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The role of skillful leadership in enhancing entrepreneurial orientation: An exploratory study of the opinions of a sample of teaching staff in private secondary schools in Salah al-din governorate

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Abstract

The study sought to determine how effective leadership contributes to the growth of entrepreneurial orientation in private secondary schools in Salah al-Din Governorate. Skillful leadership has a significant impact on entrepreneurial orientation. To reach final results and verify the stated hypotheses, the researcher adopted the descriptive-analytical method, in addition to various techniques and tools suitable for the research purpose in collecting and analyzing data. A questionnaire form was used as the main tool for obtaining data and information, utilizing the statistical program (SPSS: V23). The research targeted the teaching staff in private schools in Salah al-Din Governorate, totaling 210 individuals. A purposive sample of (125) individuals was selected, and the questionnaire was distributed to them. A total of 122 questionnaires were retrieved, of which 2 were damaged and unsuitable for analysis, resulting in 120 valid questionnaires for analysis. In light of the research results, the researcher drew several key findings, most notably that the behaviors of skillful leadership represent a critical factor in enhancing entrepreneurial orientation in the studied schools.

Keywords: Skillful leadership, entrepreneurial orientation, private secondary schools in Salah al-din governorate

Introduction

Skillful leadership strikes a balance between change and continuity, enhancing the efficiency of subordinates and enabling them to be more creative, while also reducing their fear of performance uncertainty. The concept of skillful leadership applies to areas of contradiction and diversity among employees, referring to leaders' involvement in promoting exploratory and expansive activities among subordinates by adjusting the variance in their behavior and flexibly alternating between these two behaviors. Skillful leaders encourage subordinates to achieve their goals and foster an environment of trust, where subordinates trust one another. It is observed that most educational institutions lack an entrepreneurial orientation. Therefore, skillful leaders strive to enhance entrepreneurial orientation, which is considered a foundational element for organizational success, thereby improving their performance and benefiting them through creative, proactive, and risk-taking approaches. For an organization to be successful and adaptable to developments, creativity is needed in processes, ideas, and services by adopting newly developed innovative methods, systems, and administrative approaches and by developing its current work through its capabilities and potential to maintain excellence and outperform peer organizations.

In line with the above, this research attempts to explore the role of skillful leadership in enhancing entrepreneurial orientation by surveying the opinions of a sample of teaching staff in private secondary schools in Salah al-Din Governorate. Based on this, the contents of the research have been structured according to the following axes:

- **First Axis:** Methodological Framework of the Research.
- **Second Axis:** Theoretical Framework.
- **Third Axis:** Field Framework of the Research.
- **Fourth Axis:** Conclusions and Recommendations.

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First Axis: Methodological Framework

First: Research Problem

With the increase in globalization and competition in the business environment, organizations of all types are facing significant pressures to survive and grow under these conditions. Educational institutions are not immune to these pressures, which have led to their decline due to the traditional activities they practice as well as their wish to investigate contemporary chances for obtaining patents and conducting scientific research. Teaching staff aim to move away from routine operations and improve or develop educational services through creative, proactive, and risk-taking approaches. The research problem centers on the following main question: What is the role of skillful leadership in promoting entrepreneurial orientation in private secondary schools in Salah al-Din Governorate? The research poses a set of sub-questions that express the problem in the studied schools:

1. What is the level of awareness among the studied schools regarding the importance of skillful leadership?
2. What is the level of awareness among the studied schools of the importance of entrepreneurial orientation?
3. What is the level of the relationship between skillful leadership and entrepreneurial orientation in the studied schools?
4. What is the impact of skillful leadership in enhancing entrepreneurial orientation in the studied field?

Second: Research Importance

The importance of the research is represented in the following:

1. The significance of the research stems from the

importance of the variables it addresses, as skillful leadership and entrepreneurial orientation are essential for the survival, continuity, and success of educational institutions in a dynamic business environment.

2. It aims to explore the role and behaviors of skillful leadership that enhance entrepreneurial orientation in the studied schools among members of the teaching staff.
3. The dimensions of skillful leadership and entrepreneurial orientation will greatly contribute to the success of the studied schools and improve the educational process, which in turn supports academic organizational creativity and innovation.

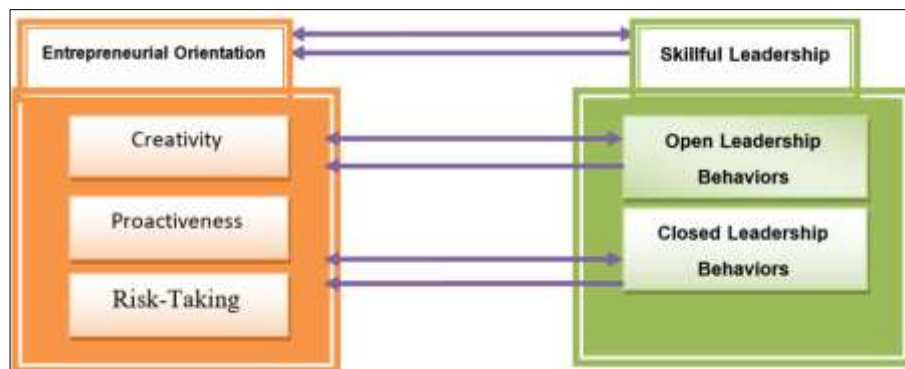
Third: Research Objectives

The research aims to:

1. Identify the level of the relationship between skillful leadership and entrepreneurial orientation in the studied field among members of the teaching staff.
2. Clarify the extent to which the principles of skillful leadership are present among teaching staff members.
3. Determine the extent to which the studied schools exhibit entrepreneurial orientation.
4. Determine the extent to which skillful leadership contributes to enhancing entrepreneurial orientation in the studied field.

Fourth: Research Hypothetical Framework

The researcher designed a hypothetical research framework in alignment with the research problem and its variables after examining both theoretical and field aspects, which will be discussed upon obtaining the results. This framework is illustrated in Figure 1.



Source: Prepared by the researcher.
Indicates a correlation relationship
Indicates a causal (Impact) relationship

Fig 1: Research Hypothetical Framework

Fifth: Research Hypotheses

In line with the research objectives and to test the model, the following hypotheses were formulated:

Main Hypothesis One

There is no statistically significant positive correlation between skillful leadership and entrepreneurial orientation in the studied schools. From this, the following sub-hypotheses are derived:

- There is no statistically significant positive correlation between open leadership behaviors and entrepreneurial orientation in the studied schools.

- There is no statistically significant positive correlation between closed leadership behaviors and entrepreneurial orientation in the studied schools.

Main Hypothesis Two

There is no statistically significant effect of skillful leadership in enhancing entrepreneurial orientation. From this, the following sub-hypotheses are derived:

- There is no statistically significant effect of open leadership behaviors on entrepreneurial orientation.
- There is no statistically significant effect of closed leadership behaviors on entrepreneurial orientation.

Sixth: Scope and Limitations of the Research

The research is defined by three types of boundaries as follows:

- 1. Spatial Boundaries:** The field research was conducted in private secondary schools located within Salah al-Din Governorate.
- 2. Human Boundaries:** The human scope of the research consisted of the teaching staff in private secondary schools in Salah al-Din Governorate.
- 3. Temporal Boundaries:** The research time frame extended from December 15, 2024, to March 27, 2025.

Seventh: Research Population and Sample

Salah al-Din Governorate's private secondary schools made up the research population. The research sample was identified as the teaching staff in eight private secondary schools in Salah al-Din Governorate, namely: *Tariq Al-Najah for Boys*, *Tariq Al-Najah for Girls*, and *Tikrit for Boys* in Tikrit District; *Al-Qalam for Girls* in Balad District; *Al-Anwar for Girls* in Dujail District; *Al-Khatib for Girls* and *Al-Khatib for Boys* in Samarra District; and *Diyar Al-Tafawuq for Boys* in Tuz District. In light of the research problem, in order to test its hypotheses and achieve its objectives, a purposive sample was selected from the research population based on Morgan's Table, as shown in Appendix (1). The sample included (120) teaching staff members from the mentioned schools, distributed as follows: (20), (16), (22), (15), (19), (16), and (12) respectively, out of a total of (210), representing a response rate of (96%). The distribution results are presented in Table (1) below. Questionnaires were prepared consisting of a set of items designed to measure the research dimensions, and they were distributed to the research sample. These questionnaires were used for the statistical analysis of the research.

Table 1: Method of Distributing the Questionnaire to Private Secondary Schools

Distributed	Missing	Retrieved	Damaged	Valid for Analysis
125	3	122	2	120
Percentage (%)	%2	%98	%2	%96

Source: Prepared by the researcher.

Table (1) shows that the response rate was very high, reaching 98%. The questionnaires valid for analysis represented 96%, which is a very high percentage compared to the invalid (damaged) questionnaires, which accounted for 2%, and the missing questionnaires, which also accounted for 2%.

Second Axis: Theoretical Framework of the Research

First: Skillful Leadership

The Concept of Skillful Leadership

Skillfulness refers to an organization's simultaneous orientation toward leveraging current capabilities and exploring future opportunities. The focus of exploitation lies in refinement, efficiency, selection, and implementation, while exploration focuses on search, diversity, and innovation. Skillful leadership is defined as a set of leadership behavior patterns that combine open and closed behaviors to support both exploratory and exploitative activities, thereby achieving efficiency, effectiveness, and flexibility in the organization's performance to accomplish its goals and vision (3SIman, 2021) [32]. It is also defined as

the leader's ability in a complex and adaptive system to manage and meet conflicting demands by orienting toward fundamentally different activities (Kosasih *et al.*, 2019, p. 461) [23]. According to Ahlers & Wilms (2017, p. 4) [14], this leadership style is directed toward employees through the varied use of closed leadership behavior, as reflected in supervisory activities, and open leadership behavior, as reflected in training. Accordingly, it is represented by employees' innovative work behavior, as leaders encourage employees to adopt innovative behaviors that allow them to thrive by balancing exploration and exploitation (Jabeen *et al.*, 2023, p. 102) [20]. It reflects employees' creative performance through open behavior that facilitates exploration and closed behavior that encourages exploitation (Qahtan, 2023, p. 2314) [28]. Hamoud and Sahib (2022, p. 463) [8] referred to it as the leader's ability to use both open and closed behaviors and employ them in the organization's investment and exploratory activities, ultimately leading to enhanced efficiency and increased effectiveness to achieve set goals. Skillful leadership also refers to the leader's ability to foster both exploratory and exploitative behaviors among employees, thereby enhancing the organization's capacity to capitalize on opportunities and mitigate threats (Enlund & Lorentsson, 2020, p. 19) [19]. The researcher views skillful leadership as the leader's ability to influence the behavior of subordinates by increasing variance among them through open behavior to enhance exploratory activities and reducing variance through closed behavior to support exploitative activities within the organization, aiming to shift between these two behaviors based on situational requirements to raise efficiency and enhance effectiveness among employees in achieving defined goals.

The Importance of Skillful Leadership

Organizations have increasingly focused on developing skilled leadership to confront the challenges of uncertainty and intense competition in the workplace. The importance of skillful leadership behaviors appears in the following (Al-Shibani & Hassan, 2021, p. 78) [5]:

- Skillful leadership behaviors are highly receptive to change in order to maximize innovation and collective learning, leading to the formation of a clear and distinctive vision to be achieved by the organization.
- They enhance the organization's ability to achieve its future goals, ensure long-term survival, and effectively adapt to its operating environment.
- They help employees uncover their skills and motivate them to work on new ideas and deeply examine problems from multiple perspectives, thanks to a climate characterized by psychological safety and mutual trust among employees.
- They create an organizational culture that fosters creativity, is dominated by mutual affection, and provides the competencies and resources needed to develop new products.
- They strengthen the leader's ability to listen attentively to subordinates and consider the new ideas they propose.

Characteristics of a Skillful Leader

Among the most prominent characteristics are the following (Ismail, 2019, pp. 49–50) [1]:

- Possesses confidence in others' ability to complete tasks and assume full responsibility.

- b. Empowers employees and grants them high levels of trust to accomplish the tasks assigned to them within the organization.
- c. Has a strong ability to control the environment in which they work.
- d. Displays a high level of interest in identifying problems and all issues within the organization.
- d. Continuously emphasizes development.

Dimensions of Skillful Leadership

Skillful leadership can be measured through two dimensions: open leadership behaviors, which enhance exploratory activities aimed at future goals, and closed leadership behaviors, which promote exploitative activities to protect the organization and achieve current goals. These dimensions align with those adopted by Shirwani (2021, p. 613)^[9] and Al-Fahham (2023, p. 45)^[2], as they are suitable for the nature of the current study, its variables, and the context in which the study was conducted. They can be explained as follows:

a. Open Leadership Behaviors

Leaders use a range of strategies to encourage administrative subordinates to carry out their responsibilities in varied ways, which increases diversity in their behaviors, providing them with ample autonomy in their work, and supporting creativity and innovation. This includes trying new things, taking risks, thinking broadly, encouraging successful interaction with the organization's context, introducing new ideas to the work team, moving away from routine, and exploring untapped paths to reach optimal solutions. Subordinates are motivated to face and challenge difficulties in ways that serve the organization's interests and lead to innovative solutions (Banay & Al-Zalami, 2020, p. 25)^[6]. This type of leadership behavior is considered one of the factors that contribute to creative initiative and risk-taking, as it encourages subordinates to think independently and go beyond established boundaries to generate new and unconventional ideas (Abd, 2022, p. 71)^[11]. The researcher views open leadership behavior as the set of behaviors that encourage exploration by allowing administrative tasks to be executed in different forms through experimentation. This grants individuals the opportunity to think and work independently. Leaders who practice this behavior must be tolerant of deviations from planned approaches and willing to introduce new ways of thinking through modern approaches to problem-solving.

b. Closed Leadership Behaviors

These represent behaviors that emphasize reducing variance and achieving efficiency in the behaviors of administrative subordinates. Leaders adopt closed behaviors to restrict the methods by which subordinates perform tasks, narrowing their thinking by following specific instructions. This means that leaders take actions that reduce variability, define routines and rules, focus on efficiency, monitor objectives, and allow tasks to be carried out in specific ways under their supervision (Kung *et al.*, 2020, p. 1001)^[24]. These behaviors, considered closed-loop actions, are exceptional and immediate, relying on the familiar and avoiding the unknown to achieve a high level of efficiency in meeting objectives. This is done by setting guiding instructions, adhering to routine and plans, and maximizing the benefit from incremental improvements in current creativity to

ensure and reinforce methods and rules for task execution (Mahmood, 2022, p. 41)^[25]. The researcher views closed leadership behaviors as those that promote exploitation and are aligned with objectives, supervision, and corrective actions while following specific guidelines. The focus is on completing tasks efficiently and reducing variability in subordinates' behavior within the organization to achieve predetermined goals.

Second: Entrepreneurial Orientation

The Concept of Entrepreneurial Orientation

Government institutions aspiring to succeed in entrepreneurship must possess an entrepreneurial orientation. Entrepreneurial orientation refers to the organization's inclination toward accepting various actions and making innovative decisions in this regard. It is considered one of the most common strategies for organizational growth and sustainability (Ndfirepi & Rambe, 2016, p. 1338)^[27]. Akximire (2008, p. 26)^[3] defined it as the strategic posture of entrepreneurial institutions characterized by proactiveness, innovation, risk-taking, decision-making autonomy, and competitiveness. It can also be defined as a strategic orientation used by organizations to adapt to a changing business environment and to gain a sustainable competitive advantage over their competitors in the market. Entrepreneurial orientation is a characteristic of organizations that seek to be innovative and proactive in identifying market opportunities and are willing to take risks (Karacaoglu, 2012)^[22]. It is also defined as the organization's commitment to practicing creative activities and continuously pursuing new ventures, including decision-making, planning, organizational culture, analysis, and strategic vision (Al-Hakimi, Saleh, Borade, 2021, p. 2)^[15]. Entrepreneurial orientation also relates to the willingness of organizations and their employees to take on new responsibilities and seize opportunities to bring about changes in the labor market (Malik Al-Nuaimi *et al.*, 2022, p. 105)^[13]. Based on the above, the researcher views entrepreneurial orientation as the organization's ongoing inclination to adopt new ideas and transform them into products, services, or new processes, along with a readiness to bear the risks that may arise and a proactive approach in identifying changes in the external business environment to create value for the organization and its beneficiaries.

The Importance of Entrepreneurial Orientation

Its importance can be summarized in the following points (Aref, 2019, p. 112)^[10]:

- a) It enables the organization to adapt to various environmental changes and keep pace with technological advancements, which enhances its performance.
- b) It contributes to forming the foundations of an organizational culture aimed at improving performance and also reinforces the value of creativity.
- c) It makes the organization distinguished and superior to its competitors by monitoring market changes, seizing opportunities, and being prepared to face potential risks.
- d) Entrepreneurial orientation enables the organization to utilize its resources more efficiently, resulting in the development of new products.
- e) It enhances the organization's ability to navigate various obstacles and threats and respond to them with flexibility.

- f) It contributes to raising innovation levels, providing employment opportunities, and reducing unemployment and poverty.
- g) It gives the organization a proactive advantage in producing and delivering new products and services ahead of competitors.

Dimensions of Entrepreneurial Orientation

a. Innovativeness

Innovative orientation is a fundamental dimension of entrepreneurial orientation due to the strong link between entrepreneurship and creativity. Al-Sakarnah (2011, p. 48) [4] defined creativity as the ability to develop new methods, ideas, and techniques for work that are optimally received by employees and stimulate their capabilities, talents, and innovations, thereby achieving superior performance. It is also defined as the organization's tendency to experiment with and support new ideas and processes in order to outperform competitors through innovation and creativity, thus gaining a competitive advantage, as innovation leads to improved and superior organizational performance (Nazar *et al.*, 2018) [26]. Innovative orientation reflects an organization's culture its values and beliefs toward creativity, and it differs from creative capacity, which refers to the organization's ability to develop new products and processes and invent new techniques (Salavou, 2004, p. 38) [29]. Zhou defines it as "the generation of new and useful ideas by employees related to procedures and work processes," meaning the organization's orientation toward supporting creative ideas and implementing various activities that foster innovation in products and services and the experimentation of new processes (Sameer, 2018, p. 81) [30]. Accordingly, the researcher views innovative orientation as the organization's commitment to adopting and applying new ideas with the aim of offering new products, services, technologies, processes, or systems to improve its current status and outperform competitors.

b. Proactiveness

Proactiveness refers to the organization's ability and willingness to respond to new changes as quickly as possible and to seek out opportunities for introducing new products to satisfy customer needs and surpass competitors. It enables organizations to develop new services and achieve a competitive advantage (Cho & Lee, 2018, p. 126) [17]. It is also defined as the organization's anticipation of future needs and desires and acting accordingly, aiming to establish a foundation in the work environment that distinguishes the organization in the eyes of its customers and helps it reach its goals. It forms the basis for innovation and renewal (Jallab, 2014, p. 26) [7]. It represents the organization's strategy for long-term vision, idea creation, experimentation, opportunity detection, and striving to exploit those opportunities to outperform competitors, respond to environmental changes, and maintain effective communication. Proactiveness is characterized by a forward-looking behavior that focuses on identifying and offering new services through opportunity search and exploitation (Galbreath *et al.*, 2020, p. 631) [21]. Individuals or organizations are considered proactive when they introduce a new product or service earlier than competitors and anticipate future demand. Proactive individuals are more likely to intend to start new ventures, and proactive behavior is a key predictor of entrepreneurial success

(Vantilborgh, 2015, p. 34) [33]. The researcher sees proactiveness as the organization's efforts to identify future customer needs, transform them into new opportunities, and respond to them ahead of other organizations.

c. Risk-Taking

Risk-taking is a fundamental and essential element within entrepreneurial orientation. It can be defined as the extent to which individuals or organizations are willing to make significant financial commitments that involve risk. It also refers to an individual's ability to manage uncertainty and reduce the potential impact of risk when it occurs. Dealing with unexpected situations is crucial in the decision-making process, and it is preferable to take moderate risks, allowing decision-makers to maintain control over outcomes (Rice University, 2019, p. 219). It is also defined as the tendency to act according to risk-associated strategies, such as venturing into new markets, launching new products, executing projects, or engaging in business activities without knowing the potential consequences (Singal & Batra, 2021, pp. 205–206) [31]. Bolton & Lane (2012, p. 233) [16] describe risk-taking as bold actions involving unknown outcomes or the investment of significant resources into projects in unstable environments. It is defined as a company's decision to boldly invest its various resources into executing new entrepreneurial projects under uncertain and risky environmental conditions (Ghawth, 2021, p. 47) [12]. The researcher views risk-taking as the willingness to venture into the unknown and perform actions with uncertain outcomes.

Third Axis: Field Framework of the Research

First: Internal Consistency Cronbach's Alpha Coefficient: The researcher employed the Cronbach's Alpha formula to make sure the questionnaire evaluates the intended components accurately. Studies in the social and administrative sciences often accept an Alpha value of 0.60 or higher. The reliability results of the chosen research tool are displayed in Table (2).

Table 2: Cronbach's Alpha Test Outcomes for Assessing Internal Consistency.

No.	Variables and Sub-Dimensions	Number of Items	Cronbach's Alpha (α)
1	Skillful Leadership	10	0.930
1-1	Open Leadership Behaviors	5	0.899
2-1	Closed Leadership Behaviors	5	0.870
2	Entrepreneurial Orientation	15	0.905
1-2	Innovativeness	5	0.882
2-2	Proactiveness	5	0.880
3-2	Risk-Taking	5	0.785
	Total Questionnaire	25	0.962

Source: Prepared by the researcher based on SPSS: V23 outputs.

All reliability and validity test values using Cronbach's Alpha for the research variables were higher than 0.60, which above the recognized threshold for questionnaire reliability, according to Table (2)'s results. There was great internal consistency across the questionnaire, as evidenced by the high overall reliability score of 0.962.

Second: Description and Diagnosis of the Study Variables

Based on the responses of the teaching staff at private secondary schools in the Salah al-Din Governorate, this

section describes and diagnoses the study variables (Entrepreneurial Orientation and Skilful Leadership). A five-point Likert scale was used to evaluate the variables.

1. Description and Diagnosis of Respondents' Answers Regarding the Variable of Skilful Leadership

Table (3) demonstrates that every response was above the presumptive mean of 3.00 across all aspects of skilful leadership. From the viewpoint of teaching staff in private

schools in Salah al-Din, the "Open Leadership Behaviors" dimension is the most important aspect of skilful leadership, according to the values of the arithmetic mean, standard deviation, and relative importance. A mean score of 3.86, a standard deviation of 0.75, and a relative importance of 77.2% all corroborate this. With a mean of 2.65, a standard deviation of 0.822, and a relative relevance of 53.02%, the "Closed Leadership Behaviors" dimension, on the other hand, was determined to be the least significant.

Table 3: The relative significance of competent leadership traits for instructors in Salah al-Din Governorate's private secondary schools

No.	Dimensions	Mean	Std. Deviation	Relative Importance (%)	Rank
1	Open Leadership Behaviors	3.860	0.750	77.2	First
2	Closed Leadership Behaviors	2.651	0.822	53.02	Second
	Skillful Leadership (Overall)	3.920	0.710	78.40	

Source: Prepared by the researcher based on SPSS: V23 outputs. N = 120

Based on Table (3), the relative importance of the skilful leadership variable in private secondary schools in Salah al-Din Governorate appeared at reasonable levels. This confirms that skilful leadership contributes to fostering a flexible educational environment, encouraging innovation and effective communication among administrators, teaching staff, and students. It also contributes to improving teacher satisfaction and increasing their loyalty, which in turn positively impacts the quality of education and academic outcomes.

2. Description and Diagnosis of Respondents' Answers Regarding the Variable of Entrepreneurial Orientation:

Table 4: The relative significance of entrepreneurial orientation dimensions for Salah al-Din Governorate private secondary school teachers

No.	Dimensions	Mean	Std. Deviation	Relative Importance (%)	Rank
1	Innovativeness	3.850	0.581	77.00	Second
2	Proactiveness	4.020	0.521	80.40	First
3	Risk-Taking	3.651	0.622	73.02	Third
	Entrepreneurial Orientation (Overall)	3.841	0.552	76.82	

Source: Prepared by the researcher based on SPSS: V23 outputs. N = 120

Based on Table (4), the relative importance of the entrepreneurial orientation variable in private secondary schools in Salah al-Din Governorate was found to be at good levels. This indicates that it enhances the schools' ability to adapt to educational changes and remain competitive in the work environment. It contributes to offering innovative teaching methods and supports efforts to achieve excellence and sustainability through continuous development and improvement in the quality of education.

Third: Examining and evaluating the correlations between the variables under study

In order to decide whether to accept or reject the hypotheses, this section analyses the correlation hypothesis tests that were defined in the study. The link between the dependent variable (Entrepreneurial Orientation) and the independent variable (Skilful Leadership) in all of its dimensions was estimated using Pearson's correlation coefficient. This makes the relationship between the variables more clear.

1. Testing the Main Hypothesis One and Its Sub-Hypotheses:

Table (5) indicates the presence of a positive significant correlation between skilful leadership and

entrepreneurial orientation, where the overall Pearson correlation coefficient value reached (0.720) at a significance level of (0.000), which is less than the threshold of (0.05). This confirms the existence of a statistically significant relationship between the two variables: skilful leadership and entrepreneurial orientation. This result also suggests that the more skilful leadership is practiced, the more important its contribution to enhancing entrepreneurial orientation. Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted, stating that there is a statistically significant correlation between skilful leadership (With all its dimensions) and entrepreneurial orientation.

entrepreneurial orientation, where the overall Pearson correlation coefficient value reached (0.720) at a significance level of (0.000), which is less than the threshold of (0.05). This confirms the existence of a statistically significant relationship between the two variables: skilful leadership and entrepreneurial orientation. This result also suggests that the more skilful leadership is practiced, the more important its contribution to enhancing entrepreneurial orientation. Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted, stating that there is a statistically significant correlation between skilful leadership (With all its dimensions) and entrepreneurial orientation.

a. Sub-Hypothesis (a)

Regarding the test of sub-hypothesis (a), which states: "There is no statistically significant correlation between open leadership behaviors and entrepreneurial orientation." The correlation coefficient between open leadership behaviors and entrepreneurial orientation was found to be 0.772** at a significance level of 0.000, which is less than 0.05. This result indicates a strong and significant correlation. Therefore, the null sub-hypothesis (a) is rejected, and the alternative hypothesis is accepted, which

states: There is a statistically significant correlation between open leadership behaviors and entrepreneurial orientation. This indicates that the more open leadership behaviors are applied by the teaching staff in private secondary schools, the more entrepreneurial orientation is developed, thereby positively reflecting on the overall study population.

b. Sub-Hypothesis (b)

Regarding the test of sub-hypothesis (b), which states: “There is no statistically significant correlation between closed leadership behaviors and entrepreneurial orientation.” The correlation coefficient between closed leadership

behaviors and entrepreneurial orientation was (-0.470)** at a significance level of (0.000), which is less than (0.05). This result reveals a significant negative correlation. Thus, the null sub-hypothesis (b) is rejected, and the alternative hypothesis is accepted, indicating: There is a statistically significant inverse correlation between closed leadership behaviors and entrepreneurial orientation. This implies that the more closed leadership behaviors are present among the teaching staff in private schools, the lower the levels of entrepreneurial orientation, which would negatively impact the study population as a whole.

Table 5: Correlation between Skillful Leadership and Its Dimensions Combined with Entrepreneurial Orientation

Dependent variable: entrepreneurial orientation				
Independent Variable	Dimensions	Pearson Correlation	Sig	N
Skillful Leadership	Overall	0.720**	0.000	120
	Open Leadership Behaviors	0.650**	0.000	120
	Closed Leadership Behaviors	-0.470**	0.000	120

Source: Prepared by the researcher based on SPSS: V23 outputs. N = 120

2. Testing the Second Main Hypothesis and Its Sub-Hypotheses

The second main hypothesis stated: "Skilful leadership (with all of its components) has no statistically significant impact on entrepreneurial orientation." According to Table 6, the estimated F-value between entrepreneurial attitude and skilful leadership is 66.50, which is higher than the tabulated F-value at a significant level of 0.000, less than 0.05, and indicates a 95% confidence level. The alternative hypothesis, which states that there is a statistically significant impact of skilful leadership (with its integrated dimensions) on entrepreneurial orientation, is accepted in light of this, and the null hypothesis is rejected. With a coefficient of determination (R²) of 0.51, it can be concluded that 51% of the changes in entrepreneurial orientation can be explained by the application of skilful leadership, with the remaining 49% being attributable to other factors not covered by the model. The calculated t-value for the regression coefficient was 8.10, which exceeds the critical value at the 0.05 significance level, verifying the slope coefficient's statistical significance. According to the slope coefficient value ($\beta_1 = 0.88$), there is an 88% increase in entrepreneurial orientation for every unit increase in skilful leadership.

a. Sub-Hypothesis (a) Test

This sub-hypothesis stated: “There is no statistically significant effect of open leadership behaviors on entrepreneurial orientation.” The calculated F-value was 60.840, which is greater than the tabulated F-value with a

significance level of 0.000, less than 0.05. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, confirming a significant effect. The R² value was 0.42, indicating that open leadership behaviors account for 42% of the variance in entrepreneurial orientation. The remaining 58% is due to other variables. The t-value for the slope coefficient was 7.81, which is greater than the critical value at a 0.05 significance level, indicating statistical significance. The slope coefficient ($\beta_1 = 0.78$) indicates that a one-unit increase in open leadership behaviors results in a 78% increase in entrepreneurial orientation.

b. Sub-Hypothesis (b) Test

This sub-hypothesis stated: “There is no statistically significant effect of closed leadership behaviors on entrepreneurial orientation.”

The calculated F-value was 29.38, greater than the tabulated F-value, with a significance level of 0.000, less than 0.05. Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted. The R² value was 0.22, meaning that closed leadership behaviors explain 22% of the variance in entrepreneurial orientation, while the remaining 78% is due to other variables not included in the model. The t-value was -5.63, which is more extreme than the critical value of ±1.96, confirming statistical significance. The slope coefficient ($\beta_1 = -0.65$) indicates an inverse relationship, where a one-unit increase in closed leadership behaviors results in a 65% decrease in entrepreneurial orientation. This confirms that closed leadership behaviors hurt entrepreneurial orientation.

Table 6: ANOVA Test Results and Measurement of the Effect of the Relationship between Skillful Leadership and Entrepreneurial Orientation

Dependent Variable: Independent Variable	Entrepreneurial Orientation		R ²	T		F	
	Beta	β_1		Calculated	Sig.	Calculated	Sig.
Skillful Leadership	0.75	0.88	0.518	8.10	0.000	66.50	0.000
Open Leadership Behaviors	0.72	0.78	0.422	7.81	0.000	60.840	0.000
Closed Leadership Behaviors	- 0.61	- 0.65	0.220	- 5.63	0.000	29.38	0.000

N: 120 $p \leq 0.05$

Source: Prepared by the researcher based on SPSS: V23 outputs.

Fourth Axis: Conclusions and Recommendations

First: Conclusions

1. Based on the responses of the research sample, it is evident that skillful leadership behaviors are among the key factors in enhancing entrepreneurial orientation in private secondary schools in Salah al-Din Governorate.
2. The surveyed sample showed a good level of interest in the skillful leadership variable, particularly in both open and closed leadership behaviors, recognizing them as important components of effective leadership.
3. The sample demonstrated a high level of attention and focus on the proactiveness dimension, as it is considered crucial for achieving entrepreneurial orientation. This was reflected in the average response value of 4.02, which exceeds the assumed mean of 3.
4. The sample also showed an acceptable level of interest in the innovativeness dimension as an essential element in achieving entrepreneurial orientation, ranking second with a mean response of 3.85, again above the assumed mean.
5. The results indicated a positive acceptance by the teaching staff regarding risk-taking, as the responses for this dimension exceeded the assumed mean, showing a reasonable level of willingness to take risks to achieve entrepreneurial orientation in private secondary schools.
6. A strong positive relationship exists between skillful leadership (in its combined dimensions) and entrepreneurial orientation. A significant positive correlation exists between open leadership behaviors and entrepreneurial orientation, while a significant inverse correlation exists between closed leadership behaviors and entrepreneurial orientation.
7. There is a clear and statistically significant impact of skillful leadership on entrepreneurial orientation in the schools under study.

Second: Recommendations

1. It is essential for private school administrations to give high priority to adopting and developing skillful leadership behaviors, especially by promoting openness and engaging teaching staff in school-related discussions.
2. Principals of the surveyed schools should focus on reinforcing both open and closed leadership behaviors, tailored to the specific circumstances of the teaching staff and the school environment.
3. School leaders should strive to build and enhance innovation and a creative climate that supports innovative behavior among the teaching staff, while also developing collaborative thinking skills to improve work performance.
4. It is crucial to appoint school principals with extensive administrative and educational experience to lead private schools effectively.
5. There is a need to develop the skills of the teaching staff to strengthen their innovation and creativity, which in turn contributes to enhancing their entrepreneurial orientation.
6. Efforts should be made to meet societal expectations regarding educational services by using advanced teaching tools that improve students' comprehension of scientific subjects, thereby reinforcing the school's entrepreneurial orientation.

7. It is important for secondary school principals to review the findings of this research as feedback on their current administrative performance.

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