

TURKISH BUSINESS ADMINISTRATION STUDENTS' ENTREPRENEURIAL VISION**Prof. Yahya FİDAN (Ph.D.)** **Asst. Prof. Sertaç ERCAN (Ph.D.)** **ABSTRACT**

Entrepreneurial activities have a social aspect, such as providing solutions to social needs and problems, as well as macro-economic benefits like contributing to the country's economy. Therefore, entrepreneurship attracts attention of not only individuals but also private and public sectors.

This study aims to investigate individuals' views about their perspective on entrepreneurship and entrepreneurial vision and to compare such views with their entrepreneurial tendency levels. The study mainly explores undergraduate business administration students' views on entrepreneurship education and makes suggestions for the improvement of entrepreneurship education and for its more effective implementation. To this end, students studying business administration at 37 different universities in Turkey were reached using the simple random sampling method, and analyzes were carried out with 602 questionnaires.

The analysis results indicate that individuals with high entrepreneurial tendency need guidance to engage in efficient and productive activities while those with low entrepreneurial tendency need a right entrepreneurial vision. As a result, the study highlights the importance of entrepreneurship education to meet both needs.

Keywords: *Entrepreneurship, Entrepreneurial Tendency, Entrepreneurship Education, Entrepreneurial Vision*

Jel Classification: *A20, L26, M10*

1. INTRODUCTION

The subject of entrepreneurship attracts attention both because it contributes to the development of the country's economy and because it offers individuals the opportunity to differentiate from their competitors, earn high profits, contribute to society, and do the job they love (Scarborough, 2014: 9-12). This interest manifests itself as incentives and trainings in governments and organizations, as scientific research in academia, and as entrepreneurial activities among individuals (Gutterman, 2016:

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1). The bigger is the number of entrepreneurs in a society, the more developed it is. The reason why South Korea has an economy almost 10 times stronger than Ghana today while they had approximately the same GNP (gross national product) in the 1960s (Werlin, 1991) is the former's investment in entrepreneurship. Although entrepreneurship is an activity that is given importance by many governments and organizations today, some societies and civilizations in the past also placed emphasis on being an entrepreneur and production and trade with labor – even though the word entrepreneurship was not used as a concept. For example, production, work, and labor have always been praised and encouraged in Islamic economics. The fact that many of the prophets engaged in production based on labor and the Prophet Muhammad was personally involved in trade is among the foremost indicators of this understanding (Buhârî, 15; Gümüştekin, 2021: 60) In this context, Prophet Muhammad's (SAWS) sayings, "Nine-tenths of the sustenance is in commerce and courage" (İbn Hacer el-Askalânî) and "No one has ever eaten a meal better than that by his/her labor" (Buhârî; Ahmed b. Hanbel, Müsned)" shows the importance given to entrepreneurship in Islamic society.

Entrepreneurship is a very comprehensive and detailed subject, and the present study addresses entrepreneurship within the context of the reasons underlying individual entrepreneurial tendencies and the factors affecting individuals' entrepreneurial attitudes. Previous academic research reveals that entrepreneurial tendency is shaped by demographic characteristics such as education, gender, age, and work experience, particularly personal traits, besides environmental factors. It is also stated that the direction of entrepreneurial tendency changes due to negative reasons such as working in the wrong job, being excluded by the society, and lack of job satisfaction and positive reasons such as using new job opportunities (Thomas & Mueller, 2000: 290-291). The education methods applied, the incentives given, and the country's socio-cultural structure prone to entrepreneurship should be considered together, and an environment where entrepreneurial enthusiasm can be developed should be created.

This study aims to determine the entrepreneurial perspectives and entrepreneurial tendency levels of Turkish business administration students. To this end, the participants' views on entrepreneurship, starting a business, courage, decision-making, self-confidence, and entrepreneurial enthusiasm (desire to contribute to one's society and humanity) are examined, and a comparison is made with their entrepreneurial tendency levels. By publishing the research in English, it is aimed to provide a wider contribution to the literature on entrepreneurial perspective of Turkish students and to facilitate international researchers' access to information on the subject.

The study highlights the importance of entrepreneurship education for having a right perspective on entrepreneurship and improving entrepreneurial tendency. The study found that allowing individuals with high entrepreneurial tendency to engage in efficient and productive activities and providing those having low entrepreneurial tendency with a right entrepreneurial vision are closely associated with the effectiveness of entrepreneurship education.

1. THEORETICAL BACKGROUND

1.1. Factors Affecting Individuals' Entrepreneurial Attitudes and Entrepreneurial Tendency

There are many factors that reveal entrepreneurship and entrepreneurial tendency in an individual. These factors are the traits of the individual, especially entrepreneurial personality traits, demographic factors, and environmental factors. Age, gender, and education are among demographic factors; locus of control, risk taking, tolerance of uncertainty, and values are among factors related to personality traits; and social environment, role models, work experience, and entrepreneurs in the family are examples of environmental factors (Güler, 2010: 10; Hisrich & Peters, 1998: 70; Zhao et al., 2010). All these factors have a positive or negative effect on an individuals' entrepreneurial attitudes. In this regard, the society's having a good entrepreneurial climate means public decision-making authorities' developing positive entrepreneurial attitudes and thus an increase in the number of entrepreneurs.

Entrepreneurial tendency, which is also described as the ability to be entrepreneurial, is regarded as a prominent factor in determination of the entrepreneurial character of individuals (Özden et al., 2008). Many studies and approaches have been introduced to analyze what traits and factors make some individuals more entrepreneurial than others. These approaches can basically be classified as follows (Bridge et al., 1998: 59):

- Personality theories that consider the traits of individuals making them prone to entrepreneurship.
- Psycho-dynamic approaches to the entrepreneurial personality, social psychological approaches that take into account the context in which the individual operates, and owner typologies addressed within the context of different types of small businesses.
- Approaches within the scope of behavioral theories.
- Economic approaches.
- Sociological approaches.
- Integrated approaches consisting of multiple theories and approaches.

These definitions and scopes show that entrepreneurial tendency and entrepreneurial attitude are related to more than one and different factors. Therefore, entrepreneurial tendency can be defined as the state of determination and willingness in the individual formed by the combination of many individual and environmental factors (Şen & Aslan, 2017: 1849). This definition corresponds to the theme that we refer to as entrepreneurial enthusiasm, which constitutes the main source of the individual's entrepreneurial thought. In this context, entrepreneurial enthusiasm is a feature that is affected by the environment as well as the personality traits of the individual.

The emergence, development, and regulation of entrepreneurial tendency is possible with a combination of different components (Fidan et al., 2021: 513; Zain et al., 2010). Among these components, the leading one is the educational and entrepreneurial ecosystem (Huang et al., 2020: 2). It is known that encouraging university students to entrepreneurship has positive effects on entrepreneurial tendency

(Wang & Wong, 2004: 163). According to Kuratko and Hodgetts, understanding entrepreneurship requires both macro and micro perspectives. In the macro approach, the environment, financial resources, and (ethnic, economic, or religious) displacements (migration) play an important role, while the personal abilities of the entrepreneur come to the fore in the micro approach (Kuratko & Hodgetts, 2001, cited in Özel, 2018: p. 153). In brief, only a good entrepreneurial environment and right education can reveal the entrepreneurial tendency in individuals and make them develop positive entrepreneurial attitudes.

1.2. Entrepreneurship and Education

It is important to have knowledge of the personality traits, demographic characteristics, and entrepreneurial tendencies of individuals to guide them to entrepreneurship and to ensure that they receive the right entrepreneurship education. In this regard, entrepreneurship education is described as an activity that promotes entrepreneurship, raises awareness about entrepreneurship, reveals entrepreneurial tendency, and provides an opportunity for the formation of new enterprises (Durrant, 2014: 4; Özcan et al., 2018: 38-39). Entrepreneurial tendency has a quality that can be improved with education as much as it is affected by the individual's personality traits and environmental factors. Entrepreneurship education is a very important activity that changes the society's perspective on entrepreneurship (Fidan & Çiftçi, 2010). In addition to education, successful entrepreneurship examples raise the entrepreneurial enthusiasm of individuals and inspire new enterprises.

As stated in the previous section, entrepreneurship education comes to the fore in revealing and improving entrepreneurial potential (Bozkurt, Aslan, Göral, 2011; Piperopoulos & Dimov, 2015). The increasing number of entrepreneurship courses especially in universities in recent years can be seen as an indicator of the awareness about the stated importance of entrepreneurship education (Sanchez, 2013). In this context, it can be said that the activities of not only universities but also private educational establishments and public institutions such as KOSGEB (Small and Medium Enterprises Development Organization of Turkey) encourage new initiatives.

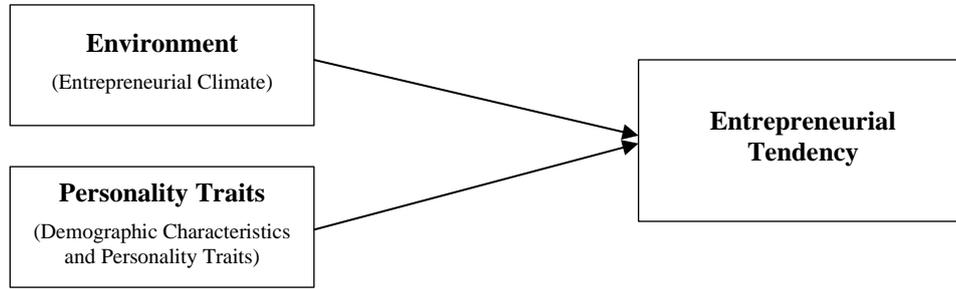
2. METHODOLOGY

2.1. Purpose and Research Model

The purpose of this study is to determine the entrepreneurial attitudes, perspectives, and tendencies of Turkish business administration students. To this end, the participants' views on entrepreneurship, starting a business, courage, decision-making, self-confidence, and entrepreneurial enthusiasm are investigated. By publishing the research in English, it is aimed to inform more researchers about Turkish students' entrepreneurial perspectives and to contribute to research on this subject.

Two different models were used in the study. First, according to the model developed by Huang (2020), entrepreneurial attitude plays a mediating role between environment (entrepreneurial climate, ecosystem) and entrepreneurial tendency. Entrepreneurial environment positively predicts entrepreneurial tendency. Entrepreneurial attitude is a mediator variable between environment and entrepreneurial tendency, but this mediating path is moderated by personal traits (Huang et al., 2020: 4). The second model is the one developed by Fidan et al. (2021), stating that demographic characteristics (gender, age, parental educational attainment, and parental occupation) and entrepreneurial traits (entrepreneurial willingness and career goals) affect entrepreneurial tendency. Based on these two models, the following model in Figure 1 was developed and used in the present study.

Figure 1. Research Model



Based on this model, entrepreneurial tendency is investigated within the framework of individual's entrepreneurial environment (i.e., environmental factors), personality traits and demographic characteristics being in the first place.

2.2. Population and Sample

The population of the study consists of undergraduate business administration students studying in Turkey in the 2020-2021 academic year. According to the data obtained from the Turkish higher education information management system, there are a total of 1,229,034 students, including open education students, who continue their education in the field of management and administration (istatistik.yok.gov.tr, Access Date: 27.09.2021). Based on the population, the smallest sample size was calculated as 384 people within the 95% confidence interval, considering a margin of error of 5% (Altunışık et al., 2005). To this end, an online questionnaire was e-mailed to 2,300 business administration students at 37 different universities using the simple random sampling method. 885 students filled out the questionnaire sent via e-mail. Forms containing incorrect coding were detected, and 283 questionnaires were deemed invalid and excluded from the analysis. Thus, a total of 602 questionnaires were included in the data set for analysis.

2.3. Measurement Tool

The study used the questionnaire prepared by Fidan et al. (2021). The questionnaire form consists of three parts. The first part contains questions about demographic characteristics. The second part includes questions about the participants' general views on entrepreneurship and their education on the subject. Lastly, the third part involves statements aimed at measuring their entrepreneurial tendency.

A Likert-type scale was used in the third part of the questionnaire (Table 22). The participants were requested to choose one of the options from “strongly agree (1)” to “strongly disagree (5)”. The statements 6, 7, 8, 9, 10, 13, 17, and 18 were reverse coded. Based on the participants' responses to the statements in the scale, their entrepreneurial visions were classified as high, medium, and low.

3. FINDINGS

This section presents the findings. First, the table regarding the gender and age group distribution of the participants is given below.

Table 1. Data on Gender and Age Groups

	Girl	Boy	17-19	20-22	23-25	over 25	Total
f	294	308	96	343	137	26	602
%	48.8	51.2	15.9	57.0	22.8	4.3	100

Table 1 shows that 48.8% of the participants are female, and 51.2% are male. That is, there is an almost equal gender distribution in the study. As to the age distribution, 15.9% of the participants are in the 17-19 age range, 57% in the 20-22 age range, 22.8% in the 23-25 age range, and 4.3% over the age of 25.

Table 2. Data on Parental Educational Attainment

	Maternal Educational Attainment		Paternal Educational Attainment	
	f	%	f	%
Elementary school	285	47.3	172	28.6
Middle school	118	19.6	146	24.3
High school	150	24.9	159	26.4
Undergraduate	48	8.0	115	19.1
Graduate	1	0.2	10	1.7
Total	602	100	602	100

Table 2 shows the educational attainments of the participants' parents. As shown in the table, 8.2% of the mothers and 20.8% of the fathers have an educational attainment of not lower than undergraduate level. Among the parents, there are more elementary school graduate mothers than fathers. Accordingly, it can be stated that for the research sample, educational attainment of the fathers is higher than that of the mothers.

Table 3. Data on Parental Occupation

	Maternal Occupation		Paternal Occupation	
	f	%	f	%
Entrepreneur	13	2.2	73	12.1
Farmer	6	1.0	63	10.5
Worker/retired worker	20	3.3	117	19.4
Civil servant/Retired civil servant	36	6.0	98	16.3
Private sector	53	8.8	136	22.6
Housewife	458	76.1	-	-
Other	16	2.7	115	19.1
Total	602	100	602	100

Table 3 shows the occupations of the participants' parents. The findings indicate that the majority of the participants' mothers (76.1%) are housewives. There is a more balanced distribution in terms of paternal occupation. On the other hand, 14.3% of the participants' parents are entrepreneurs.

Table 4. Data on the 'Why Did You Choose the Business Administration Department?' Question

	Important		Moderately Important		Unimportant		Total	
	f	%	f	%	f	%	f	%
Money	123	20.4	159	26.4	124	20.6	406	67.4
Prestige	106	17.6	144	23.9	137	22.8	387	64.3
Status	121	20.1	141	23.4	145	24.1	407	67.6
Independent work	121	20.1	120	19.9	152	25.2	393	65.3
Continuing the family business	146	24.3	68	11.3	104	17.3	318	52.8
Studying at any university	169	28.1	90	15.0	122	20.3	381	63.3

In response to the question "Why did you choose the business administration department?", the participants were asked to mark three options from "important" to "unimportant". The answers to the question show that overall, the highest level of importance was marked for "status" while the lowest level of importance was marked for "continuing the family business". In the individual analysis of the answers, the option "studying at any university" attracts attention as 28.1% of the participants (169 people) marked it as "important". This is because this option with the highest rate of being marked "important" by the participants suggests that the students chose their department not to realize an ideal, but to get into a university regardless of the department. Such an approach seems to be adverse for both entrepreneurship education and then heading for entrepreneurship. That is, it may disrupt heading for and succeeding in entrepreneurship after the education received.

Table 5. Data on Books Read on Entrepreneurship

Have you read any books on entrepreneurship other than textbooks?		
	f	%
I have read at least six books	73	12.1
I have read one book	121	20.1
I have read two to five books	152	25.2
No, I have not read	253	42.0
Total	602	100

Table 5 shows the findings for the answers to the question “Have you read any books on entrepreneurship other than textbooks?”. The findings indicate that 42% of the participants answered “No, I have not read”, and 12.1% answered “I have read at least six books”. The highness of the rate of the participants not reading an additional book on entrepreneurship shows the importance of giving more coverage to this issue in educational processes. Clearly, it is crucial for students receiving entrepreneurship education to read books in which entrepreneurs tell their life stories that can enhance their vision and encourage them for entrepreneurship. It can be stated that educators in the field should pay more attention to this issue.

Table 6. Data on Some Education-Related Statements

Statement	Yes		No	
	f	%	f	%
Has your university education encouraged you to start your own business?	336	55.8	266	44.2
Do you think you have received an up-to-date education at the faculty?	300	49.8	302	50.2
Do you have any relatives owning their own business?	325	54.0	277	46.0
Total	602	100	602	100

Table 6 presents findings related to three different questions. 55.8% of the participants gave the answer “yes” and 44.2% said “no” to the first of these questions: “Has your university education encouraged you to start your own business?” In response to the second question “Do you think you have received an up-to-date education at the faculty?”, 49.8% of the participants answered “yes” and 50.2% answered “no”. Given these two questions and answers to them, it can be said that universities should carry out more effective activities on entrepreneurship. This is because nearly half of the participants do not find university education effective.

Regarding the question “Do you have any relatives owning their own business?”, 54% of the participants said “yes” and 46% gave the answer “no”. Considering the parental occupations and the rate of relatives owning their own business, it is evident that there are a substantial number of entrepreneurs around the participants. It seems possible to achieve significant gains if this positive situation is augmented by education and environmental supports.

Table 7. Data on the Important Factor for Starting a Business Question

Which of the following factors do you think is the single most important for starting a business?		
	f	%
Friends	1	0.2
Other	11	1.8
Workforce	40	6.6
Education	67	11.1
Motivation	84	14.0
Knowledge	189	31.4
Money	210	34.9
Total	602	100

Table 7 presents the participants' answers to the question "Which of the following factors do you think is the single most important for starting a business?". The answers indicate that for the participants, money is the most important factor (34.9%) for starting a business. Knowledge follows money on this matter (31.4%). Friends, on the other hand, are the least important factor (0.2%). When these findings are considered together with the answers given to the questions about education at the university in Table 6, it can be stated that the participants have deficiencies in terms of entrepreneurship education, and they do not take their friends that can be regarded as social capital into account sufficiently. On the other hand, it is positive that they attach importance to knowledge, which is one of the critical factors influential on the success of a business.

Table 8. Data on the If You Had 1,000,000 TL Question

What would you do if you unexpectedly had 1,000,000 TL?		
	f	%
Other	16	2.7
I would put it in the bank	54	9.0
I would invest in the stock market	57	9.5
I would invest in real estate	146	24.3
I would start my own business	329	54.7
Total	602	100

The participants' answers to the question "What would you do if you unexpectedly had 1,000,000 TL?" are shown in Table 8. "I would start my own business" is the most frequent answer (54.7%). This answer is followed by the answer "I would invest in real estate" (24.3%). When these findings are considered together with the answer that the most important factor for starting a business is money (Table 7), the fact that only 54.7% of the participants think of entrepreneurship even when they have 1 million TL shows that they have low entrepreneurial intention. Hence, the findings provided in Table 6, 7, and 8 require that a better and more effective entrepreneurship education be given in the field of business administration, which is seen as the department closest to entrepreneurship.

Table 9. Entrepreneurial Willingness Question

How would you describe your entrepreneurial willingness?		
	f	%
Neutral	37	6.1
Insufficient	53	8.8
Very strong	77	12.8
Slightly Strong	114	18.9
Strong	160	26.6
Moderate	161	26.7
Total	602	100

Table 9 contains the answers given to the question “How would you describe your entrepreneurial willingness?”. As shown in the table, 26.7% of the participants consider their entrepreneurial willingness moderate. The rate of those considering their entrepreneurial willingness very strong is 12.8%. Given the previous results as well, it is observed that the students should be instilled with entrepreneurial willingness through more effective methods, and they should be motivated in this field.

Table 10. Data on the Character Trait Question

My most important character trait:		
	f	%
Entrepreneurial enthusiasm	57	9.5
Self-confidence	57	9.5
Need for achievement	104	17.3
Communication skill	104	17.3
Ability to take risk	131	21.8
Not giving up in the face of difficulties	149	24.8
Total	602	100

The participants’ answers to the “my most important character trait” question are given in Table 10. 24.8% of the participants answered the question as “not giving up in the face of difficulties” and 21.8% as “ability to take risk” whereas 9.5% gave the answer “entrepreneurial enthusiasm”. With these findings, the low level of entrepreneurial enthusiasm among the participants draws attention once again.

Table 11. Data on the Career Goal Question

My career goal:		
	f	%
Becoming an academic at university	64	10.6
Working in the public sector	107	17.8
Being a senior manager in a company	175	29.1
Starting my own business	215	35.7
Other	41	6.8
Total	602	100

Table 11 presents the findings regarding the answers to the “career goal” question. 35.7% of the participants marked the “starting my own business” option as their career goal. It was followed by “being a senior manager in a company”. “Becoming an academic at university” was the least preferred option (10.6%). These findings suggest that the participants are more willing to start their own business and work in the private sector than working in the public sector. This refers to a way of thinking relevant to

entrepreneurship, and when the two are evaluated together, it is understood that 64.8% of the participants think of business life.

Table 12. Data on the Key to Success in Entrepreneurship Question

	1 st Choice		2 nd Choice		3 rd Choice		Total	
	f	%	f	%	f	%	f	%
Partnership with people who know their business	106	17.6	122	20.3	152	25.2	380	63.1
Customer orientation	104	17.3	126	20.9	167	27.7	397	65.9
Discipline	105	17.4	87	14.5	215	35.7	407	67.6
Good management	123	20.4	102	16.9	194	32.2	419	69.6
Experience	109	18.1	162	26.9	153	25.4	424	70.4
Working hard and loving your job	135	22.4	83	13.8	219	36.4	437	72.6
Being aware of developments in the market	127	21.1	87	14.5	238	39.5	452	75.1
Know-how	163	27.1	103	17.1	196	32.6	462	76.7
Innovation	162	26.9	92	15.3	221	36.7	475	78.9
Sufficient capital	154	25.6	145	24.1	177	29.4	476	79.1

The participants were asked the question “What do you think is the key to success in entrepreneurship?”, and they were requested to choose three options in order of preference. Among the participants’ answers, “sufficient capital” is the most preferred choice (79.1%) while “partnership with people who know their business” is the least preferred one (63.1%). Consistent with the findings on the most important factors for starting a business (Table 7), the top priority factor in this question is money and capital while the least priority factor is partnership with friends and people who know the business. Accordingly, it can be stated that the participants consider capital very important and human resources and social capital relatively unimportant for entrepreneurship. In this regard, it is safe to say that cooperation is an area that needs to be improved for fostering entrepreneurship.

Table 13. Data on the Responsibility for Education Question

Who do you think has the biggest responsibility for an up-to-date education?		
	f	%
Familial income level	31	5.1
Faculty members	84	14.0
Implemented curriculum (courses)	137	22.8
Faculty management and facilities	168	27.9
The person himself/herself	182	30.2
Total	602	100

Table 13 includes findings regarding the question “Who do you think has the biggest responsibility for an up-to-date education?”. 30.2% of the participants think the person himself/herself is responsible. “Faculty management and facilities” (27.9%) and “implemented curriculum” (22.8%) are also among the important factors stated. However, according to the participants, “familial income level” is the factor with the lowest (5.1%) responsibility for an up-to-date education. That the students

take the responsibility, though not at a very high rate, can be considered favorable. In our opinion, students should see that the biggest factor is themselves. It is weird to ignore this and seek factors that can bring success outside, and this should be addressed as an area in which improvement is needed.

Table 14. Data on the Field of Entrepreneurship Question

If you were to start a business, which field would you choose?					
	f	%		f	%
Industry	99	16.4	Education	54	9.0
Health	68	11.3	Stock market	57	9.5
Informatics	106	17.6	Tourism	81	13.5
Organic farming	49	8.1	Other	88	14.6

Table 14 presents the findings related to the question “If you were to start a business, which field would you choose?”. As shown in the table, 17.6% of the participants mentioned “informatics” and 16.4% “industry”. The least preferred fields among the options are “organic agriculture” (8.1%) and “education” (9%). This may indicate that from the participants’ perspective, entrepreneurship is more common in sectors such as informatics, industry, and tourism, but less common in the fields of organic farming, education and stock market.

Table 15. Data on Reasons for Wanting to Start One’s Own Business

	1 st Choice		2 nd Choice		3 rd Choice		Total	
	f	%	F	%	f	%	f	%
Other	35	5.8	18	3.0	19	3.2	72	12.0
Not to be fired	132	21.9	74	12.3	74	12.3	280	46.5
To take more risks	101	16.8	127	21.1	72	12.0	300	49.8
Innovation	135	22.4	115	19.1	147	24.4	397	65.9
To earn more	173	28.7	131	21.8	146	24.3	450	74.8
To be my own boss	211	35.0	78	13.0	168	27.9	457	75.9

As shown in Table 15 presenting the findings obtained from the answers to the question “What is your reason for wanting to start your own business?”, 75.9% of the participants said “to be my own boss”. This answer is followed by “to earn more” (74.8%). “Not to be fired”, on the other hand, is the least chosen option. This suggests that a significant percentage of the reasons underlying the participants’ desire to be entrepreneurs are the ideas of owning their own business and earning more.

Table 16. Data on the Action in Money Matters Question

How do you act in money matters?					
	f	%		f	%
Careful	263	43.7	Emotional	29	4.8
I don't trouble too much	83	13.8	Strict	26	4.3
Cunning	53	8.8	Rational	148	24.6
Total	602	100			

Table 16 presents the findings regarding the question “How do you act in money matters?”. 43.7% of the participants described themselves as “careful” on money matters while 24.6% considered themselves “rational”. The options “strict” and “emotional” have the lowest percentages with 4.3% and

4.8%, respectively. That is, the participants mostly describe themselves as careful and rational in money matters.

Table 17. Data on the Best Way to Grow the Business Question

What do you think is the best way to grow the business?		
	f	%
Employee productivity	48	8.0
Working day and night, determination, and perseverance	76	12.6
Advertisement	80	13.3
Knowing the basics of the business	122	20.3
Good product and service	276	45.8
Total	602	100

Table 17 presents the findings regarding the answers given to the question “What do you think is the best way to grow the business?” As shown in the findings, the “good product and service” option has the highest percentage (45.8%). Accordingly, nearly half of the participants think that good products and services are important to grow the business. This option is followed by “knowing the basics of the business” (20.3%). It is noteworthy that the “employee productivity” option has the lowest percentage (8%). As seen in the previous findings, human resources, employees, and workforce do not receive enough attention from the participants.

Table 18. Data on the “What is Competition?” Question

What do you think is competition?		
	f	%
Something troubling	14	2.3
A constant threat	58	9.6
Competition is everywhere	88	14.6
A tricky issue	201	33.4
A fun contest	241	40.0
Total	602	100

Table 18 provides the findings related to the question “What do you think is competition?”. 40% of the participants define competition as “a fun contest” while 33.4% regard it as a “tricky issue”. These findings suggest that the majority of the participants perceive competition as a positive phenomenon. On the other hand, 2.3% of the participants see competition as “something troubling” and 9.6% as “a constant threat”.

Table 19. Data on the Source of Competitive Power Question

What do you think is the biggest source of competitive power?		
	f	%
Employees of the business	3	0.5
Complying with professional ethics	22	3.7
A detailed plan	50	8.3
Customer's trust	55	9.1
Experience	69	11.5
Innovation	104	17.3
Grasping what the market wants	299	49.7
Total	602	100

Table 19 contains the findings regarding the question “What do you think is the biggest source of competitive power?”. 49.7% of the participants see the biggest source of competitive power as “grasping what the market wants”. This finding can be said to be consistent with the highest percentage (45.8%) answer (i.e., “good product and service”) given to the question “What do you think is the best way to grow the business?” shown in Table 17. Again, in parallel with the previous findings, the “employees of the business” option has a very low percentage (0.5%). As stated above, it can be said that the participants need awareness about human resources, social capital, and workforce.

Table 20. Data on the Ultimate Goal Question

What is your ultimate goal?		
	f	%
Taking a long vacation	15	2.5
Starting a business, growing it, and transferring it to someone else	38	6.3
Continuing until exhausted	38	6.3
Getting into a field that offers opportunities	89	14.8
Doing a job where I can be happy	422	70.1
Total	602	100

Findings regarding the answers to the question “What is your ultimate goal?” are shown in Table 20. 70.1% of the participants stated their ultimate goal as “doing a job where [they] can be happy”. Although this goal is followed by the answer “getting into a field that offers opportunities” (14.8%), there is a big difference between the percentages of the two. This may imply that young people prioritize happiness.

Table 21. Data on the “What is a Business Plan?” Question

What do you think is a business plan?		
	f	%
A timepass for novices not knowing the business	21	3.5
Something good but not necessary	23	3.8
A work to be prepared with the accountant	29	4.8
Something useful	95	15.8
A report that should definitely be prepared when starting a business	434	72.1
Total	602	100

Table 21 presents the findings related to the question “What do you think is a business plan?”. As show in the table, 72.1% of the participants see the business plan as “a report that should definitely be prepared when starting a business” while 15.8% describe it as “something useful”. The negative answers to the question, “a timepass for novices not knowing the business” (3.5%) and “something good but not necessary” (3.8%), have quite low percentages. Accordingly, it can be said that the participants see business plans as a necessary and beneficial element.

Thus far, the findings about the participants’ demographic characteristics, their perspectives on entrepreneurship, and their environments within the context of entrepreneurship have been presented. The following tables provide findings related to the factors affecting entrepreneurial tendency (demographic variables, entrepreneurial attitudes, and environmental factors) in accordance with the research model. Table 22 below contains the findings related to the entrepreneurial tendency scale.

Table 22. Data on the Entrepreneurial Tendency Scale

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Statements	%	%	%	%	%
1. I think of things that no one has thought of, I experiment.	14.5	35.4	22.6	18.8	8.8
2. It is very important for me to follow the changes in product, technology, and financial markets.	21.6	38.7	15.1	14.1	10.5
3. It is more important that a business offers opportunities than it is secure and guaranteed.	12.8	29.7	24.6	21.6	11.3
4. I think people have enough opportunities to start their own business.	9.0	16.4	18.3	32.6	23.8
5. Those who start their own business and fail should be given a new chance.	26.6	37.9	15.4	9.8	10.3
6. It is difficult to start one’s own business due to insufficient financial support.*	10.5	13.0	12.1	34.2	30.2
7. Accessing information on how to start a new business is difficult.*	18.8	31.2	21.9	20.1	8.0
8. The economic environment is not suitable for those who want to start their own business.*	14.5	18.8	22.9	23.8	20.1
9. It is difficult to start your own business because of complicated and administrative processes.*	12.3	20.8	23.6	29.1	14.3
10. A new business should not be started if there is a risk of failure.*	28.4	30.2	18.9	15.3	7.1
11. Adequate entrepreneurship education is provided at universities.	9.5	19.6	23.3	27.1	20.6
12. Business administration education in Turkey is world class.	5.0	9.6	23.9	31.1	30.4
13. In Turkey, people start their own business only when they cannot find a good job.*	25.4	28.1	20.1	17.9	8.5
14. If a member of my family wants to start a company, I support him/her.	38.7	35.9	7.6	8.6	9.1
15. I strive to attain leadership in group works.	27.4	31.2	18.6	13.3	9.5
16. Challenge must be taken up to achieve the goals.	48.7	30.6	5.1	6.8	8.8
17. Working under the command of orders does not bother me.	24.8	24.4	25.6	18.4	6.8
18. I do not want to work in an independent and risky job.	22.1	24.6	24.8	16.8	11.8

* Indicates reversed statements.

As shown in Table 22, the statement with the highest “strongly agree” rate is “challenge must be taken up to achieve the goals”. From this point of view, it can be said that 48.7% of the participants are aware of the need to struggle, be determined, and work to achieve their goals. On the other hand, the statement with the highest “strongly disagree” rate is “business administration education in Turkey is world class”. It is clear that education and the quality of education are brought to the forefront and given importance by the participants – regardless of the quality of education in Turkey. In reality, business administration education in Turkey is given in accordance with the literature in the world, as in many other fields. It can be stated that the participants expressed this opinion without fully knowing the education given in other countries.

Within the scope of the analyses, the participants’ entrepreneurial tendencies were categorized as high, medium, and low. For that categorization process, first of all, the mean, maximum, and minimum values were determined for the entrepreneurship tendency scale. Values are provided in Table 23.

Table 23. Findings for the Entrepreneurial Tendency Scale

	Mean	Maximum	Minimum
Score	57.57	32.00	84.00

The score ranges for the levels were determined by dividing the difference between the maximum and minimum values by three. Accordingly, those with scores between 32 and 49 are accepted to have low entrepreneurial tendency; those with scores between 50 and 67 are accepted to have medium entrepreneurial tendency; and those with scores between 68 and 84 are accepted to have high entrepreneurial tendency.

Table 24. Frequency Values for the Entrepreneurial Tendency Scale Score Ranges

	f	%
Low Score Range (32-49)	55	9.1
Medium Score Range (50-67)	495	82.2
High Score Range (68-84)	52	8.6
Total	602	100

Table 24 shows that 55 participants have low entrepreneurial tendency, 495 medium entrepreneurial tendency, 52 high entrepreneurial tendency. Accordingly, it can be said that 82.2% of the participants have moderate entrepreneurial tendency. The fact that the participants with high entrepreneurial tendency and those with low entrepreneurial tendency are close to each other in number allows making more statistically significant comments.

The tables below present the relationships and comparisons of the participants’ “entrepreneurial tendency” levels with demographic variables, personality traits, and environmental factors in accordance with the research model.

Table 25. Entrepreneurial Tendency by Gender

Gender	Low		Medium		High	
	f	%	f	%	f	%
Boy	23	41.8	254	51.3	31	59.6
Girl	32	58.2	241	48.7	21	40.4
Total	55	100	495	100	52	100

As shown in Table 25 presenting the findings for entrepreneurial tendency levels by gender, 41.8% of the participants having low entrepreneurial tendency are boys while 58.2% are girls. On the other hand, 59.6% of the participants with high entrepreneurial tendency are boys while 40.4% are girls. Thus, it can be stated that the male participants have a higher level of entrepreneurial tendency than the female participants. The finding that the boys have higher entrepreneurial tendency than the girls seems to be consistent with other studies in the literature (Bilge & Bal, 2012: 143; Uygun et al., 2012: 152).

Table 26. Entrepreneurial Tendency by Age Group

Age group	Low		Medium		High	
	f	%	f	%	f	%
17-19	8	14.5	75	15.2	13	25.0
20-22	28	50.9	291	58.8	24	46.2
23-25	17	30.9	109	22.0	11	21.2
Over 25	2	3.6	20	4.0	4	7.7
Total	55	100	495	100	52	100

As seen in Table 26 providing the distribution of age groups, 46.2% of the participants with high entrepreneurial tendency and 50.9% of the participants with low entrepreneurial tendency are in the 20-22 age group. This age group has the highest rates for all entrepreneurial tendency levels. Although the literature contains studies showing that the perspective on entrepreneurship differs depending on age and generation difference (Keleş, 2013), such a statistical interpretation does not seem suitable within the scope of the findings obtained in the present study.

Table 27. Entrepreneurial Tendency Level by Paternal Occupation

Paternal Occupation	Low		Medium		High	
	f	%	f	%	f	%
Entrepreneur	6	10.9	56	11.3	11	21.2
Farmer	6	10.9	50	10.1	7	13.5
Worker/Retired worker	10	18.2	103	20.8	4	7.7
Civil servant/Retired civil servant	6	10.9	85	17.2	7	13.5
Private sector	17	30.9	108	21.8	11	21.2
Other	10	18.2	93	18.8	12	23.1
Total	55	100	495	100	52	100

Table 27 presents the findings regarding entrepreneurial tendency level by paternal occupation. The paternal occupations of the participants with high entrepreneurial tendency are “other” (23.1%), “private sector” (21.2%), and “entrepreneur” (21.2%). The fathers of the participants with the lowest entrepreneurial tendency predominantly work in the private sector (30.9%). This suggests that there is no interpretable relationship between entrepreneurial tendency level and paternal occupation.

Table 28. Entrepreneurial Tendency Level by Maternal Occupation

Maternal Occupation	Low		Medium		High	
	f	%	f	%	f	%
Entrepreneur	1	1.8	12	2.4	0	0.0
Farmer	1	1.8	5	1.0	0	0.0
Worker/Retired worker	2	3.6	16	3.2	2	3.8
Civil servant/Retired civil servant	4	7.3	31	6.3	1	1.9
Private sector	2	3.6	47	9.5	4	7.7
Housewife	42	76.4	373	75.4	43	82.7
Other	3	5.5	11	2.2	2	3.8
Total	55	100	495	100	52	100

Table 28 presents the findings regarding entrepreneurial tendency level by maternal occupation. The majority of mothers of the participants having high entrepreneurial tendency are housewives (82.7%). On the other hand, the mothers of the participants having the lowest entrepreneurial tendency are also housewives (76.4%). The fact that the mothers of the majority of the participants are housewives (76.1%) prevents the significant comparison of the relevant statistics.

Table 29. Entrepreneurial Tendency Level by Paternal Educational Attainment

Educational Attainment	Low		Medium		High	
	f	%	f	%	f	%
Elementary school	16	29.1	140	28.3	16	30.8
Middle school	15	27.3	115	23.2	16	30.8
High school	12	21.8	136	27.5	11	21.2
Undergraduate	12	21.8	94	19.0	9	17.3
Graduate	0	0.0	10	2.0	0	0.0
Total	55	100	495	100	52	100

Table 29 indicates that the fathers of the participants with high entrepreneurial tendency are mostly elementary school (30.8%) and middle school (30.8%) graduates. The fathers of the participants with low entrepreneurial tendency are also mostly elementary school (29.1%) and middle school (27.3%) graduates.

Table 30. Entrepreneurial Tendency Level by Maternal Educational Attainment

Educational Attainment	Low		Medium		High	
	f	%	f	%	f	%
Elementary school	30	54.5	228	46.1	27	51.9
Middle school	10	18.2	100	20.2	8	15.4
High school	11	20.0	126	25.5	13	25.0
Undergraduate	4	7.3	41	8.3	3	5.8
Graduate	0	0.0	0	0.0	1	1.9
Total	55	100	495	100	52	100

Table 30 indicates that the mothers of the participants with high entrepreneurial tendency are mostly elementary school (51.9%) and high school (15.4%) graduates. The mothers of the participants with low entrepreneurial tendency are also mostly elementary school (54.5%) and high school (20.0%) graduates.

In the tables below, the participants' entrepreneurial tendency levels and some personal traits as well as their perspectives on some issues related to entrepreneurship are examined. The literature review shows that the factors differ significantly between entrepreneurial tendency and personality traits and environmental factors (Bilge & Bal, 2012; Tanrıverdi et al., 2016; Uygun et al., 2012). In this context, it can be stated that the present study makes a substantial contribution to the literature.

Table 31. Entrepreneurial Tendency by Entrepreneurial Willingness

Entrepreneurial Willingness	Low		Medium		High	
	f	%	f	%	f	%
Very strong	3	5.5	59	11.9	15	28.8
Strong	9	16.4	126	25.5	25	48.1
Slightly strong	7	12.7	104	21.0	3	5.8
Moderate	22	40.0	132	26.7	7	13.5
Insufficient	8	14.5	44	8.9	1	1.9
Neutral	6	10.9	30	6.1	1	1.9
Total	55	100	495	100	52	100

Table 31 presents the comparison of the participants' answers to the question "How would you describe your entrepreneurial willingness?" by entrepreneurial tendency level. As shown in the table, 28.8% of the participants with high entrepreneurial tendency described their entrepreneurial willingness as "very strong" while 48.1% described it as "strong". On the other hand, 40% of the participants with low entrepreneurial tendency described their entrepreneurial willingness as "moderate". The findings show a direct proportion between entrepreneurial willingness and entrepreneurial tendency level.

Table 32. Entrepreneurial Tendency Level by Career Goal

Career Goal	Low		Medium		High	
	f	%	f	%	f	%
Becoming an academic at university	5	9.1	57	11.5	2	3.8
Working in the public sector	18	32.7	84	17.0	5	9.6
Being a senior manager in a company	22	40.0	141	28.5	12	23.1
Starting my own business	10	18.2	174	35.2	31	59.6
Other	0	0.0	39	7.9	2	3.8
Total	55	100	495	100	52	100

The participants' answers to the question about their "career goals" are shown in Table 11, as indicated before. Table 32 provides the analysis findings for the comparison of these answers by entrepreneurial tendency level. As shown in the table, 59.6% of the participants with high entrepreneurial tendency answered that question as "starting my own business". Similar to the previous analysis findings, this suggests that the participants who want to be entrepreneurs and start their own business mostly have high entrepreneurial tendency. On the other hand, 40% of the participants with low entrepreneurial tendency said "being a senior manager in a company" and 32.7% said "working in the public sector" in response to the same question. These findings are also consistent with the previous findings.

Table 33. Entrepreneurial Tendency Level by Action in Money Matters

Answers	Low		Medium		High	
	f	%	f	%	f	%
Careful	23	41.8	219	44.2	21	40.4
I don't trouble too much	7	12.7	73	14.7	3	5.8
Emotional	7	12.7	20	4.0	2	3.8
Rational	14	25.5	117	23.6	17	32.7
Cunning	2	3.6	44	8.9	7	13.5
Strict	2	3.6	22	4.4	2	3.8
Total	55	100	495	100	52	100

Table 33 includes the comparison of the answers given to the question “How do you act in money matters?” by entrepreneurial tendency level. Based on their answers, 40.4% of the participants with high entrepreneurial tendency are “careful” and 32.7% are “rational” in money matters, whereas 41.8% of the participants with low entrepreneurial tendency are “careful” and 25.5% are “rational”. In the light of these findings, it can be stated that there is no significant difference worthy of interpretation between the answers given to the above-mentioned question and entrepreneurial tendency level. This suggests that even if individuals do not show entrepreneurial characteristics, they can display a careful and rational attitude in money matters.

Table 34. Entrepreneurial Tendency Level by Ultimate Goal

Ultimate Goal	Low		Medium		High	
	f	%	f	%	f	%
Taking a long vacation	5	9.1	9	1.8	1	1.9
Starting a business, growing it, and transferring it to someone else	3	5.5	29	5.9	6	11.5
Continuing until exhausted	8	14.5	24	4.8	6	11.5
Getting into a field that offers opportunities	6	10.9	77	15.6	6	11.5
Doing a job where I can be happy	33	60.0	356	71.9	33	63.5
Total	55	100	495	100	52	100

Table 34 presents the participants’ answers to the question “What is your ultimate goal?” along with the findings regarding entrepreneurial tendency levels. The findings indicate that the majority (63.5%) of the participants with high entrepreneurial tendency mentioned “doing a job where [they] can be happy” as their ultimate goal. 60% of the participants with low entrepreneurial tendency gave the same answer as well. That was also the case with 71.9% of the participants with medium entrepreneurial tendency. Accordingly, it can be stated that the ultimate goal of the participants is happiness, regardless of their entrepreneurial tendency levels. This finding may be guiding for educational, academic, and practical areas.

Table 35. Entrepreneurial Tendency Level by Definition of Business Plan

Business Plan Definition	Low		Medium		High	
	f	%	f	%	f	%
A timepass for novices not knowing the business	7	12.7	14	2.8	0	0.0
Something good but not necessary	1	1.8	20	4.0	2	3.8
A work to be prepared with the accountant	5	9.1	22	4.4	2	3.8
Something useful	6	10.9	83	16.8	6	11.5
A report that should definitely be prepared when starting a business	36	65.5	356	71.9	42	80.8
Total	55	100	495	100	52	100

The final analyses involve the comparison of the findings related to the question “What do you think is a business plan?” by entrepreneurial tendency level. Table 35 shows that a vast majority (80.8%) of the participants with high entrepreneurial tendency consider a business plan as “a report that should definitely be prepared when starting a business”. Given that the participants with medium and low entrepreneurial tendency also gave the same answer (71.9% and 65.5%, respectively), it can be concluded that the participants are aware of the importance of business plans. Hence, it can be stated that entrepreneurship education should focus on how to prepare business plans rather than their importance.

4. DISCUSSION AND CONCLUSION

Kim Woo-Choong, the founder of Daewoo, states, “If the surrounding developments offer a one percent chance of success, the person with entrepreneurial enthusiasm is the one who sees this one percent as the spark that will ignite a huge fire.” An entrepreneur is a person who sees opportunities when s/he looks around, does not avoid calculable risks, and has great persistence.

Entrepreneurship education is very important because it prepares individuals for an uncertain future, develops a culture of innovation and collaboration, gives the ability to define problems correctly, and instills the need for entrepreneurial enthusiasm and perseverance (Marlborough, 2019). Entrepreneurial individuals growing up in this way find solutions to the problems in the world and seek answers to social needs. Entrepreneurial tendency is of great value as a concept that should be measured and monitored for recognizing individuals’ entrepreneurial abilities and determining education and development activities.

In this context, this study measured the participants’ entrepreneurial tendencies and compared their entrepreneurial tendency levels based on their demographic characteristics, personality traits, perspectives on entrepreneurship, and environmental factors. To this end, undergraduate students studying business administration at different universities in Turkey formed the population of the study, and data were collected from the determined sample. The obtained data were analyzed based on the determined research model, and the findings were reported.

The research findings have been shared and interpreted in detail in the relevant section. However, the subject-based treatment of the obtained findings may lead to the following noteworthy inferences:

Results on Entrepreneurship Education

- One of the striking findings is that 42% of the participants have not read any books on entrepreneurship other than textbooks. Students' not reading any additional book on entrepreneurship, which is one of the most basic subjects and fields of study for business administration students in particular, may be attributed to both the indifference of the students and the deficiency of education. Therefore, we believe that it would be beneficial to offer additional readings on entrepreneurship in business administration and other similar departments. In this context, it is of great importance to read the biographies of entrepreneurs, especially those written by the entrepreneurs themselves or by the people who know them best. There are many works that tell the life stories of great entrepreneurs, both from Turkey and around the world. Reading at least fifty books during their study period in this field may make a substantial contribution to their understanding of the subject at a very high level.
- Another finding informs that 50.2% of the participants think that their faculties do not provide an up-to-date education. This may give an idea about the quality of education at universities as much as it may be related to the participants' own interests and concerns. In this regard, we think that it would be beneficial for lecturers to inform their students more about business administration and entrepreneurship education in the world and to show that the educational content they provide is in line with world standards.
- 30.2% of the answers to the question about the responsibility for education incorporate the idea that the person himself/herself is responsible. Therefore, it is a favorable but still not an absolutely satisfactory finding in terms of entrepreneurship education that one-third of the responsibility is taken on by the participants themselves. In this sense, entrepreneur candidates should accept that the biggest responsibility for entrepreneurship falls upon them, and they should take more initiative for improving themselves.
- A business plan, one of the first steps of entrepreneurship, is considered by 72.1% of the participants as "a report that should definitely be prepared when starting a business". Hence, it can be stated that the awareness about the importance of business plans is already high, and entrepreneurship education may focus on how to make business plans.
- In the light of the prominent findings about entrepreneurship education, it can be stated that a special importance should be given to additional readings on entrepreneurship, the relevance of the education to the requirements of the age, and the issue of business plans in all entrepreneurship education processes, especially at the university level. As individuals are aware of their own responsibilities in education, it is important to try to raise their motivation by bringing this issue to the forefront in entrepreneurship education.

Results on Entrepreneurial Vision

- The fact that the participants see money (34.9%) as the most important factor for starting a business shows that their perspective on entrepreneurship is capital-intensive. This reveals the necessity of explaining the relationship between entrepreneurship and capital to individuals more accurately. As is known, many successful entrepreneurs around the world have achieved their goals by departing not from money, but from knowledge and entrepreneurial enthusiasm. It would be beneficial to highlight this in education.
- The fact that the participants give the least importance to friends (0.2%) among the factors necessary for starting a business can be considered as a proof that entrepreneurship and social capital should be covered more.
- In their answers involving the reasons for wanting to start their own business, the participants mainly said they want to be their own boss and earn more. These answers reveal that the participants see entrepreneurship more as being a boss and as a means of financial gain, which shows that there is a need for more accurate positioning of individuals' perspectives on entrepreneurship.
- In response to another question asking about their opinions about competition, 40% of the participants gave the answer “a fun contest” and 33.4% said “a tricky issue”. This may imply that the majority of the participants regard competition as a positive factor and are ready for competition. Nearly half of the participants consider the source of competitive power as “grasping what the market wants” (49.7%). All these show that the participants have awareness about competition and want to take the necessary actions for competition.
- A great majority of the participants (70.1%) expressed their “ultimate goal” as “doing a job where [they] can be happy”. This shows that the participants associate entrepreneurship with the concept of happiness and that they think they can do the job they love and thus be happy thanks to entrepreneurship.

Findings related to entrepreneurial vision and perspective on entrepreneurship obtained in this study indicate that the participants have some deficiencies as well as advantages in these matters. Despite their right perspectives on the concept of competition, the participants seem to have a predominantly money-based wrong mindset in terms of capital, the reasons for entrepreneurial willingness, and the classification of important factors when starting a business. From this point of view, it can be concluded that educational activities should be restructured to provide individuals with a more accurate entrepreneurial vision.

The study found the entrepreneurial tendency level of 82.2% of the participants to be moderate. The participants having high entrepreneurial willingness and wanting to start their own business also

mostly have high entrepreneurial tendency. Based on all the findings, the following inferences can be made:

- Necessary activities should be planned to raise the rate of individuals with high entrepreneurial tendency. These activities should improve the entrepreneurial tendency of individuals having potential on this matter by instilling entrepreneurial enthusiasm in them.
- Entrepreneurship education seems to be an activity that comes to the fore in many areas, from increasing entrepreneurial tendency to revealing entrepreneurial characteristics. For this reason, special importance should be attached to entrepreneurship education, and it should be improved in terms of both quantity and quality.
- The findings of the study show some deficiencies of the participants about entrepreneurial vision and perspective on entrepreneurship. In entrepreneurship education, additional importance should be given to these issues.

As a result, it is possible to say that the entrepreneurship education of students studying in business administration and business administration-derivative departments, which incorporate the highest number of students in Turkey, is of great importance for raising entrepreneurs who are the locomotive of the country. In this context, we believe that the curricula implemented in universities should be rearranged in a way that will provide students with an entrepreneurial vision relevant to the present age, enable them to develop a perspective compatible with the entrepreneurial ecosystem, and instill entrepreneurial enthusiasm in them. We think that this study will contribute to the literature and educational activities, and it is important to compare the entrepreneurial tendencies and visions of different groups by using different samples in future studies.

Entrepreneurial enthusiasm has aspects specific to each nation as well as general aspects that cover all nations. The source of these specific aspects is both geography and historical experience itself, as Ibn Khaldun claims. Experiencing a big emigration as of the 19th century, the Chinese tried to overcome the impasse they were in by turning every family into a company, just as the Jews have done on a larger scale for hundreds of years. Turkish entrepreneurs, who have started to reach hundreds of thousands in number in Europe, signalize that now it is the turn of the Turks. Those who left their countries as workers or students created an economy of the size of a quarter of their country (Özel, 2018: 170). In this regard, we say, without hesitation, to our entrepreneurs and entrepreneur candidates both in Turkey and abroad: “You are definitely not alone”. A greater public support than ever is awaiting you. The experiences of successful and failed businesses around you are also there for you to become a world-class star.

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Tartışma ve Yorum / <i>Discussion and Interpretation</i>	Bulguların değerlendirilmesinde ve sonuçlandırılmasında sorumluluk almak / <i>Taking responsibility in evaluating and finalizing the findings</i>	Prof. Yahya FİDAN (Ph.D.) Sertaç ERCAN (Ph.D.)
Literatür Taraması / <i>Literature Review</i>	Çalışma için gerekli literatürü taramak / <i>Review the literature required for the study</i>	Prof. Yahya FİDAN (Ph.D.) Sertaç ERCAN (Ph.D.)

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