school administrators were evaluated. The schools were divided into two parts as public schools and private schools, and the findings were interpreted in the context of primary school, secondary school and the gender of the administrators. The data obtained from the teachers' views on the practices that can be done to improve the entrepreneurship skills of school administrators are given in Table 16.

Table 16. Teachers' views on practices related to the development of entrepreneurship skills of school administrators

Themes	Persons	f
giving opportunity to entrepreneurial managers	T2;T3;T5;T8	4
entrepreneurship education	T1;T4;T8	3
project applications	T6;T7	2
removing bureaucratic obstacles	T1;T5	2
support and motivation	T6	1
importance to innovations	T5	1
total		12

Based on the information in Table 16, the opinions of the teachers about the practices for the development of the entrepreneurial characteristics of the school administrators were evaluated. Teachers expressed these practices as "Giving opportunity to entrepreneurial managers, Entrepreneurship education, Project implementations, Removal of bureaucratic obstacles, Support and motivation, Importance of innovations". Teachers stated that better results would be obtained if qualified people with entrepreneurial characteristics were made school administrators rather than the development of entrepreneurial characteristics of school administrators. On the other hand, they stated that entrepreneurship education and seminars and not implementing projects would contribute positively to the entrepreneurial skills of school administrators. They mentioned that the bureaucratic burden of school administrators should be alleviated. At the same time, they mentioned the source of financial support and financing. The themes above were prepared based on the explanations of the teachers below:

- Laws and regulations can be made more constructive and educational and awareness-raising seminars can be given. (T1).
- Rather than developing the entrepreneurial characteristics of the school administrator, it is necessary to appoint people with entrepreneurial characteristics as administrators(T2).
- Evaluating the step-up process within the scope of its activities can solve the problem in all cases(T3).
- Seminar, training(T4)
- I think that creating areas of freedom, albeit small, with the legal regulations to be made, and making appointments based on merit can bring an innovation and dynamic structure to our stagnant institutions(T5).
- There are so many projects at school that they can't keep up(T6).
- Researching, making projects and examining(T7).
- It can be improved with the school performance system. School principals should be chosen from enthusiastic, passionate and progressive people. At the same time, awareness should be created through in-service trainings (T8).

In the above-mentioned explanations, it is considered important to employ entrepreneurial managers. Participant S5 "I think that creating areas of freedom, albeit small, with the legal regulations to be made, and making appointments based on merit can bring an innovation and dynamic structure to our stagnant institutions." He stated this by making a statement. Explained by S8, "It can be improved with the school performance system. School principals should be chosen from enthusiastic, passionate and progressive people. At the same time, awareness should be created through in-service trainings." expressions are important.

Discussion and Result

Yazıcı (2014) stated that managers should have characteristics such as "innovation, risk taking, competitiveness, assertiveness, being a pioneer". In this research, the entrepreneurial characteristics of school administrators are as follows: "innovation, risk taking, being an example, being a leader, being able to communicate effectively, being dynamic, being innovative, having organizational skills, expressing their ideas, being brave, being idealistic, being determined, being creative, being able to plan".

Akyürek (2013) mentioned that the tendency of teachers to take risks is supportive of creativity, and educational activities are important in terms of entrepreneurial activities. He mentioned that entrepreneurial skill encourages students to produce new things. At the same time, it was stated in the study that the students had difficulties in making plans and decisions, and it was also stated that the students had enough self-confidence to do these. It has been emphasized that school-family cooperation is important in terms of entrepreneurship skills. In this study, the views of teachers about the entrepreneurial activities of the administrators towards the students are included. These views were examined under the theme of scientific and social activities. It has been emphasized that project

work for students, guiding activities for families, school, society, family and student context and interaction are important in terms of entrepreneurship.

It has been emphasized by Köybaşı (2016) that school administrators are important for schools to be innovative and to develop cooperation in schools in terms of entrepreneurship. In the study, the characteristics that school administrators should have in the formation of entrepreneurial culture are explained. Teachers explained these characteristics as "To be a leader, to communicate effectively, to be dynamic, to be innovative, to have organizational skills, to express one's opinion, to be courageous, to be an idealist".

Akyürek and Şahin (2013) talked about entrepreneurship and the characteristics of entrepreneurs. They explained that factors such as "the need to succeed, control, risk taking, managing uncertainty, self-confidence, being innovative and creative" are important in the development of entrepreneurial ability in individuals. In this study, the entrepreneurial characteristics of school administrators are discussed. These features are: Being innovative, Being an investigator, Being brave, Being able to communicate effectively, Being able to plan, Being able to think differently, Being determined, Being creative, Realizing your idea, Developing yourself, Being able to evaluate opportunities, Taking risks, Obtaining financing, Awareness skills, Expressing one's opinion, Working selflessly, using resources effectively, identifying needs".

Hess (2016) expressed his findings on entrepreneurship education by talking about capital, investment, quality control, school, tools and rules for a creative entrepreneur in the future. In the findings obtained in the study, the importance of schools for the creation of an entrepreneurial culture was stated. In the findings regarding the importance of school administrators having entrepreneurial characteristics, results such as "tolerance to innovations, contributing to the development and renewal of the school, creating a more active school life by perceiving stagnation as a problem, developing communication, creating an environment of trust, increasing satisfaction, improving physical facilities" were obtained. From this point of view, the contributions of entrepreneurial administrators to the educational environment are of great importance in eliminating school problems in general and in creating an entrepreneurial culture in particular.

Anderson (2016) mentioned that when entrepreneurship can be developed institutionally, significant progress will be made, the contribution of institutions to the spread of entrepreneurship culture is important, the importance of the economy in stimulating entrepreneurship and the importance of acquiring and applying social gains. According to the findings, school administrators stated their entrepreneurial characteristics as "informing the society in school activities and carrying out activities together, establishing good relations with the environment, R&D supported invitation programs, social responsibility projects, being open to opinions and suggestions from the environment". Supporting the activities of the society for the development of social entrepreneurship and school-society relations, contributing to projects for the benefit of society, contributing to the solution of social problems, and trying to increase values are also expressed as the duties of entrepreneurial managers.

Smith and Petersen (1911) mentioned the risk factor in the entrepreneurship project, emphasizing the entrepreneurship of risk and encouraging entrepreneurship. In the information obtained in this study, expressions such as "Legislation, risk-taking, team leader, open-minded, dynamic, able to provide risk management" indicate that one can predict this factor or issue.

Morris (1998) stated that the characteristics that entrepreneurs should have are seeing and defining the opportunity, developing an idea, determining the necessary resources, providing the necessary resources, putting the idea into practice and managing it, and taking risks. In this study, these features are "Being social, Communicating well, Following innovations, Developing oneself, Forecasting ability, Identifying needs, Making plans, Communicating well, Being able to obtain financing, Desire for research, Being able to make projects, Being able to analyze, Awareness skill. Being open-minded, Being able to express one's opinion, Being open to change, Being able to think differently, Being selfless, Using resources effectively, Having a vision, Evaluating opportunities, Taking risks, Producing new ideas, Being courageous, Being able to think in a heterogeneous way, Being open to innovations, Being brave Being Planned, Being Inquisitive, Being Determined, Being Willful." It has

been identified as Cetinkaya Bozkurt and Alparslan, (2013) and Küçük, (2015) reached similar findings to these findings.

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