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Developing Entrepreneurial Skills of Gifted Students in the Context of Teachers' Views

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Abstract: Entrepreneurship skills are among the basic skills that are in increasing demand today. Numerous studies have been conducted by education stakeholders to enhance this skill in students, and it is included in the curriculum as a basic competency. In this study, the objective is to evaluate the entrepreneurship skills of gifted students using teacher feedback. The research was conducted with a case study design, which is a qualitative research method. As part of the selection process, a case sampling technique was used, which is one of the purposive sampling methods. In the study group for this research, there are eight teachers, four females and four males, who represent different academic disciplines at the Science and Art Center in Zonguldak. The data for the study were collected using a semi-structured interview form that consisted of six questions. Analyzing the collected data involved employing the content analysis technique, summarizing the opinions of the teachers as themes and codes, while directly quoting some of the relevant views. As a result of the research findings, teachers have concluded that their preliminary knowledge of entrepreneurship is sufficient and they do various studies to develop these skills in their students; they believe that students will gain direct experiences in out of school learning environments; they stress the importance of the student's initiative, and they plan different learning environments for their students to improve their entrepreneurship abilities.
Keywords: *Entrepreneurial Skills, Science and Art Center, Gifted and Talented Students, Teachers' Viewpoints.*

1. INTRODUCTION

Entrepreneurship Education (EE) is a field for advancing and developing societies, a launching pad for economic development, social cohesion, organizational success, and enhanced diversity (Pittaway et al., 2020). Salkowitz (2010) believes that three factors will influence the global transformation in the 21st century: entrepreneurship, information and communication technologies, and the youth. In order to address this need, Entrepreneurship Education Programs (EEP) have increased exponentially across all continents in the last 20 years (Nieuwenhuizen et al., 2016). Higher education institutions face this situation, which plays a significant role in the promotion of local economic development because it integrates entrepreneurship as a function alongside education and research (Brás et al., 2017). In addition, since the early 1990s, entrepreneurship and innovation have increasingly found a home outside of the Business School (Thestrup & Robinson, 2016). Due to this shift, more students are now exposed to discursive expressions that appear to embody a more empowering set of goals and the broader definition appeals to both learners and instructors seeking to make meaning out of education and become activists in their own lives (Matlay et al., 2012). Ultimately, the instructors here have aimed for a broader definition of

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entrepreneurship, one that encompasses creating value for yourself and others. This is what motivates them to achieve an entrepreneurial mindset by becoming entrepreneurs (Thestrup & Robinson, 2016). It is equally critical that citizens adjust to this changing reality that may call for the development of new skills and knowledge, including the development of long-term vision, critical thinking, and interpersonal skills, which are particularly valuable for young people entering the workforce (Hillmann et al., 2018). Due to this, in the changing technological, political, and social environments of today, graduates must have more than just explicit and procedural knowledge (Peschl et al., 2021).

This research aims to make determinations about the development of entrepreneurship skills of gifted students according to the opinions of teachers. The paper is structured as follows. First, it provides a background to the use of game-based learning in entrepreneurship education and entrepreneurial skills development; it then explores the key features of gifted and talented students in entrepreneurship education, followed by an outline of the methodological framework of the study; and, finally, it presents the results and discusses areas for future research. To achieve the research's primary objective, the following subobjectives were explored.

1. In relation to the development of entrepreneurship skills in gifted students at Science and Art Centers (SAC), what are their strengths and weaknesses?
2. What is teachers' recommendation for the addition of a course, unit, or subject to the curriculum to facilitate the development of entrepreneurship skills of gifted students?
3. In teachers' opinion, what is the responsibility of gifted students in developing their entrepreneurial skills?
4. In what ways do teachers facilitate the development of entrepreneurial skills of gifted students?
5. What are some methods teachers use to prepare learning environments for gifted students to positively enhance such components as innovation, creativity, and risk-taking?
6. How do teachers foster the entrepreneurial skills of gifted students?

2. LITERATURE REVIEW

2.1. Entrepreneurship Education and Entrepreneurial Skills Development

Entrepreneurship education aims to develop students' mindsets, behaviors, skills, and capabilities, which will create the entrepreneurs of the future (Chang & Rieple, 2013). Researchers argue that first, curricula must be changed, and second, teaching and learning methodologies must be improved in order to achieve entrepreneurship education objectives (Southern & Jones, 1991). Taking a broader view of entrepreneurship education, Byabashaija and Katono (2011) suggests that entrepreneurship education should contribute to the advancement of creative abilities such as flexibility, creativity, and conceptual thinking. Educational institutions can show young people how to apply creative and innovative thinking to their daily lives and bring them a sense of experience as well (Peschl et al., 2021). In a study, after reviewing the literature on entrepreneurial education, the researchers identify non-entrepreneurs, what they call entrepreneurship-thinker and a pedagogical approach is discussed to develop seven skills essential for entrepreneurial education. These skills include

problem-solving, tolerance for ambiguity, empathy, creativity with limited resources, responding to critical feedback, and teamwork approach (Peschl et al., 2021). These qualities can also be developed during the early years of life (Chell et al., 1991). As an academic discipline, entrepreneurship education has evolved from traditional teaching methods such as lectures, case studies, and tutorials to modern, experience-based methods (Solomon et al., 1994). It remains, however, a challenge to entrepreneurship educators how to deliver the desired outcomes using the appropriate teaching and learning environments and approaches (Herrmann et al., 2008). Additionally, this pertains to gifted and talented students in their pursuit of entrepreneurial education.

2.2. The Development of Entrepreneurial Skills and Innovation Among Gifted and Talented Students

As a psychological feature of the individual, Koh (1996) equates entrepreneurship with their need for achievement, locus of control, willingness to take risks, tolerance for uncertainty, self-confidence, and creativity. Furthermore, in order to succeed as an entrepreneur or in the 21st-century workplace, you need entrepreneurship skills that include analytical problem solving, innovation and creativity, self-direction and initiative, flexibility and adaptability, critical thinking, information literacy, and communication and working together (World Economic Forum, 2016). Based on the research findings, it's more important than ever to foster creativity through education in the 21st century, and invention-gifted education is one approach that fosters creativity and develops invention ability (Lee, 2016). The concept of giftedness is difficult to define across different contexts. Borland (2005) claimed that the definition of giftedness changed with the perspective, goals, and opinions of a school, region, or country based on the concept of "geographical giftedness". Addressing the focus features from a societal perspective and considering the viewpoints of the people involved will be very beneficial However, the primary objective of the description should be to align with the objectives of the program that students will be attending. Among the features which have emerged as hallmarks of gifted students include intellectual quickness, effective use of numbers, creativity, spatial ability, language proficiency, problem-solving skills, reasoning capability, strong memories, moral judgment, and sensitivity (Maker & Nielson, 1996). A gifted student enjoys the process of generating new ideas and exploring possible solutions to problems. Gifted students also demonstrate characteristics that have similarities with those of successful individuals in the fields of entrepreneurship and innovation, such as developing ideas and implementing them (Shavinina, 2012). Entrepreneurial talent is characterized by several interconnected characteristics including perseverance, optimism, early exposure to challenges, competitiveness, flexibility, and independence of thought and action (Shavinina, 2008). Even though invention education and the development of entrepreneurial skills has many challenges, when it is comprehensive and systematic, it has the benefit of enhancing young people's abilities to think and create as well as developing critical thinking, creative self-efficacy, and psychosocial skills so that teachers must have the relevant expertise to teach and guide gifted students for their full potential to be reached (Lee, 2016).

2.3. Teaching The Gifted: Personal Characteristics of Effective Teachers

Gifted students have unique characteristics and specific needs documented by researchers (Feldhusen & Huffman, 1988). The accelerated and enriched learning experiences required by gifted students rely on their precocity, complexity, and intensities (Van Tassel-Baska, 2003). In addition, educators tasked with the development of gifted students' academic skills are provided with appropriate training so that these needs can be addressed (Hansen & Feldhusen, 1994). Effective teaching practice includes curricular differentiation so that teachers can concentrate on factors such as students' readiness levels, interests, and preferences. (Tomlinson, 1999). Teachers can assist gifted students in developing their self-efficacy, motivation, and skills by being a facilitator of learning and assisting them in developing the skills and talents necessary to be successful (Lockhart, 2019). It was noted that facilitators of learning provided for positive and close physical relationships that foster gifted children's learning, had high quality and quantity verbal interactions, were flexible with their use of time and schedule according to students' needs, suggested creative supports to increase children's independent learning, and suggested appropriate environmental supports to enhance children's learning (Story, 1985). Based on the research and literature, gifted learners are most influenced by their teachers (Whitlock & DuCette, 1989). Teachers play an important role as operators, central decision-makers, and facilitators in shaping the level and content of education (Ruskovaara & Pihkala, 2014). These findings apply to the development of entrepreneurial skills and innovation among gifted and talented students.

3. METHODOLOGY

3.1. Method

The purpose of this study was to develop entrepreneurial skills among gifted students in the context of teacher opinions. The case study design used in this study is one of the patterns of qualitative research. An objective of the case study is to determine the reasons for certain decisions, the methods used to implement them, and the outcome (Yin, 2003). Merriam (1998) asserts that case studies should describe and analyze phenomena, entities, or units holistically. In this study, the case study approach was chosen, as the purpose was to analyze the effectiveness of SACs for gifted students and to discover how SACs affect the development of entrepreneurship skills among gifted students.

3.2. Participants

The study group was selected using a case sampling method, which is among the purposive sampling methods. The purpose of this sampling method is to provide speed and practicality to the research, enabling the researcher to choose a situation that is nearby and easily accessible (Yıldırım & Şimşek, 2000). This research involved the participation of eight teachers at SAC. Our attention was drawn to the fact that the teachers worked in different academic fields. Table 1 presents demographic information on teachers.

Table 1. *Demographic Information on Participants*

Teacher	Academic Field	Gender	The Year of Service	Degrees Awarded
T1	The Turkish Language Lesson	Male	11-15 Years	Bachelor's Degree
T2	Mathematics for Elementary School Students	Female	6-10 Years	Bachelor's Degree
T3	Physics	Male	16 Years and Over	Bachelor's Degree
T4	Psychological Counselling and Guidance	Female	11-15 Years	Bachelor's Degree
T5	Social Studies	Male	11-15 Years	Bachelor's Degree
T6	Classroom	Female	16 Years and Over	Master's degree
T7	Physical Science	Male	16 Years and Over	Bachelor's Degree
T8	The English Language Lesson	Female	16 Years and Over	Master's Degree

Based on Table 1, four of the participants in the study were female (50%), four were male (50%); four teachers have 16+ years of experience (50%), three teachers have 11-15 years of experience (37.5%), one teacher has 6-10 years of experience (12.5%); six teachers have earned bachelor's degrees (75%), and two teachers have earned graduate degrees (25%). According to Creswell (2020), "the number of individuals and sites should be included in the sample may vary from study to study" and "although it may be possible to work with just a single individual or site, this number may vary between 1 to 40" (p. 271). As a result, the number of teachers involved in the study was determined to be adequate to achieve satisfactory results.

3.3. Data Collection Tools

In the present study, a semi-structured interview form consisting of two parts was used to collect data. The first part of the interview form asks teachers to submit their personal information so that demographic information can be collected. The personal data form includes information such as academic discipline, gender, number of years of service, and graduation status. In the second phase of the data collection tool, there is a semi-structured interview form consisting of 6 questions. Researchers created an interview form that contained 15 questions based on a literature review. The questions, which were prepared to be asked to teachers, were consulted with the experts in the field of special education and educational sciences and based on their opinions, six interview questions were developed. Following is a list of the questions included in the semi-structured interview form.

1. In relation to the development of entrepreneurship skills in gifted students at SACs , what are their strengths and weaknesses?
2. What is your recommendation for the addition of a course, unit, or subject to the curriculum to facilitate the development of entrepreneurship skills of gifted students?
3. In your opinion, what is the responsibility of gifted students in developing their entrepreneurial skills?
4. In what ways do you facilitate the development of entrepreneurial skills of gifted and shy students?
5. What are some methods you use to prepare learning environments for gifted students to positively enhance such components as innovation, creativity, and risk-taking?
6. How do you foster the entrepreneurial skills of gifted students?

3.4. Data Collection

During the fall semester of the 2021-2022 academic year, research data were collected from teachers working at SAC. In advance of the data collection, the teachers were briefed about the interview. After the explanation was given, the interview forms were presented to the teachers who wanted to participate in the study voluntarily, and they were asked to answer the questions in the interview form. There was time for the teachers to answer, and explanations were provided for feedbacks to obtain detailed responses. Interview forms were collected from the teachers following the interview, which lasted approximately two hours.

Study participants were considered to be equally divided between males and females in terms of gender distribution. Teachers with 1 to 5 years of service could not be contacted. The reason for that is the requirement that candidates for employment in SACs should have at least three years of professional experience (Ministry of National Education (MOE) , 2021).

3.5. Data Analysis

In the analysis of the opinions of teachers, the content analysis method was employed. A content analysis aims to identify similar information in the form of certain concepts and themes and present it in a way that readers can understand (Çepni, 2014). Researchers extracted codes from the collected data to begin the data analysis process. Each researcher extracted and compared separate codes. It was decided to include the codes which were agreed to in the scope of the study, but not to include those which were deemed inappropriate. Using these codes, themes were formed by making sense of them. A code such as "T1, T2, and T3" with the initials of the word "Teacher" and a number was assigned to each interview form to prevent the opinions of the teachers from being confused during the data analysis.

3.6. Data Validity and Reliability

To ensure the validity and reliability of a qualitative study, it is critical to be objective in the data collection, data analysis, and data interpretation processes, as well as considering all stages of the study thoroughly (Özdaş & Çakmak, 2018). In order to enhance the validity of the study, the methodology of the research was discussed in detail, the findings were presented in tables, an objective approach was taken at every stage of the study and direct quotations from the teacher were provided.

3.7. Ethics Committee Approval

For the purpose of the research, the data collection process was launched following approval from the Scientific Research and Publication Ethics Committee of the Mardin Artuklu University.

4. FINDINGS

4.1. Results and Interpretations Related to the First Sub-objective

The following table summarizes the views of the teachers regarding the question, "In relation to the development of entrepreneurship skills in gifted students at Science and Art Centers, what are their strengths and weaknesses?" which was the first sub-objective of the study.

Table 2. *Views on the Strengths and Weaknesses of SACs*

Theme	Code	*f*
Strengths	Prioritizing wishes and needs (T1, 3, 4, 6), Opportunities for project-based learning (T3, 5, 6), Providing individual assistance (T2, 3, 4), Developing time management skills (Ö3, 5), Support from peers (T3), Enhancing students' perceptions (T7, 8), More time on hand (T2), Work with a wide range of tasks (T4, 6), Providing support for entrepreneurial activities (T8)	19
Weaknesses	Overseeing the risk management process (T3, 4), Entrepreneurship-related facts are not included in this process. (T3, 6), Partial continuation of traditional educational activities (T1, 4), Students attend classes in the evening (T5), Having difficulty reaching interaction areas (T6, 7)	9
Total		28

As Table 2 reveals, the views of the teachers are characterized by two themes, namely, strengths (f=19) and weaknesses (f=9), as well as 28 codes. This theme brings to the forefront the code of emphasizing the wishes and needs in the theme of strengths (f=4). Taking into account the main purpose and first sub-purpose of the study, we can understand that the wishes and needs of the students should be taken into account within the development of entrepreneurial abilities of the gifted students. In fact, when the wishes and needs of gifted students are met in SACs, it can be easier for them to divulge their current potential and discover their talents (Kır & Akbaşlı, 2021).

The following are some of the teacher's views on the strengths and weaknesses of the SACs for the development of entrepreneurial skills in gifted students.

A view on the theme of strengths:

> *Invention, creativity, innovation, planning, organization, as well as concepts such as planning, time management, setting goals, and creating an organization chart in the project process, is compatible with the activity and project-based studies in the Science and Art Centers appear as strengths in terms of developing students' entrepreneurial skills* (T3).
>
> *There is an entrepreneurial spirit among students. The SACs support this spirit as well as their inner talents* (T8).

A view on the theme of weaknesses:

> *Classes are conducted in the evening and students are generally tired* (T5).
>
> *Their weaknesses include lack of self-confidence, underestimation of their potential, and reluctance to speak in public* (T6).

4.2. Results and Interpretations Related to the Second Sub-objective

The following table summarizes the views of the teachers regarding the question, "What is your recommendation for the addition of a course, unit, or subject to the curriculum to facilitate the development of entrepreneurship skills of gifted students?" which was the second sub-objective of the study.

Table 3. *Views on Recommended Courses, Units, and Topics*

Theme	Code	*f*
Activity	Creating an out-of-school learning environment (T4, 6, 7), Creating a financial plan (T3, 6), Practicing speed-reading (T1), Creative dramatics (T1, 2), Workshop among students (T2), The development of affective skills (T4), Parent education (T7)	11
Topic	Calculation of the cost (T3), Formulate a budgetT3, 6), Marketing strategies (T3), Media literacy (T1, 5)	6
Course	Courses that teach critical thinking skills (T8), A course in media literacy (T5)	2
Total		19

As shown in Table 3, the opinions of the teachers consist of three themes and 19 codes, including activity (f=11), subject (f=6), and lesson (f=2). These themes are examined and the code for creating out-of-school learning environments (f=3) in the activity theme emerges. In a classroom environment, students are constantly educated and this constrains their ability to transfer knowledge into practice. Out-of-school learning environments allow students to put their theoretical knowledge into practice.

Listed below are a few observations from the teachers regarding the course, unit or subject recommended to be added to the curriculum for developing entrepreneurial skills among gifted students.

A view on the theme of activity:

> *There may be some time scheduling outside of the school day. The education of parents should be included in this process* (T7).
>
> *Adding activities in which students will actively participate would be beneficial. As well as teachers, students can benefit from workshops* (T2).

A view on the theme of topic:

> *My recommendation as a Turkish teacher is that students should receive support in the form of speed reading, creative dramatics, self-expression skills, and media literacy* (T1).
>
> *The student can be exposed to more production-oriented topics, enhancing his or her potential. Self-branding activities can be increased. Experiences can be added to enable her to express herself in different environments* (T6).
>
> A view on the theme of the course:
>
> *The critical thinking skills course should be added to the curriculum* (T8).

4.3. Results and Interpretations Related to the Third Sub-objective

The following table summarizes the views of the teachers regarding the question, "In your opinion, what is the responsibility of gifted students in developing their entrepreneurial skills?" which was the third sub-objective of the study.

Table 4. *Views regarding Student Responsibilities*

Theme	Code	*f*
Skills	Strive to initiate new initiatives (T1, 4, 5, 6), Set goals (T1, 3), Have an innovative mindset (T5), Have a creative mind (T5), Cooperate with others (T4, 5), Respect for differences (T2, 5), Managing time effectively (T7), Possess the ability to express themselves freely without hesitation (T2, 6, 8), Must be able to take responsibility (T6)	17
Cognitive Processes	Following the instructions of teachers (T3), Staying up-to-date with technology (T1), Ability to conduct scientific research (T1, 7), Be able to follow personal development (T4, 7)	6
Total		23

Table 4 reveals that teacher opinions consist of two themes which are skills (f=17) and cognitive processes (f=6), along with 23 codes. Examining these topics, the code of striving for initiatives in the skills theme (f=4) becomes apparent. Entrepreneurship education is generally viewed as a middle path between the teachable and unteachable aspects of entrepreneurship (Azim & Al-Kahtani, 2014). In Miller's view, educators can't teach all aspects of entrepreneurship, and can't come up with foolproof, step-by-step methods to succeed as an entrepreneur (1987). Despite teachers' efforts to teach students this skill, progress cannot be achieved unless students also attempt to learn it. Students should make an effort to acquire this skill. Kourilsky and Carlson (1996) asserted that learners have to cope with the consequences of their decisions as part of enterprise education programs. Therefore, the student must be actively involved in the process.

Here is a list of some of the teacher's views regarding the responsibilities of students with respect to the development of entrepreneurial skills in gifted students.

A view on the theme of skills:

> *Must be innovative, creative, know teamwork, be dynamic, and respect differences* (T5).
>
> *They should not be afraid of making mistakes, and they should be willing to express different opinions without being intimidated* (T2).

A view on the theme of cognitive processes:

> *By efficiently utilizing the benefits of technology and the advancement of the age, they should begin their initiatives for the jobs they dream of as soon as possible. They should be familiar with the steps and methods of scientific research* (T1).
>
> *The student must be aware of time management, use the right resources, and engage in activities that are conducive to their development* (T7).

4.4. Results and Interpretations Related to the Fourth Sub-objective

The following table summarizes the views of the teachers regarding the question, "In what ways do you facilitate the development of entrepreneurial skills of gifted and shy students?" which was the fourth sub-objective of the study.

Table 5. *Views on Opportunities Provided for Shy Students*

Theme	Code	*f*
Cognitive skills	Capacity to express ideas (T2, 3, 5, 7, 8), Guiding to solve problems (T3, 4), The teaching of technical skills (T3, 6), The development of critical thinking skills (T4)	9
Affective Skills	Organizing incentive activities (T2, 3, 4), Encouraging (T3, 6, 7), Providing opportunities for dialogue (T1, 4, 7)	9
Social Skills	Establishing a democratic learning environment (T2, 3, 5, 8), Perform creative drama activities (T1, 2, 4, 5), Encouraging the participation in debates (T1, 4, 6), Give priority to cooperation (T5)	11
Total		29

As Table 5 indicates, the opinions of teachers appear to be based on three major themes, namely cognitive skills (f=9), affective skills (f=9), and social skills (f=11), and there are also 29 codes. As these themes are examined closely, the code of capacity to express one's ideas, which is found in the cognitive skills theme (f=5), emerges. Teachers are among the most important elements that enable individuals to change their behavior in the desired direction (Ozdas & Agasoylu, 2021). The teacher is a significant factor in the change of reluctant students' behaviors (Kalutskaya et al., 2015). Through suggestions, encouragements, and support given by the teacher to the students inside and outside the classroom, the shy behavior of the students can be reduced over time. As a result, a teacher's creation of a democratic environment in which thoughts and expressions are respected might facilitate the development of entrepreneurial skills that are typical of shy students.

Here are some of the teacher's views on the opportunities provided to gifted and shy students for the development of entrepreneurial skills.

A view on the theme of cognitive skills:

> *I ask them to prepare simple presentations. In order to assist them in overcoming their shy behavior, I am creating a brand and asking them to publicize it* (T6).
>
> *Through teamwork, I allow her to become more familiar with herself. The importance I place on collaboration is created by creating an environment that supports and utilizes diversity. I allow them to develop their creativity* (T5).

A view on the theme of affective skills:

> *My objective is to encourage them and improve their expressive abilities* (T7).
>
> *With the aid of movies and books, I assist shy students in expressing themselves and developing critical thinking skills* (T4).

A view on the theme of social skills:

> *In this regard, I use drama activities in my classroom. Students are required to make speeches both prepared and unprepared. In my classes, I try to include activities such as debates and games* (T1).

> *My goal is to listen to their opinions, give them time and seek their ideas. Additionally, I play games and participate in activities in accordance with their requests* (T2).

4.5. Results and Interpretations Related to the Fifth Sub-objective

The following table summarizes the views of the teachers regarding the question, "What are some methods you use to prepare learning environments for gifted students to positively enhance such components as innovation, creativity, and risk-taking?" which was the fifth sub-objective of the study.

Table 6. *Views on Prepared Learning Environments*

Theme	Code	*f*
Concrete situations	Students participating in an activity (T1, 2, 3, 5, 6), Performing a profit-and-loss analysis (T3), Providing training on project preparation (T3, 7), Making use of Web 2.0 tools (T6), Presenting role models (T1), Participating in drama activities (T4)	11
Abstract situations	Considering individual differences (T3, 4, 8), Providing support for their work (T7), The development of thinking skills (T4), Developing a positive self-concept (T7, 8)	7
Total		18

The analysis of Table 6 reveals that teachers' opinions consist of two themes such as concrete environments (f=11) and abstract environments (f=7) and also 18 codes. A close examination of these themes indicates that the code "Students participating in an activity" (f=5) appears in the theme of the concrete situation. Teachers provide a wide array of activities for the students regularly, which enriches their lives and reveals their hidden talents. The activities allow students to discover themselves in learning environments by doing and experiencing. In contrast to traditional educational practices, constructivist education emphasizes the importance of student involvement in the education process (Grabinger & Dunlap, 1995).

This presentation provides an outline of a few of the views presented by teachers concerning learning environments designed for gifted students to increase their components such as innovation, creativity, and risk-taking.

A view on the theme of concrete situations:

> *I prepare classroom environments that handle issues such as benefit/cost analysis in the products or designs that students will present by emphasizing that there is more than one solution to the problem in project-based learning and similar studies. As a teacher, my goal is to help students understand the innovative character of a project concerning similar projects and to enable them to make inferences about the results in light of their knowledge and prior experiences* (T3).

I am preparing learning environments in which students will utilize Web 2.0 tools to learn by doing (T6).

A view on the theme of abstract situations:

I assure each of them that they have a right to speak (T8).

As a teacher, I value the work of students and assist them in determining the right and wrong activities that will benefit their personal growth (T7).

4.6. Results and Interpretations Related to the Sixth Sub-objective

The following table summarizes the views of the teachers regarding the question, "How do you foster the entrepreneurial skills of gifted students?" which was the sixth sub-objective of the study.

Table 7. *Views on Highlighting Entrepreneurial Skills*

Theme	Code	*f*
Cognitive Dimension	I am seeking information about products and designs (T1, 2, 3, 6), My role involves leadership (T1, 4, 8), Engaging students in social responsibility projects (T4, 6), Enhancing students' communication skills (T4, 8)	11
Technical Dimension	In educational environments, the priority is given to learning by doing and experiencing (T2, 4, 5, 6), Applying the brainstorming technique (T3), Applying the Q&A technique (T3, 5), Performing STEM activities (T7), Planning and executing scientific projects (T2, 7)	10
Total		21

Table 7 illustrates that teachers' opinions consist of two dimensions as cognitive (f=11) and technical (f=10), as well as 21 codes. Upon examination of these themes, the code of seeking information about products and designs in the cognitive dimension (f=4) becomes apparent. The development of entrepreneurial skills may take longer than other skills. In fact, it is important to determine the extent to which the student or individual can develop such skills and whether they are willing to demonstrate them. Individuals who are internally controlled are more likely to develop this skill spontaneously, while individuals who are externally controlled require assistance to develop this skill. At this stage, gifted students may require additional support from their teachers. Teachers use a variety of methods and techniques in order to bring out the entrepreneurial skills of their students. A simple attempt to provide support and a voice can sometimes ignite the students' energies. Teacher-student interaction can lead to a divine melodrama effect that will stimulate the entrepreneurial spirit.

Listed below are some of the teacher's views on ways to reveal the entrepreneurial skills of gifted students.

A view on the theme of cognitive dimension:

While on trips and participating in activities, I listen to their thoughts. The time I devote to them allows them to get ideas, I play games and do activities following their requests (T2).

> *I work with students to help them to work on patents, utility model registrations, and designs. My responsibilities at SAC include leading workshops such as those related to creative drama and woodworking* (T1).

A view on the theme of technical dimension:

> *As a way of revealing the entrepreneurial skills of gifted students, I generally rely on creative drama, the six thinking hats method, and active learning* (T5).
>
> *I conduct STEM activities and research projects to uncover students' entrepreneurial skills* (T7).

5. RESULTS AND DISCUSSION

Entrepreneurship skills are among the basic skills that are in increasing demand today (Vakili et al., 2017). The concept is typically associated with economic subjects and has not been given a lot of attention in the educational process (Delinesheva, 2019). However, educational activities reflect a changing and developing human perception as well. A natural consequence of this is the addition of basic competencies to the curriculum updated by the Ministry of National Education, and one of these activities involves the development of entrepreneurial skills (MOE, 2010). In this way, it can be seen that the value of entrepreneurship is gradually increasing within educational activities.

Among the strengths of SACs, teachers pointed out that they offer project-based learning opportunities, provide individual support to students, and recognize the needs of gifted students. Teachers described the weaknesses as risk management being overlooked, the omission of entrepreneurial aspects, and a partial continuation of traditional educational activities. Education programs in SACs consist of the same basic courses as other formal education levels and types (MOE, 2006). As a result, different courses related to areas such as entrepreneurship skills are not systematically addressed in SACs. In the meantime, the transfer of entrepreneurship skills to gifted students remains the responsibility of teachers. Educators should ensure that entrepreneurial skills are incorporated into curriculums in the classroom and during extracurricular activities. In the opinion of teachers, students will gain direct experiences with out-of-school learning environments that will help them develop their entrepreneurship skills. The entrepreneurial skill is suited for development and enrichment with practical experience due to its structure based on practice rather than theory (Heinonen & Poikkijoki, 2006). As part of their research, Baysal and Ozkul (2009) examined the frequency of entrepreneurship and entrepreneurial expressions in five Turkish and five social studies textbooks and found that only the fifth-grade social studies textbook contained references to entrepreneurship and entrepreneurial expressions, as well as an example of entrepreneurship. Cagritekin (2021) determined, in his examination of secondary school Turkish textbooks, that entrepreneurship skills were evident in reading activities and that these activities were compatible with texts and Turkish lesson objectives. However, the author concluded that these activities were not directly compatible with entrepreneurial skills because they were lacking in terms of production, idea, risk, and innovation (Çağrıtekin, 2021).

Entrepreneurship is a skill that can be learned both through individual activities and by observing the environment (Aldrich & Martinez, 2007). In some cases, the individual will have the opportunity to develop this skill, while in other cases, she will face obstacles. However, while the primary responsibility for developing the entrepreneurial skills of gifted students rests with the students, educational activities can be supportive of the development of these skills. Teachers who participated in the current study believe that when it comes to teaching gifted students entrepreneurial skills, the students should demonstrate initiative, set goals, follow their teachers' instructions, and fulfill responsibilities such as staying up-to-date with technology. Generally, entrepreneurial giftedness is characterized by some interrelated qualities such as perseverance to succeed, competitiveness, creating and implementing real-life projects, and generating new ideas (Shavinina, 2008).

Examining the teachers' opinions on the opportunities available to shy students, it's shown that they offer the students lots of different activities such as expressing their thoughts, offering guidance, teaching technical skills, organizing incentive activities, creating an inclusive environment, and using drama in the classroom. According to the views, the teachers are trying to improve the entrepreneurial skills of their students with different activities and plans. Teachers of elementary school reported adopting support, praise, and reinforcement strategies to help students feel more comfortable in the classroom when interviewed about their coping strategies (Coplan et al., 2011). Despite this, there are certain viewpoints, such as brand building, which have been determined to have a different dimension than educational activities.

Based on the findings of this study, it was concluded that teachers should try to foster positive characteristics in their gifted students through creating different learning environments such as activities, project preparation training, considering individual differences, and promoting a positive self-perception. Life experiences lead to a change in perspectives and ways of thinking about life as individuals acquire new experiences (Savickas et al., 2009). It is important to provide children with a variety of experiences, particularly those that are growing up. As a result, individuals are impacted by their experiences in terms of their thoughts and perceptions. The teachers, who are aware of this situation, prepare and offer students different learning environments that encourage the development of entrepreneurship skills. In their research, Selanik, Ay, and Acar (2016) concluded that drama is one of the most commonly used teaching methods in entrepreneurship education. As for Bacanak (2013), he summarized his research in which he concluded that experimentation, drama, group work, and interview techniques were effective in developing entrepreneurial skills.

Every individual possesses entrepreneurial skills to a greater or lesser extent. It is unlikely to emerge and develop at the same level (Shepherd & Douglas, 1997). In some cases, an individual's efforts are sufficient to reveal entrepreneurial skills, while in other cases, support is required. In facilitating the development of entrepreneurship skills in gifted students, teachers provide them with opportunities, such as asking for information about products and designs, assuming leadership responsibilities, experiencing things for themselves, applying the question-answer method, and completing scientific projects. Similarly, the study of Seikkula-Leino, Ruskovaara, Hannula, and Saarivirta (2012) suggests that group work,

cooperative learning, project-based learning, problem-based learning, field trips, peer learning, and inviting entrepreneurs to schools can help students develop entrepreneurship skills. In their research, Eroğlu and Deveci (2021) determined that teachers organize planned activities to achieve their students' goals of gaining entrepreneurship skills. In an experimental study on students in the fourth grade of primary schools, Akyar (2021) found that STEM education positively affects students' entrepreneurial skills.

According to the teachers' views, the preliminary knowledge of entrepreneurship of the participants was at a sufficient level, and they conducted multiple studies in order to develop these skills in their students. This research also reveals that there is a wrong perception of entrepreneurship skill in society and in educational activities since entrepreneurship is generally associated with the economy.

In spite of the increased attention given to entrepreneurship skills among students in recent years, teachers and students are finding it difficult to adapt entrepreneurship skills to their everyday lives because systematic studies of this skill are lacking. Observing the curricula published by the Ministry of National Education, it is apparent that entrepreneurship skills are a part of the core competencies (MOE, 2017). Although limited data is available in textbooks and other parts of curricula on entrepreneurship.

6. RECOMMENDATIONS

In light of the findings of this study, the following recommendations are made. The textbooks should include more entrepreneurship topics and activities. Education plays a significant role in the development of entrepreneurial skills. This is, in fact, a skill that has a direct impact on the economy. It is possible to emphasize both classroom and extracurricular studies related to entrepreneurship. Researchers can conduct studies examining entrepreneurial skills in various disciplines. Seminars on entrepreneurship skills may be offered to teachers as part of in-service training. The literature review indicates that entrepreneurship skills are generally incorporated in social studies or science subjects. A study of entrepreneurship skills for other subjects would add to the literature.

7. ABOUT THE AUTHORS

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