



Investigate the role of synergistic leadership of school principals and systematic innovation of school organization in organizational entrepreneurship mediated by Organizational ambidexterity and teachers' productive behaviors

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Abstract:

The aim of the study was to investigate the role of synergistic leadership of school principals and systematic innovation of school organization in organizational entrepreneurship with the mediation of organizational ambidexterity and teachers' productive behaviors. The research population was all the teachers of technical and vocational schools in Tehran province, and a sample of 364 teachers was selected from this population using proportional stratified random sampling based on Cochran's formula. The quantitative research method is correlation studies and covariance-based structural equation modeling approach. In order to collect data from the researcher-made Synergistic leadership questionnaire; the researcher-made Systematic innovation questionnaire; the Organizational ambidexterity questionnaire of Jansen (2006); the researcher-made Teachers' productive behaviors questionnaire; and the Organizational entrepreneurship questionnaire of Hughes & Morgan (2007) were used. The reliability and validity of questionnaires were evaluated by the Cronbach's alpha techniques, content validity ratio, exploratory factor analysis and confirmatory factor analysis. In order to analyze the data and test the research hypotheses, correlation matrix analysis and structural equation modeling were used by SPSS 25 and LISREL 10.5 software. The results showed that: synergistic leadership and systematic innovation had a direct, positive and significant effect on organizational ambidexterity, teachers' productive behaviors and organizational entrepreneurship. synergistic leadership and systematic innovation had a positive and significant indirect effect on organizational entrepreneurship through organizational ambidexterity and teachers' productive behaviors. The variables of synergistic leadership, systematic innovation, organizational ambidexterity and teachers' productive behaviors were able to explain 0.37 of the variance of organizational entrepreneurship.

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Introduction:

Today's world is the era of changes, transformations, instabilities and continuous competition (Ebrahimiyan Jelodar & Ebrahimiyan Jelodar, 2012), and in this competitive world, education is facing major challenges, including providing a suitable platform for the employability of graduates. This is while entrepreneurship can have positive and important effects on job creation and unemployment reduction (Bremner, 2018). Entrepreneurship as a way to solve the main challenge of the education system in the field of the issue of the employability capacity of the outputs of educational institutions and schools, by creating a bridge between educational institutions and employers in the labor market, the best methods in the field of employment of graduates shares (Bremner, 2018: 1-2). Entrepreneurship requires innovation and what entrepreneurship brings is self-employment and achieving productivity and economic improvement. In the process of entrepreneurship, instead of cultivating salaried people, societies seek to cultivate people who create job opportunities and create small and large businesses and economic development (Terrell & Troilo, 2010: 262-263). Therefore, students in educational institutions and schools are expected to have a more active role in their learning and acquire skills that facilitate the development of valuable companies for the society (Lackeus, 2020). This is especially important in less developed countries where innovation and entrepreneurship still need more dynamism (Amoros, Poblete & Mandakovic, 2019). Because entrepreneurship is influenced by internal and external factors, including the style and method of management and leadership in the organization; the support and reward system; the flexibility of the structure; the process of innovation and creativity; challenging, attractive and friendly working conditions and environment; competencies and organizational knowledge; identifying opportunities and turning challenges into opportunities; collective spirit and participation and empowerment in the organization; and etc. One of the influential factors within the organization is the leadership style of the organization (Bashokoh Ajirlo, Moradi & Heidari Onari, 2015: 41).

In fact, according to the growing global conditions and environmental changes, the traditional leadership approaches are no longer responsive to current needs and issues, and the world needs a new and different style and model of leadership. The wrong choice of leadership style will cause the failure of organizational plans, lack of employee satisfaction, lack of coordination between the leader

and followers and decrease the productivity of the organization (Yousef Boroujerdi, Siadat, Rajaipour & Abedi, 2020: 49). For this reason, education in the field of management of educational institutions has faced universal and liberal challenges, and the leadership and management of a school is also influenced by various factors such as school culture, communication, decision-making and other things. It requires joint cooperation between organization members to understand leadership and management skills (Eizuan & Asmah, 2020: 31). Synergistic leadership style with a macro view of organizational communication and interactions portrays a comprehensive and complete picture of the realities (Irby, Brown, Duffy & Trautman, 2002: 309). In which successful leaders with a broad vision of their position provide a comprehensive insight into the life, background and cultural differences of organizational people (Yousef Boroujerdi, Siadat, Rajaipour & Abedi, 2020). The synergy of the leader in the organization will contribute to the participation of the members of the organization in knowledge and resources, in order to eliminate or reduce redundancies. In fact, synergy is a holy grail that has benefits such as: participation of human resources in activities; attention to creativity and innovation; collective decision-making; collaborative management; teamwork; information exchange and encouraging employees to express their true opinions; promoting a culture of cooperation and mutual action it creates an atmosphere of understanding between employees (Smith, 2006: 1-2).

On the other hand, the goal of any educational system is to cultivate thinking and creative learners with scientific insight. This is not only possible by filling the minds of learners and transferring information, but learners need to learn how to learn. One of the programs that increases the sense of curiosity and exploration and fosters creative thinking in people is systematic innovation, which takes advantage of the existing realities by creatively solving problems and creates new ideas and discoveries in the education process (Chung & Sug Ro, 2004: 116-117). Systematized innovation reduces the time required for innovation (Li & Huang, 2009: 8303-8304), and considers every person to be innovative in his field of activity and as a new way of thinking, it considers creativity to be the center of solving the competitive problems of today's world (Amin Bidokhti & Maleki, 2014: 154). By solving educational problems, this model can guide and help students at different levels to use different problem solving strategies in preparing faster, better and cost-effective solutions for the problem (Casner, Souili, Houssin & Renaud, 2018: 85). The principles of systematic

innovation are able to provide opportunities for students to search for creative solutions outside the domain of the main knowledge and the scope of the problem (Jafari & Zarghami, 2017). Therefore, students should be provided with skills that will help them to work cooperatively and sensitively in a team and make decisions and choose the right communication strategy at the right time (Nessipbayea, 2013), to combine their different skills with creative thinking and creating products that meet human needs. Another issue that is raised about the success of educational organizations in today's dynamic environment is the ambidexterity of these organizations. This means that organizations can survive in a competitive environment that simultaneously have the ability to manage and adapt to the changes around them. An ambidextrous organization has the ability to focus on current responsibilities as well as future opportunities at the same time as a key to survival and competitive advantage for innovation, entrepreneurship and competitiveness (Paliokaite & Pacesa, 2014: 167). In other words, ambidexterity is the ability of an educational organization to pursue two different things at the same time (Gibson & Birkinshaw, 2004: 210), That is, the ability to exploit existing competencies and also discover new opportunities with equal skill and agility (Lubatkin, Simsek, Ling, & Veiga, 2006: 647). This dual orientation between exploration and exploitation improves the performance of the educational organization by balancing the short-term and long-term goals of the organization (Gedajlovic, Cao & Zhang, 2012: 654). In fact, opportunity exploration deals with long-term goals and exploitation with short-term goals of educational organizations and schools (Gupta, Smith & Shalley, 2006: 694). Therefore, implementing entrepreneurship requires engaging with short-term exploitation opportunities and long-term exploration (Zahra, Neubaum & El-Hagrassey, 2002: 3).

On the other hand, educational organizations expect appropriate behavior from their people in order to achieve organizational goals, which leads to fulfilling organizational roles (Unal, 2013: 636). Students, as human assets in the education organization, need the necessary knowledge and skills to enter societies and achieve national happiness and well-being. This is while the contribution of physical factors such as class size, and etc. to the development of capable students is small, and the thing that plays the greatest role in the development of such students is school teachers (Walberg, 2003: 1). In fact, teachers' inactivity and non-productiveness at work is one of the factors of their mental distress and lack of agility (Handoyo, Samian, Syarifah & Suhariadi, 2018: 217), that the

productive abilities of teachers in the field of education and training of learners, in order to provide high quality education and improved learning of students, will eliminate their inactivity (Queensland College of Teachers, 2007: 6). Therefore, careful work on the part of teachers and clear expectations of students' behavior are necessary to teach productive behaviors in educational environments. The productive behaviors of teachers will lead to the realization of the goals of the organization, the implementation of instructions and doing things correctly, the generation of new and suitable behaviors with the classroom environment and existing conditions, and finally will lead to the creation of useful classrooms (CEEDAR⁵ Center, 2010: 1-2), that strategies for creating positive and fruitful environments will be the key to academic success and individual and social performance of students (Loveless, 2021: 1-3).

Since the second half of the 20th century, many countries have realized the importance of education and its role in economic progress and have effectively reformed their educational systems. In general, having an economic approach and an entrepreneurial attitude to education shows the transformation in societies that have changed from static to dynamic and have evolved from an agricultural economy to an industrial economy. Therefore, according to the importance and role of technical and vocational education in the educational system of societies, it is necessary to conduct more investigations regarding the role of effective factors in facilitating entrepreneurship. Secondary technical and vocational training in schools, as one of the educational subsystems of the country, will have the ability to build a strong bridge between the classroom and the community and between the classroom and the labor market as a reliable tool. Students who go to technical and vocational schools learn skills that will ultimately determine their career path. In fact, technical and professional training will lead to the development of entrepreneurship, creation of jobs and professions, and the advancement of the knowledge-based economy by forming human capital, accelerating production, employment and combating unemployment, and this explains the reason for conducting the present research.

Numerous studies show that, in some internal and external studies, each variable has been investigated separately and independently. In other words, The results of studies show the effect of synergistic leadership on organizational ambidexterity; for example Allami, Iranzadeh, Khadivi, Budaghi

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Khajenobar (2021); Gopinath, Nawaz, Gajenderan & Balasubramaniyan (2021); Erarslan & Altindag (2021); Fernandez Merricks (2019); Esmaelnia, Niazazari, Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of studies show the effect of synergistic leadership on Productive behaviors; for example Lin & Chen (2021); Paramita, Anderson & Sharma (2020); Fernandez Merricks (2019); Esmaelnia, Niazazari, Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of studies show the effect of synergistic leadership on Organizational entrepreneurship; for example Abdissa, Ayalew, Illes & Dunay (2021); Gomes, Seman, Berndt & Bogoni (2021); Nasiri & Ghaderi sheykheebadi (2021); Rodriguez-Pena (2021); Fernandez Merricks (2019); Esmaelnia, Niazazari, Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of studies show the effect of Systematic innovation on organizational ambidexterity; for example Erarslan & Altindag (2021); Gopinath, Nawaz, Gajenderan & Balasubramaniyan (2021); Lin & Chen (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Rahim & Iqbal (2020); Bertonecelli, Mayer & Lynass (2016). The results of studies show the effect of Systematic innovation on Productive behaviors; for example Lin & Chen (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Paramita, Anderson & Sharma (2020); Rahim & Iqbal (2020); Bertonecelli, Mayer & Lynass (2016). The results of studies show the effect of Systematic innovation on Organizational entrepreneurship; for example Abdissa, Ayalew, Illes & Dunay (2021); Gomes, Seman, Berndt & Bogoni (2021); Lin & Chen (2021); Nasiri & Ghaderi sheykheebadi (2021); Rodriguez-Pena (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Rahim & Iqbal (2020); Bertonecelli, Mayer & Lynass (2016). The results of studies show the effect of organizational ambidexterity on Productive behaviors; for example Katou, Budhwar & Patel (2021); Lin & Chen (2021); Paramita, Anderson & Sharma (2020). The results of studies show the effect of organizational ambidexterity on Organizational entrepreneurship; for example Abdissa, Ayalew, Illes & Dunay (2021); Gomes, Seman, Berndt & Bogoni

(2021); Katou, Budhwar & Patel (2021); Nasiri & Ghaderi sheykheebadi (2021); Rodriguez-Pena (2021). also the results of studies show the effect of Productive behaviors on Organizational entrepreneurship; for example Abdissa, Ayalew, Illes & Dunay (2021); Dela Rosa & Vargas (2021); Gomes, Seman, Berndt & Bogoni (2021); Nasiri & Ghaderi sheykheebadi (2021); Richter, Brunner & Richter (2021); Rodriguez-Pena (2021); Utami & Vioreza (2021); Paramita, Anderson & Sharma (2020); Poorkarimi, Gharloghi, Homayni Damirchi, Karami (2018).

However, there is no study that simultaneously and coherently examines the relationship between the five variables of synergistic leadership, systematic innovation, organizational ambidexterity, productive behaviors, and organizational entrepreneurship, and neglecting the effect of these variables on the success and improvement of quantitative and qualitative performance of educational organizations, especially technical and vocational schools, the main reason for conducting this research. Therefore, in this research, we intend to investigate the role of synergistic leadership of school principals and the systematic innovation of school organization in organizational entrepreneurship with the mediation of organizational ambidexterity and productive behaviors of teachers.

According to the theoretical foundations and literature review, the conceptual model of the research can be designed and compiled in the form of five variables and based on thirteen hypotheses. A conceptual structure can be assigned among the above variables, then the conceptual structure can be examined and tested. According to the investigations carried out on the importance, priority and delay of the above variables in organizational studies, synergistic leadership of school principals and systematic innovation of school organization were determined as independent variables, Organizational ambidexterity and teachers' productive behaviors as mediating variables, and finally, organizational entrepreneurship as dependent variable. Therefore, the research hypotheses were developed as follows, and the conceptual model of the research was presented in Figure (1).

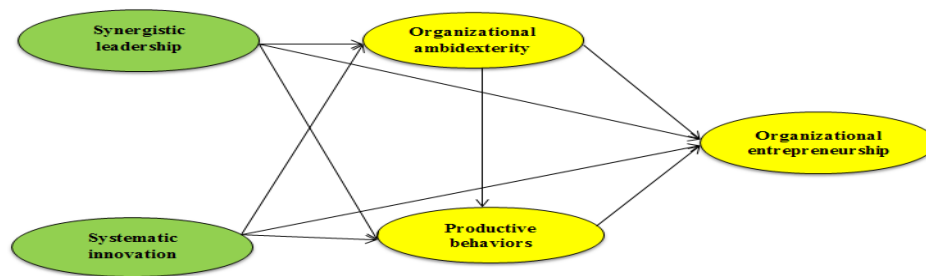


Figure 1: Research conceptual model: The role of Synergistic leadership and Systematic innovation in Organizational entrepreneurship mediated by Organizational ambidexterity and Productive behaviors

Research hypotheses:

1. Synergistic leadership has an effect on Organizational ambidexterity, Productive behaviors and Organizational entrepreneurship.
2. Systematic innovation has an effect on Organizational ambidexterity, Productive behaviors and Organizational entrepreneurship.
3. Organizational ambidexterity has an effect on Productive behaviors and Organizational entrepreneurship.
4. Productive behaviors has an effect on Organizational entrepreneurship.
5. Synergistic leadership has an effect on Organizational entrepreneurship through Organizational ambidexterity.
6. Synergistic leadership has an effect on Organizational entrepreneurship through Productive behaviors.
7. Synergistic leadership has an effect on Productive behaviors through Organizational ambidexterity.
8. Organizational ambidexterity has an effect on Organizational entrepreneurship through Productive behaviors.
9. Systematic innovation has an effect Organizational entrepreneurship through Organizational ambidexterity.
10. Systematic innovation has an effect on Organizational entrepreneurship through Productive behaviors.
11. Systematic innovation has an effect on Productive behaviors through Organizational ambidexterity.
12. Synergistic leadership has an effect on Organizational entrepreneurship through Organizational ambidexterity and Productive behaviors.
13. Systematic innovation has an effect on Organizational entrepreneurship through Organizational ambidexterity and Productive behaviors.

Method:

According to the conceptual model test derived from theories and experimental studies and the use of a questionnaire, the type of research was quantitative. Because we wanted to examine the relationships between variables in the form of a model, the research method was correlation. Since the aim of this study was to investigate the structural relationships between the five variables in the form of several simultaneous regression equations and to investigate the pattern fit, the correlation-covariance matrix structural equation modeling approach was used. The research population is all technical and vocational school teachers of Tehran province in 2021-2022 (N= 6694). To determine the sample size, Cochran's formula was used (alpha 0.05; error value 0.05 and P & Q ratio = 0.5). Therefore, the sample size was 364. According to the classes of the research society such as the type of region (The location and zoning of management and

planning areas of Tehran province including five areas), and gender (male & female), a proportional stratified random sampling method was used. It is presented in Table (1).

Table 1: Research sample

Regions based on the location and zoning of management and planning areas of Tehran province	Town	Male 0.4587	Female 0.5412	Total
Region 1 Zoning 0.09740	Malard	5	2	7
	Shahriyar	11	10	21
	Shahre Qods	4	3	7
	Total	20	15	35
Region 2 Zoning 0.10935	Eslamshahr	8	7	15
	Chahar dange	1	1	2
	District 1 Baharestan	4	3	7
	District 2 Baharestan	4	3	7
	Robat Karim	6	4	10
	Total	23	18	41
Region 3 Zoning 0.68778	Tehran and Shemiranat	95	132	227
	Rey 1	3	6	9
	Rey 2	3	5	8
	Kahrizak	3	2	5
	Fashafouye	0	1	1
	Total	104	146	250
Region 4 Zoning 0.07573	Pakdasht	5	4	9
	Pishva	1	1	2
	Varamin	4	3	7
	Javadabad	0	1	1
	Qarchak	4	4	8
	Total	14	13	27
Region 5 Zoning 0.02972	Damavand	2	2	4
	Rodehen	1	1	2
	Firoozkooh	1	1	2
	Pardis	1	2	3
	Total	5	6	11
Total	-	166	198	364

To collect data from The researcher-made Synergistic leadership questionnaire based on the model of Brown & Irby (2003) in the form of four dimensions: Organizational structure (items 1-5), External factors (items 6-10), Leadership behavior (items 11-15) and Attitudes, beliefs and values (items 16-20) in the five-point Likert scale; The researcher-made Systematic innovation questionnaire based on the Forty principles of Altshuller (2018) in the form of two dimensions: Problem solving (items 1-6) and Creativity (items 7-14) in the five-point Likert scale; The Organizational ambidexterity questionnaire of Jansen (2006) in the form of two dimensions: Exploring innovation (items 1-7) and Innovation exploitation (items 8-12) in the five-point Likert scale; The researcher-made Teachers' productive behaviors questionnaire based on the model of teachers' counterproductive behaviors by Hosainpoor Toolaazdehi, Zainaabaadi, Alimardaani & Kord Firoozjaee (2016), and the model of teachers' competencies by Huntly (2008) in the form of four dimensions: Efficiency (items 1-5), Professional competencies and qualifications (items 6-14), Job responsibilities (items 15-19) and Behavior management in the classroom (items 20-24) in the five-point Likert scale; The Organizational entrepreneurship

questionnaire of Hughes & Morgan (2007) in the form of five dimensions: Innovativeness (items 1-3), Proactiveness (items 4-6), Risk-taking (items 7-9), Autonomy (items 10-14) and Competitive aggressiveness (items 15-17) in the five-point Likert scale, were used.

Cronbach's alpha method was used to determine the reliability of the research tool. The alpha values of the questionnaires are: Synergistic leadership (0.936) and its dimensions, Organizational structure (0.906), External factors (0.897), Leadership behavior (0.904), Attitudes, beliefs and values (0.862); Systematic innovation (0.917) and its dimensions, Problem solving (0.83), Creativity (0.922); Organizational ambidexterity (0.944) and its dimensions, Exploring innovation (0.911), Innovation exploitation (0.926); Teachers' productive behaviors (0.944), and its dimensions, Efficiency (0.824), Professional competencies and qualifications (0.928), Job responsibilities (0.897), Behavior management in the classroom (0.892); Organizational entrepreneurship (0.921) and its dimensions, Innovativeness (0.893), Proactiveness (0.811), Risk-taking (0.871), Autonomy (0.897) and Competitive aggressiveness (0.769). Therefore, all the questionnaires have adequate reliability.

Confirmatory factor analysis technique was used to determine the validity of the instrument. According to the fact that the questionnaires of Synergistic leadership, Systematic innovation and Teachers' productive behaviors were the researcher-made, first, the content validity ratio of researcher-made questionnaires was determined and exploratory factor analysis with Varimax rotation were carried out, and then confirmatory factor analysis was used. In order to determine the content validity ratio, the researcher-made questionnaires were given to fifteen experts from the academic faculty members of the university, and according to their answers about each question, the content validity ratio of each question and the whole questionnaire was calculated (Minimum CVR=0.49) was done. The researcher-made Synergistic leadership questionnaire: The content validity ratio of the total items was reported 0.7585. In exploratory factor analysis, the value of KMO was 0.922. The value of Bartlett was 5380.319 (df =190). The value of the total explained variance was 7138%. In addition, the fit indices in the confirmatory factor analysis for the Synergistic leadership questionnaire are: χ^2 (285/52), degree of freedom (166), chi-square ratio to degree of freedom (1.72), RMSEA (0.043), CFI (0.97), GFI (0.93) and AGFI (0.92). The researcher-made Systematic innovation questionnaire: The content validity ratio of the total items was reported 0.7507. In exploratory factor analysis, the value of KMO was 0.919. The value of Bartlett was 3256.905 (df =91). The value of the total explained variance was 6152%. In addition, the fit indices in the confirmatory factor analysis for the Systematic innovation questionnaire are: χ^2 (143/99), degree of freedom (77), chi-square ratio to degree of freedom (1.87), RMSEA (0.050), CFI (0.96), GFI (0.90) and AGFI (0.90). Fit indicators for Organizational ambidexterity questionnaire: χ^2 (100/7),

degree of freedom (53), chi-square ratio to degree of freedom (1.9), RMSEA (0.048), CFI (0.97), GFI (0.93) and AGFI (0.92). The researcher-made Teachers' productive behaviors questionnaire: The content validity ratio of the total items was reported 0.7652. In exploratory factor analysis, the value of KMO was 0.932. The value of Bartlett was 6524.716 (df =276). The value of the total explained variance was 6738%. In addition, the fit indices in the confirmatory factor analysis for the Teachers' productive behaviors questionnaire are: χ^2 (409/42), degree of freedom (248), chi-square ratio to degree of freedom (1.65), RMSEA (0.051), CFI (0.98), GFI (0.94) and AGFI (0.93). Fit indicators for Organizational entrepreneurship questionnaire: χ^2 (171/42), degree of freedom (114), chi-square ratio to degree of freedom (1.50), RMSEA (0.036), CFI (0.98), GFI (0.94) and AGFI (0.92).

To analyze the data in the test of research hypotheses (effects test), statistical techniques of frequency distribution, mean, standard deviation, skewness, elongation, Pearson correlation matrix and structural equation modeling were used by SPSS.25 and LISREL10.30.

Findings:

Sample Description: 45.6% of the sample are men and 54.4% are women. 9.6% of the them are serving in Region 1; 11.3% in Region 2; 68.7% in Region 3; 7.4% in Region 4; and 3% in Region 5. 59% have a bachelor's degree or lower; 27% have a master's degree and 14.00% have a PhD degree. 26% of the sample members have less than 5 years of service, 37.1% have 6 to 10 years, 16.5% have 11 to 15 years, 15.2% have 16 to 20 years, and 5.2% have more than 20 years.

Table 2: Correlation matrix of research variables and descriptive indicators

Variable	Synergistic leadership	Systematic innovation	Organizational ambidexterity	Productive behaviors	Organizational entrepreneurship
Synergistic leadership	1	-	-	-	-
Systematic innovation	0.394*	1	-	-	-
Organizational ambidexterity	0.425*	0.387*	1	-	-
Productive behaviors	0.708*	0.435*	0.462*	1	-
Organizational entrepreneurship	0.274*	0.429*	0.650*	0.558*	1
Mean	3.22	3.98	3.87	3.25	4.14
SD	0.867	0.659	0.822	0.821	0.707
Skewness	-0.513	-0.466	-0.445	-0.410	-0.434
Kurtosis	0.035	0.477	-0.292	0.255	0.409

*P- Valued= 0.05

Mean and standard deviation of research variables are respectively: Synergistic leadership (3.22, 0.867); Systematic innovation (3.98, 0.659); Organizational

ambidexterity (3.87, 0.822); Productive behaviors (3.25, 0.821) and Organizational entrepreneurship (4.14, 0.707). Indicators of skewness and Kurtosis

indicate the normal data distribution in five research variables in teachers.

The Synergistic leadership variable has a positive and significant correlation at the level of 0.05 with Systematic innovation (0.394), Organizational ambidexterity (0.425), Productive behaviors (0.708) and Organizational entrepreneurship (0.274). The Systematic innovation variable has a positive and significant correlation at the level of 0.05 with

Organizational ambidexterity (0.387), Productive behaviors (0.435) and Organizational entrepreneurship (0.429). The Organizational ambidexterity variable has a positive and significant correlation at the level of 0.05 with Productive behaviors (0.462) and Organizational entrepreneurship (0.650). Productive behaviors variable has a positive and significant correlation at the level of 0.05 with Organizational entrepreneurship (0.558).

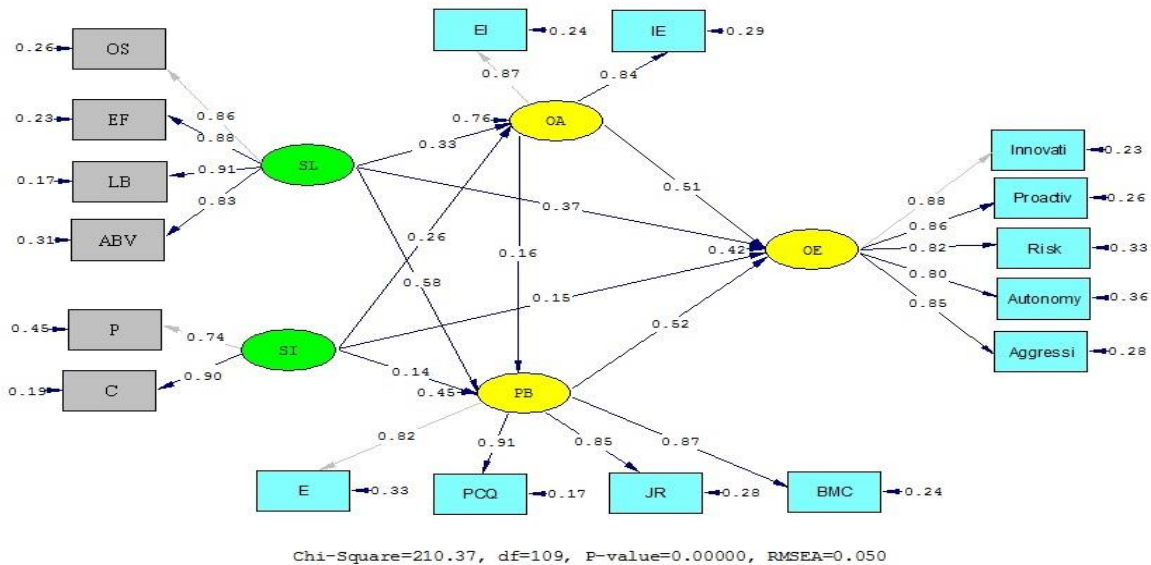


Figure 2: General experimental model of research with standard coefficients Synergistic leadership(SL), Systematic innovation(SI), Organizational ambidexterity(OA), Productive behaviors(PB), Organizational entrepreneurship(OE)

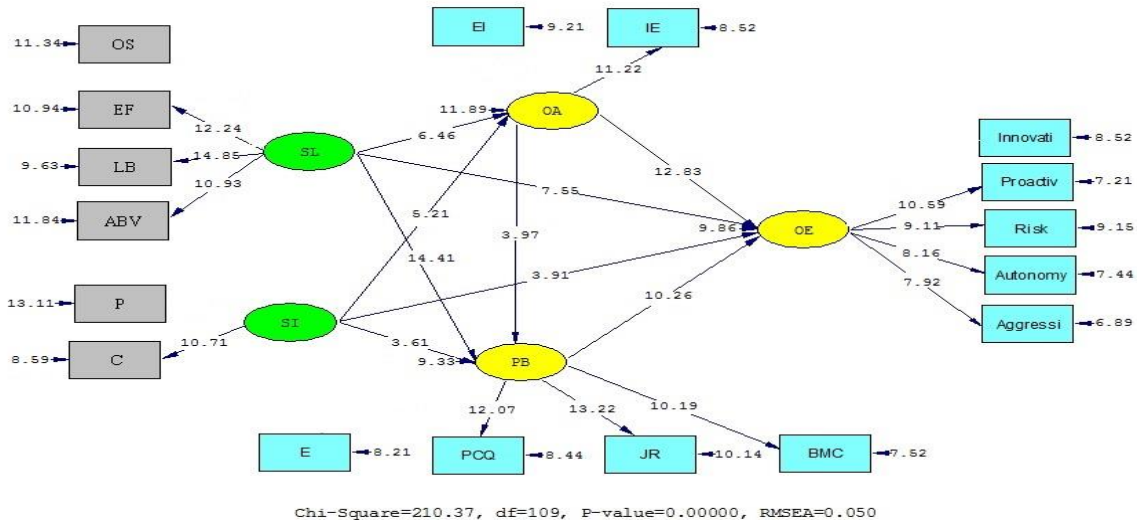


Figure 3: General model of T-index coefficients of experimental research model Synergistic leadership(SL), Systematic innovation(SI), Organizational ambidexterity(OA), Productive behaviors(PB), Organizational entrepreneurship(OE)

The fit indicators of the model are χ^2 (210.37), degree of freedom (109), chi-square ratio to degree of

freedom (1.93), RMSEA (0.050), CFI (0.97), GFI (0.94) and AGFI (0.92). According to the results of the

fit indicators in the confirmatory path analysis of the research model, it can be said the ratio of chi-square to the degree of freedom indicates the appropriate fit of the conceptual model with the experimental model. The

value of the RMSEA index is acceptable. The values of CFI, GFI, and AGFI also indicate the proper fit of the structural model. Therefore, the structural model of the research has a proper and acceptable fit.

Research Hypothesis Testing:

Table 3: Hypothesis testing of direct effects

Hypothesis	Independent	Dependent	Path Coefficient	T	Result
1	Synergistic leadership	Organizational ambidexterity	0.33	6.46*	approved
		Productive behaviors	0.58	14.41*	approved
		Organizational entrepreneurship	0.37	7.55*	approved
2	Systematic innovation	Organizational ambidexterity	0.26	5.21*	approved
		Productive behaviors	0.14	3.61*	approved
		Organizational entrepreneurship	0.15	3.91*	approved
3	Organizational ambidexterity	Productive behaviors	0.16	3.97*	approved
		Organizational entrepreneurship	0.51	12.83*	approved
4	Productive behaviors	Organizational entrepreneurship	0.52	10.26	approved

*** T -values equal to and greater than 1.96 are significant at the 0.05 level.**

The results of structural equation modeling analysis indicate that Synergistic leadership has a direct and significant effect on Organizational ambidexterity variables (0.33); Productive behaviors (0.58) and Organizational entrepreneurship (0.37). Systematic innovation has a direct and significant effect on the variables of Organizational ambidexterity (0.26);

Productive behaviors (0.14) and Organizational entrepreneurship (0.15). Organizational ambidexterity has a direct and significant effect on Productive behaviors variables (0.16) and Organizational entrepreneurship (0.51). Productive behaviors has a direct and significant effect on the Organizational entrepreneurship variable (0.52).

Table 4: Hypothesis test of single mediator indirect effects

H	Independent	Mediator	Dependent	Path Coefficient	T	Result
5-7	Synergistic leadership	Organizational ambidexterity	Organizational entrepreneurship	0.1683	5.78*	approved
		Productive behaviors	Organizational entrepreneurship	0.3016	8.37*	approved
		Organizational ambidexterity	Productive behaviors	0.0528	3.41*	approved
8	Organizational ambidexterity	Productive behaviors	Organizational entrepreneurship	0.0832	3.71*	approved
9-11	Systematic innovation	Organizational ambidexterity	Organizational entrepreneurship	0.1326	4.83*	approved
		Productive behaviors	Organizational entrepreneurship	0.0728	3.41*	approved
		Organizational ambidexterity	Productive behaviors	0.0416	3.19*	approved

*** T -values equal to and greater than 1.96 are significant at the 0.05 level.**

The results of structural equation modeling analysis indicate that Synergistic leadership has a significant indirect effect (0.1683) on the Organizational entrepreneurship variable through Organizational ambidexterity. Synergistic leadership has a significant indirect effect (0.3016) on the Organizational entrepreneurship variable through Productive behaviors. Synergistic leadership has a significant indirect effect (0.0528) on the Productive behaviors variable through Organizational ambidexterity. Organizational ambidexterity has a significant indirect

effect (0.0832) on the Organizational entrepreneurship variable through Productive behaviors. Systematic innovation has a significant indirect effect (0.1326) on the Organizational entrepreneurship variable through Organizational ambidexterity. Systematic innovation has a significant indirect effect (0.0728) on the Organizational entrepreneurship variable through Productive behaviors. Systematic innovation has a significant indirect effect (0.0416) on the Productive behaviors variable through Organizational ambidexterity.

Table 5: Hypothesis test of indirect effects of two mediators

H	Independent	Mediator1	Mediator2	Dependent	Path Coefficient	T	result
12	Synergistic leadership	Organizational ambidexterity	Productive behaviors	Organizational entrepreneurship	0.0274	3.24*	approved
13	Systematic innovation	Organizational ambidexterity	Productive behaviors	Organizational entrepreneurship	0.0216	3.05*	approved

* T -values equal to and greater than 1.96 are significant at the 0.05 level.

The results of structural equation modeling analysis indicate that Synergistic leadership has a significant indirect effect (0.0274) on the Organizational entrepreneurship variable through Organizational ambidexterity and Productive

behaviors. Systematic innovation has a significant indirect effect (0.0216) on the Organizational entrepreneurship variable through Organizational ambidexterity and Productive behaviors.

Investigating the direct, indirect and total effects of variables on dependent variables:

Table 6: Effects of variables on Organizational entrepreneurship

Variable	Type	Value	T
1 Synergistic leadership	Direct	0.37	7.55*
	Indirect	0.4965	10.23*
	Total	0.8665	14.29*
2 Systematic innovation	direct	0.15	3.91*
	indirect	0.1752	5.89*
	Total	0.3252	8.63*
3 Organizational ambidexterity	direct	0.51	12.83*
	indirect	0.0832	3.71*
	Total	0.5932	11.31*
4 Productive behaviors	direct	0.52	10.26*
	indirect	-	-
	Total	0.52	10.26*
Organizational entrepreneurship Variance	Explained	0.37	9.86*
	Error	0.63	12.01*

* T -values equal to and greater than 1.96 are significant at the 0.05 level.

The Synergistic leadership variable has a direct effect (0.37), an indirect effect (0.4965) and a total effect (0.8665) on the Organizational entrepreneurship variable. The Systematic innovation variable has a direct effect (0.15), an indirect effect (0.1752) and a total effect (0.3252) on the Organizational entrepreneurship variable. The Organizational ambidexterity variable has a direct effect (0.51), an indirect effect (0.0832) and a total effect (0.5932) on the Organizational entrepreneurship variable. The

Productive behaviors variable has a direct effect (0.52) and a total effect (0.52) on the Organizational entrepreneurship variable. The variables of Synergistic leadership, Systematic innovation, Organizational ambidexterity and Productive behaviors are able to explain 37% of the variance of the Organizational entrepreneurship variable, considering the t- value (9.86), the explained variance is significant at the 0.05 level.

Table 7: Effects of variables on Productive behaviors

Variable	Type	Value	T
1 Synergistic leadership	Direct	0.58	14.41*
	Indirect	0.0528	3.41*
	Total	0.6328	16.29*
2 Systematic innovation	Direct	0.14	3.61*
	Indirect	0.0416	3.19*
	Total	0.1816	6.11*
3 Organizational ambidexterity	Direct	0.16	3.97*
	Indirect	-	-
	Total	0.16	3.97*
Productive behaviors Variance	Explained	0.16	4.28*
	Error	0.84	15.41*

* T -values equal to and greater than 1.96 are significant at the 0.05 level.

Table 8: Effects of variables on Organizational ambidexterity

Variable	Type	Value	T
1 Synergistic leadership	Direct	0.33	6.46*
	Indirect	-	-
	Total	0.33	6.46*
2 Systematic innovation	Direct	0.26	5.21*
	Indirect	-	-
	Total	0.26	5.21*
Organizational ambidexterity Variance	Explained	0.09	2.88*
	Error	0.91	16.08*

T -values equal to and greater than 1.96 are significant at the 0.05 level.

*

Summary of total effects analysis:

Table 9: Summarizing the total effects of independent variables on dependent variables

Independent variables	Dependent variable		
	Organizational ambidexterity	Productive behaviors	Organizational entrepreneurship
Synergistic leadership	0.33*	0.6328*	0.8665*
Systematic innovation	0.26*	0.1816*	0.3252*
Organizational ambidexterity	-	0.16*	0.5932*
Productive behaviors	-	-	0.52*

*P- Valued= 0.05

Table 10: Summary of explained & not explained variance of dependent variables

Independent variables	Dependent variable		
	Organizational ambidexterity	Productive behaviors	Organizational entrepreneurship
Synergistic leadership	*	*	*
Systematic innovation	*	*	*
Organizational ambidexterity	-	*	*
Productive behaviors	-	-	*
Explained variance	0.09*	0.16*	0.37*
T	2.88*	4.28*	9.86*
Error of variance	0.91*	0.84*	0.63*
T	16.08*	15.41*	12.01*

χ^2 : 210.37, df: 109, χ^2 /df: 1.93

RMSEA(0.050), CFI(0.97), GFI(0.94) & AGFI(0.92)

* T - values equal to and greater than 1.96 are significant at the 0.05 level.

Conclusion:

Considering that the education organization is considered as one of the important institutions of the society, which is the guardian of education and the source of extensive political, economic, cultural and social changes; The requirement for the excellence of this educational system is to have dynamic and effective education. Undoubtedly, addressing it and identifying and strengthening the key elements affecting the success of this organization is the main key to the dynamics of this institution. Therefore, the current research was conducted with the aim of investigating the role of synergistic leadership of school administrators and systematic innovation of school organization in organizational entrepreneurship with the mediation of organizational ambidexterity and teachers' productive behaviors.

The results of the first hypothesis test of the research showed that synergistic leadership has a direct, positive and significant effect on organizational

ambidexterity, productive behaviors and organizational entrepreneurship. This result is implicitly consistent with the results of studies Abdissa, Ayalew, Illes & Dunay (2021); Allami, Iranzadeh, Khadivi, Budaghi Khajenobar (2021); Gomes, Seman, Berndt & Bogoni (2021); Gopinath, Nawaz, Gajenderan & Balasubramaniyan (2021); Lin & Chen (2021); Nasiri & Ghaderi sheykheeabadi (2021); Rodriguez-Pena (2021); Fernandez Merricks (2019); Esmaeelnia, Niazazari, Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of the second hypothesis test of the research showed that systematic innovation has a direct, positive and significant effect on organizational ambidexterity, productive behaviors and organizational entrepreneurship. This result is implicitly consistent with the results of studies Abdissa, Ayalew, Illes & Dunay (2021); Allami, Iranzadeh, Khadivi, Budaghi Khajenobar (2021); Gomes, Seman, Berndt & Bogoni (2021); Gopinath, Nawaz,

Gajenderan & Balasubramaniyan (2021); Lin & Chen (2021); Nasiri & Ghaderi sheykheebadi (2021); Rodriguez-Pena (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Rahim & Iqbal (2020); Bertocelli, Mayer & Lynass (2016). The results of the third hypothesis test of the research showed that organizational ambidexterity has a direct, positive and significant effect on productive behaviors and organizational entrepreneurship. This result is implicitly consistent with the results of studies Abdissa, Ayalew, Illes & Dunay (2021); Gomes, Seman, Berndt & Bogoni (2021); Katou, Budhwar & Patel (2021); Lin & Chen (2021); Nasiri & Ghaderi sheykheebadi (2021); Rodriguez-Pena (2021). The results of the fourth hypothesis test showed that production behaviors has a direct, positive and significant effect on organizational entrepreneurship. This result is implicitly consistent with the results of studies Abdissa, Ayalew, Illes & Dunay (2021); Dela Rosa & Vargas (2021); Gomes, Seman, Berndt & Bogoni (2021); Nasiri & Ghaderi sheykheebadi (2021); Richter, Brunner & Richter (2021); Rodriguez-Pena (2021); Utami & Vioeza (2021); Paramita, Anderson & Sharma (2020); Poorkarimi, Gharloghi, Homayni Damirchi, Karami (2018). In explaining the above results, it can be said: In Synergistic leadership, the role of educational leaders in creating and supporting cooperation between teachers, as well as the cooperation of teachers with other educational factors in schools, is important and necessary for the success of the school and the realization of educational goals (Fullan, 2014). Synergistic leaders make it very easy to try for organizational survival by taking advantage of organizational ambidexterity. Therefore, exploration and exploitation in organizational ambidexterity will be self-reinforcing processes that tend to cancel each other out, so that the debilitating effect of exploitation of exploration and exploration of exploitation in different contexts such as the success trap use (Raisch, 2008). In addition to synergy, in the current competitive environment, the survival of organizations depends on the existence of productive employees who actively seek change and improvement by using productive behaviors and seek to perform activities that lead to the cultivation of active outputs (Hakkak & Hasanvand, 2021: 79) which provide the movement of schools towards organizational entrepreneurship. By using collaborative methods, schools increase student motivation and align private education with a real-world approach and by replacing traditional tests with entrepreneurial evaluations and linking the acquired knowledge with other subjects in the curriculum and other actors of the entrepreneurial ecosystem, they guarantee the success of schools (Ortiz-Medina, Fernandez-Ahumada, Lara-Velez, Garrido-Varo, Perez-Marin & Guerrero-Ginel, 2014). Therefore, considering that teachers and school

principals are constantly trying to motivate and influence each other and their students, the school principal's leadership style is an important factor in facilitating this.

Also, systematic innovation can use an innovation theory model and an integrated thinking model to develop problem-solving skills for the field of entrepreneurship (Rahim & Iqbal, 2020). The first factor of systematic innovation is focused on the initial problem solving stage to define the problem with high value for innovation. This enables students to evaluate the value of the problem in its current state and search for an ideal solution (Wits, Vaneker & Souchkov, 2010). On the other hand, the application of organizational ambidexterity and its positive effect on short-term and long-term performance in the direction of innovation and solving organizations' problems have been confirmed by researchers. The advantage of organizational ambidexterity is that the organization (school) can simultaneously pursue both exploration and exploitation activities. Exploration and exploitation bring and maintain flexibility and efficiency for the organization (school) over time. On the other hand, organizations that either focus only on exploration or exploitation will be caught in the trap of unfavorable balances and will be at risk in the long run (Junni, Sarala, Taras & Tarba, 2013). Also, one of the forms of productive behavior in organizations is the innovation of employees (teachers) who, in order for the organization (schools) to remain competitive, need employees who continuously design new models of education that have innovative designs and features. Organizational psychologists have investigated the specific innovation and creativity of various organizations and have reached the conclusion that, like other forms of productive behavior, innovation and creativity result from the complex interaction between the characteristics of individual employees and the organizational environments in which they work (Jex & Britt, 2008: 96). In addition, by promoting entrepreneurship and those skills, schools can offer innovative ideas and develop skills such as communication, problem solving, and teamwork (Laverty, Hanna, Haughey & Hughes, 2015). In fact, systematic innovation, as a set of practical principles and specific knowledge, reduces the time needed to create skills and achieve various solutions to solve problems.

The results of the fifth hypothesis test of the research showed that synergistic leadership has an indirect, positive and significant effect on organizational entrepreneurship through organizational ambidexterity. This result is implicitly consistent with the results of studies Erarslan & Altindag (2021); Nasiri & Ghaderi sheykheebadi (2021); Fernandez Merricks (2019); Esmaeelnia, Niazazari,

Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of the sixth hypothesis test of the research showed that synergistic leadership has an indirect, positive and significant effect on organizational entrepreneurship through productive behaviors. This result is implicitly consistent with the results of studies Nasiri & Ghaderi sheykheabadi (2021); Paramita, Anderson & Sharma (2020); Fernandez Merricks (2019); Esmaelnia, Niazazari, Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of the seventh hypothesis test of the research showed that synergistic leadership has an indirect, positive and significant effect on productive behaviors through organizational ambidexterity. This result is implicitly consistent with the results of studies Erarslan & Altindag (2021); Lin & Chen (2021); Fernandez Merricks (2019); Esmaelnia, Niazazari, Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of the eighth hypothesis test of the research showed that organizational ambidexterity has an indirect, positive and significant effect on organizational entrepreneurship through productive behaviors. This result is implicitly consistent with the results of studies Katou, Budhwar & Patel (2021); Nasiri & Ghaderi sheykheabadi (2021); Paramita, Anderson & Sharma (2020). In explaining the above results, it can be said: Leadership can affect students' learning in school, their attitude towards each other, belief in mutual trust and collective work in schools. In fact, the implementation of educational policies at the national and international level is consistent with increasing cooperation between schools and society and networking in schools (for example, international student networks) (Freedman & Cecco, 2013), and this is parallel to the aspect of power distribution in Synergistic leadership, which argues that power distribution is related to cooperation in an organization (Reynolds & Muijs, 2016). On the other hand, in order to maintain a competitive advantage, organizations should always strive to survive by exploring new possibilities and exploiting existing assets to acquire new competencies and capabilities. The growth, survival, and long-term success of educational organizations depend on their ability to simultaneously explore new competencies and exploit current capabilities (Nobakht, Hejazi, Akbari & Sakhdari, 2018). Therefore, the effective leadership of a manager will increase the motivation of teachers and improve the educational environment and increase their productivity, resulting in productive behaviors in classrooms (Etomes & Molua, 2019). On the other hand, classrooms led by motivated and productive teachers cultivate entrepreneurial students who have the ability to overcome the problem of unemployment, especially after graduation (Yohana, Rachma Dania & Prihandono, 2021: 35). This will free the citizens of a

society from disability, and educate and direct them to the labor market (Mashayekhi, 2007: 101). A citizen entrepreneur uses her time, energy and resources to create value for others and receives a financial reward for this effort, and thus both the consumer of the created value and the entrepreneur both benefit.

The results of the ninth hypothesis test of the research showed that systematic innovation has an indirect, positive and significant effect on organizational entrepreneurship through organizational ambidexterity. This result is implicitly consistent with the results of studies Erarslan & Altindag (2021); Lin & Chen (2021); Nasiri & Ghaderi sheykheabadi (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Rahim & Iqbal (2020); Bertocelli, Mayer & Lynass (2016). The results of the tenth hypothesis test of the research showed that systematic innovation has an indirect, positive and significant effect on organizational entrepreneurship through production behaviors. This result is implicitly consistent with the results of studies Lin & Chen (2021); Nasiri & Ghaderi sheykheabadi (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Paramita, Anderson & Sharma (2020); Rahim & Iqbal (2020); Bertocelli, Mayer & Lynass (2016). The results of the eleventh hypothesis test of the research showed that systematic innovation has an indirect, positive and significant effect on production behaviors through organizational ambidexterity. This result is implicitly consistent with the results of studies Erarslan & Altindag (2021); Lin & Chen (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Rahim & Iqbal (2020); Bertocelli, Mayer & Lynass (2016). In explaining the above results, it can be said: The innovative principles of systematic innovation can be used to improve the innovation of an educational system. In fact, the number of times each innovative principle appears is determined by the number of times they are used, and a principle is chosen to solve problems (Chuang, Lan, Lan, Dai & Qin, 2021: 1606). In fact, systematic innovation changes from a traditional approach focused on defining the best solution among a set of conflicting (incompatible) needs identified in the educational system, to a process aimed at identifying possible solutions to overcome these conflicts (Cascini, Rissone, Rotini & Russo, 2011: 676). On the other hand, considering that the dimension of discovery in organizational ambivalence threatens the financial capacity of the educational organization, to reduce the unpredictable and uncertain results of exploration, by engaging in mutually reinforcing activities, bilateral training organizations balance the short-term gains generated through exploitation. The long-term income of these organizations also creates new conditions and opportunities through the discovery and exploitation of opportunities, which will be very successful by reducing the fluctuations in the

organization, especially dynamic organizations in which the life cycle of stagnation is extremely short was (Junni, Sarala, Taras & Tarba, 2013). This is while in education, the main key to the creation and development of entrepreneurship are teachers who, by using creative approaches in teaching and learning, prefer project learning based on the use of educational materials more than zero reliance on textbooks. Emphasizing group processes and interactions, they give students freedom to act as a guide for developing their skills. Therefore, the development of entrepreneurial knowledge and skills in schools leads to better teacher performance, more effective teaching, the use of creative strategies, and better student learning (Najafi Hezarjaribi & Ashrafi, 2018: 10-11). In fact, systematic innovation, with a gradual and step-by-step search for solutions to problems, leads to the presentation of a large number of creative ideas and, as a result, the growth and development of organizational entrepreneurship.

The results of the twelfth hypothesis test of the research showed that synergistic leadership has an indirect, positive and significant effect on organizational entrepreneurship through organizational ambidexterity and productive behaviors. This result is implicitly consistent with the results of studies Erarslan & Altindag (2021); Nasiri & Ghaderi sheykheabadi (2021); Paramita, Anderson & Sharma (2020); Fernandez Merricks (2019); Esmaeelnia, Niazazari, Taghvaezadeh (2018); Arterbury (2016); Guerrero (2016). The results of the thirteenth hypothesis test of the research showed that systematic innovation has an indirect, positive and significant effect on organizational entrepreneurship through organizational ambidexterity and production behaviors. This result is implicitly consistent with the results of studies Erarslan & Altindag (2021); Lin & Chen (2021); Nasiri & Ghaderi sheykheabadi (2021); Jabalameli, Mozafar, Karimi, Ghasemi (2020); Paramita, Anderson & Sharma (2020); Rahim & Iqbal (2020); Bertoncetti, Mayer & Lynass (2016). In explaining the above results, it can be said: The performance of students in schools is influenced by synergy. Educational leaders in schools support the professional growth of people in the field of beliefs, mission and goals, academic program, Evaluation and decision making instructions. In fact, the potential value of synergy between administrators and teachers in schools is positive in relation to student performance (Callender, 2007). From this point of view, systematic innovation and its principles, which should not be interpreted in a restrictive way, are considered as valuable resources to stimulate and search for effective solutions in solving managerial and educational problems (Burz & Marian, 2011). In general, it is very important to identify the principles of systematic innovation for various

problems and to understand to what extent the selected principles are determined for existing problems and how educational designers use valuable items to evaluate the presence of various phenomena (Borgianni, Fiorineschi, Frillici & Rotini, 2021: 3). When managers and teachers in schools take into account the positive aspects of organizational ambidexterity by synergizing and applying the principles of systematic innovation; They facilitate exploitation, innovation, increase and development of services, and exploitation of educational innovations. Sometimes, even with the continuous increase of innovations, these services may become obsolete in the long run. In contrast, discovery fosters radical innovation and may create new opportunities for knowledge generation (Wilms, Winnen & Lanwehr, 2019: 589). Therefore, a teacher who is involved in many forms of productive behavior, by achieving a certain level of innovation in performance, creates high productivity and efficiency in relation to effectiveness in the organization and achieves many successes in a relatively short period of time. In fact, the desirability of an organization indicates the value of a certain level of innovation in performance, effectiveness or productivity for the organization (Jex & Britt, 2008: 97). Many experts believe that the successful implementation of education in schools and the achievement of educational innovations are largely determined by the leadership of the principal. Differences in progress among schools are often due to differences in the management of individual principals. The school principal must have power in vision and goals, orientation towards success, agent of change, courage to take risks, stimulator and facilitator, democratic and egalitarian, believer in science and technology, implementation of reward and punishment system, self-awareness, coaching, Harmonious working relationships and synergistic, etc (Anderson, 2016). In fact, the existence of these characteristics and proper education in schools will make students who have entrepreneurial ability be trained and the number of entrepreneurs will increase. Through this training, managers and teachers seek to develop the entrepreneurial literacy of students so that they can use it after graduation. Entrepreneurial literacy is not only limited to the introduction and understanding of theory and conceptualism, but also provides the possibility of creating and innovating and applying business forms as the basis of work. Based on this, the development of entrepreneurship education in technical and vocational schools should be taken seriously. Education in large technical and vocational schools is actually an attempt to develop specific knowledge and skills to prepare students for work in the formal sector, as well as provide conditions for students to be independent and innovative to create jobs. This is an effort for those who are not attracted to formal jobs and reduce the

unemployment rate by creating innovative businesses. In fact, governments should issue a policy to encourage graduates to be entrepreneurs by providing capital assistance (Yohana, Rachma Dania & Prihandono, 2021: 35). Therefore, the education and training of communities by emphasizing the development of entrepreneurship helps the development of organizations. For example, organizations make more effective decisions when dealing with problems, as well as helping to better understand organizational procedures. Entrepreneurship training and development in human resources can maximize productivity to achieve organizational goals, as individuals strive to achieve their individual goals. Entrepreneurship training and development makes it possible to provide an extensive opportunity or structure for the development of behavioral and technical skills among human resources that help the personnel of the organization to achieve a certain level of growth. Entrepreneurship training and development helps to develop and improve leadership skills, motivation, loyalty, positive and constructive thoughts and other aspects that personnel and managers can demonstrate successfully (Vakili, Tahmasebi, Tahmasebi & Tahmasebi, 2016: 85-86). Therefore, entrepreneurship programs should be designed toward active learning so that students develop their ideas and generate new initiatives supported by content, resources, and activities that prepare them for this purpose. On the other hand, entrepreneurship programs can foster students' interests in developing new companies. This interest can be intrinsic and related to a personal desire or intention to engage in future business activities. However, interest can also be influenced by environmental characteristics and other external factors (Manzi, Aderibigbe & Chimucheka, 2019; Marire, Mafini & Dhurup, 2017). For this reason, knowing the profile of students in terms of their characteristics and entrepreneurial interest, allows to determine who will have more motivation and intention to develop new ventures in the future (Valenzuela-Keller, Galvez-Gamboa, Contreras & Parraguez, 2021). In the following, to improve the quality of education and improve educational activities, suggestions based on the findings of this research will be presented to the authorities. According to the findings of the first hypothesis; The fifth hypothesis; The sixth hypothesis; The seventh hypothesis; and the twelfth hypothesis is suggested:

- Education officials should observe the principle of merit selection in the selection of teachers and by creating focal evaluation groups in the selection of teachers, they will measure and evaluate their various skills so that qualified people are selected for this profession.
- Also, by encouraging teachers and administrators to share their educational experiences with their

colleagues, create synergy among them. In fact, sharing useful experiences and fostering a spirit of cooperation and synergy, and cooperation between new managers and leaders with managers and educational leaders who have a long service record and a lot of experience in educational environments leads to synergy between members in the organization and high promotion and progress of students will be.

- Considering that the leadership and management of schools is influenced by various factors such as school culture, communication, decision-making and other things; organizational, personal and social empowerment of teachers is necessary to achieve the vision and main mission of the organization. Therefore, by creating trust between members and emphasizing teamwork in all fields, facilitate the success process of schools. Because this, as an important element in education, can play an important role in the success of schools and students. In fact, the success of schools requires a three-way or tripartite partnership between managers and teachers (formal and contractual), parents, and the surrounding community in relation to working with schools.

According to the findings of the second hypothesis; The ninth hypothesis; The tenth hypothesis; The eleventh hypothesis; and the thirteenth hypothesis is suggested:

- The officials of the education organization organized familiarization sessions with the forty principles of systematic innovation for managers and teachers, teach them different problem solving skills and how to increase students' creativity.
- Teachers in the classrooms should increase the students' skills in solving both educational and social problems by creating a learning environment based on strengthening the power of problem solving.
- Also, solving educational problems should be done in schools by forming problem solving teams and receiving advice from expert groups and by creating long-term learning opportunities to increase students' creativity in order to learn effectively in educational environments.

According to the findings of the third hypothesis; and the eighth hypothesis is suggested:

- Considering that the desire to perform activities based on exploration and exploitation depends on the experience of people, it is better for the education officials to enrich the jobs and create the necessary conditions for teaching the ambidextrous behaviors to the managers and teachers, their ability to deal with important situations that require the provision of innovation, knowledge and new services and at the same time the proper use of

what is available, facilitate the success of this matter.

- Since the main and underlying factor for the organizational ambidexterity of managers and teachers is the tendency to learn and achieve expertise. Therefore, it is better in the process of recruiting human resources in education, to attract those who always seek to gain knowledge and increase their scientific and practical ability and have a high desire to learn.
- It is better for managers and teachers who are more oriented towards the process of discovery in the implementation of ambidexterity and are successful in experimental and challenging situations, to receive training in the field of exploitation such as loyalty and valuing existing values. Conversely, managers and teachers who perform better in the exploitation process should be placed in challenging and experimental situations to strengthen their decision-making power. This will create a balance between these two processes.

According to the findings of the fourth hypothesis, it is suggested:

- Considering that the productive behaviors of teachers are beyond their main duties and responsibilities, education officials and managers by compiling and presenting written programs and various incentives to increase the repetition of such behaviors, including proposing solutions for growth and prosperity and implementation new innovations provide the basis for strengthening productive behaviors in teachers.
- Conditions should be provided so that teachers can pave the way to educational goals by learning critical thinking skills and decision-making skills. Also, train productive students by strengthening management and communication skills in students and by using a wide range of productive behaviors.

Considering that entrepreneurship has become a necessity for societies that leads to the creation of economic opportunities, it is suggested:

- Officials should educate managers and teachers about the role and importance of

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entrepreneurship in society and ways to strengthen it in students.

- Officials should compile the electronic content of entrepreneurship in a multimedia format. Because this content will be more attractive for teenage audience compared to textbook content, which will increase their motivation.
- The directors of the conservatories should place the education process on the axis of cultivating entrepreneurial people in schools so that the skills and talents of the students can be developed in a correct way. In fact, the experience of success in students increases their self-confidence.
- Also, managers and teachers should always search for new ideas and methods to do educational work and encourage students to do the same in order to promote the spirit of entrepreneurship among students.
- It is suggested to invite successful entrepreneurs in schools and hold discussions with them among students, to provide the ground for students to become familiar with the discussion of entrepreneurship and to foster and strengthen the spirit of entrepreneurship in them.

This study specifically focuses on the experiences of technical and professional schools (including government, non-governmental technical and professional schools, Board of Trustees technical and professional schools, Work and knowledge schools). It is better for future researches to investigate the experiences of teachers and administrators of other first and second secondary high schools.

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