



THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTIONS OF UNIVERSITY STUDENTS IN TURKEY

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Abstract

The number of entrepreneurs has been increasing with each passing day in the contemporary business world where new opportunities have been emerging. As entrepreneurship, which is quite important for economic and social development, has become more widespread and more active. Many studies have covered the topic of determining the factors affecting individuals' entrepreneurial intentions and the relation between entrepreneurship education and entrepreneurial intentions.

This study examined the factors affecting the entrepreneurial intentions of the final year undergraduate students of business administration at a selected Turkish university and the relation between the success levels of the students in the entrepreneurship class and their entrepreneurial intentions. The study found a significant positive correlation between the students' success levels in the entrepreneurship class and their entrepreneurial intentions. Besides, it was found that the students with a self-employed father have higher entrepreneurial intentions in comparison with those whose fathers are not self-employed.

Keywords: Entrepreneurship, Entrepreneurial Intention, Entrepreneurship Education.method

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1.INTRODUCTION

Entrepreneurship, one of the concepts that has been used in social disciplines for a long time, is one of the most researched topics in the literature. Entrepreneurship is a multidimensional phenomenon and an important element of economic development; in this respect, the issue of developing the entrepreneurship more effectively emerges.

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Entrepreneurship, which is above all a mentality, refers to the motivation and capacity of a person to determine an opportunity independently or within an organization and to go for that opportunity in order to create a new value or achieve an economic success. Entrepreneurship is related to people and their preferences and activities for establishing, taking over or running an enterprise or participating in strategic decision mechanisms of a company. Entrepreneurs benefit from creativity or innovations in order to get into the market and compete, to change this market or to create a new market, and they are a heterogeneous group coming from all social segments. Entrepreneurial behavior includes such common features as readiness for taking risks and independence (CEC, 2003: 5,6).

Presence of successful entrepreneurs and the increase of the number of entrepreneurs in a society is dependent on the potential entrepreneurs receiving entrepreneurship education and having a desire for entrepreneurship. Thus, it is necessary to steer students with entrepreneurial intentions towards entrepreneurship. And for this purpose, it is necessary to make research on entrepreneurial intentions for revealing potential entrepreneurs and thus to see their deficiencies in terms of entrepreneurship and determine the qualities requiring improvement.

Especially young entrepreneurs receiving university education should be provided with entrepreneurship education focusing on mentality, consciousness and skills. In this respect, more courses should be provided in relation to entrepreneurship especially in universities. This study examined the factors affecting the entrepreneurial intentions of the final year undergraduate students of business administration at a selected Turkish university who have received entrepreneurship courses, and the relation between the success levels of the students in the entrepreneurship class and their entrepreneurial intentions.

2. THE RELATION BETWEEN ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION: LITERATURE REVIEW

Entrepreneurship has become much more important in the contemporary world where financial crises have been occurring. Entrepreneurship and innovation are regarded as an important tool to resolve the global challenges of the 21st century, to structure the sustainable

development, to create new employment areas, to bring about renewed economic growth, and to enhance welfare (WEF, 2009: 7).

The most commonly debated question in the research on entrepreneurship is probably why some individuals are entrepreneurs while the others are not. Numerous studies on business creation suggest that individual differences are the basic reason underlying the question why some individuals actively go for establishing their own businesses while the others do not. Behaviorists consider entrepreneurs independently from individual characteristics as individuals with entrepreneurial behavior. According to the behavioral approach, behavior can be learnt through formal and informal processes (Paço et. al., 2015: 58).

Drucker considers entrepreneurship as a discipline (Drucker, 1993: vii). From this perspective, entrepreneurship appears as a learnable fact. Therefore, entrepreneurship plays a critical role in improving prospective entrepreneurs and steering them towards development and entrepreneurship by providing them with a combination of knowledge, skills and capability to establish and maintain new enterprises (Dutta, Li and Merenda, 2011: 165). Education is vital to create an understanding of entrepreneurship, to develop entrepreneurial capabilities, and to contribute to entrepreneurial identities and cultures at individual, collective and social levels (Rae, 2010: 603). Therefore, an individual, who receives a basic entrepreneurship education providing competence in administrative terms, is more likely to engage in an entrepreneurship activity in the future (Dutta, Li and Merenda, 2011: 174).

Entrepreneurship education has not achieved sufficient maturity either in theory or in practice. Early courses on entrepreneurship have started in the United States in 1940s. Since those times, entrepreneurship education has increased considerably in the developed world (Paço et. al., 2015: 59). The number of universities and colleges with entrepreneurship courses in their curricula has clearly increased in the United States since the late 1960s. The entrepreneurship-related courses of many schools such as “Entrepreneurship & Venture Creation,” “Small Business Management,” “Enterprise Development” occupy a significant place in their curricula. Increasingly large number of colleges and graduate schools have accepted entrepreneurship as a fundamental area (Lee, Chang and Lim, 2005: 30). This trend became especially common in the universities in the United States, Canada and France in 1990s (Paço et. al., 2015: 59). The financial and economic crisis that emerged in 2008 and



the subsequent global recession have led to the emergence of a new economic era with important effects on entrepreneurship education, too (Rae, 2010: 591).

A study was carried out on the graduates who completed the University of Arizona's Berger Entrepreneurship Program between 1985 and 1999. This study determined that entrepreneurship had an effect on generating enterprises and creating welfare. Furthermore, it was concluded that entrepreneurship education had positive impacts on individuals' risk taking, enterprise education, inclination to be self-employed, and income/welfare generation. Those who received entrepreneurship education earned 10% higher monthly income in comparison with those who did not. In addition, and more interestingly, it was found that the graduates who had received this education gained 62% more personal assets than those who had not received (Charney and Libecap, 2000: 1-7).

The entrepreneurship education and culture existing in the United States have formed the basis of the strong infrastructure needed for the creation of worldwide organizations such as Microsoft, Oracle, Dell, and Wal-Mart. In addition to increasing the national welfare, such successful enterprises have created innovative products and services and strengthened the competitive advantage of the United States (Lee, Chang and Lim, 2005: 30).

Entrepreneurship education is an important method encouraging entrepreneurship because education 1) gives a feeling of independence and self-confidence to individuals, 2) enables the recognition of alternative career options, 3) broadens the individuals' horizons by enabling them to better perceive the opportunities, and 4) provides the knowledge that individuals will use in developing new business opportunities. Through adequate entrepreneurship education, an individual acquires the skills and knowledge needed for establishing and developing a new business (Paço et. al., 2015: 60). However, what can change the entrepreneurship intentions of students during education programs is not what they learn about entrepreneurship itself, but rather what they learn about themselves and their own capabilities. When they want to put their entrepreneurship education into practice (to establish an enterprise) in any future stage of their lives, the learning resources and incubation will help them (Sánchez, 2011: 251).

Entrepreneurship is the basic guide for innovation, competitiveness, and development. Due to their strong presence in basic sectors such as service- and knowledge-based activities, smaller enterprises and entrepreneurs play a fundamental role in the economy of the European Union today. There is a strong positive correlation between economic performance and entrepreneurship in terms of growth, companies' lifetime, innovation, employment generation, technological change, increase in productivity, and export. Besides, entrepreneurship also contributes to the society. Entrepreneurship is a tool for personal development, and it provides social cohesion when everybody is provided with the opportunity to establish his/her own business regardless of his/her background or origins (EC, 2004: 3).

One of the four strategic objectives of the Strategic Framework for European Cooperation in Education and Training, which was approved by the Council of the European Union in 2009, is enhancing creativity and innovation, including entrepreneurship, at all levels of education and training (European Council, 2009: 4). In this respect, the basic knowledge created through entrepreneurship education broadly involves (1) determining opportunities, (2) realizing the opportunities by producing new ideas and mobilizing necessary resources, (3) establishing and managing a new enterprise, and (4) developing creative and critical thinking skills (CEE, 2005: 3).

Entrepreneurship education has recently come to be considered as a process in which individuals are equipped with capabilities that they can use in many areas of their lives. In this context, entrepreneurship covers the capability of individuals to transform their ideas into action. Entrepreneurship includes such elements as creativity, innovation, risk taking, and planning and managing projects. Entrepreneurship education contributes to the competitiveness of Europe, and at the same time, it provides social benefits (EC, 2011: 2).

The report "Effects and Impact of Entrepreneurship Programs in Higher Education" published by the European Commission in 2012 states that entrepreneurship education in higher education improves students' basic competence in entrepreneurship, reinforces students' entrepreneurial intentions, and increases their employability. The mentioned report, which recommends that entrepreneurship education is disseminated to all disciplines and delivered through compulsory courses in universities, emphasizes that the post-education monitoring activities should be performed repetitively (EC, 2012: 7).



One of the action pillars of European Commission's Entrepreneurship 2020 Action Plan is entrepreneurial education and training to support growth and business creation. Investment in entrepreneurship education is one of the investments that will yield the highest return for Europe. Whether they establish an enterprise or not, those young people who receive entrepreneurship education improve their business knowledge and basic attitudes and skills that include creativity, initiative-taking, decidedness, team work, risk taking, and sense of responsibility. Such entrepreneurial mentality enables entrepreneurs to put their ideas into practice and increases their employability (EC, 2013: 5).

The report "Educating the Next Wave of Entrepreneurs, Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of The 21st Century", which was published by the World Economic Forum and focuses on entrepreneurship education, states that there are a number of approaches which are being effectively utilized and which support the call to action to "mainstream" entrepreneurship education. These approaches are developing leadership and life skills, embedding entrepreneurship in education, taking a cross-disciplinary approach, utilizing interactive pedagogy, and leveraging technology. And the basic factors of success enabling efficient entrepreneurship education are considered as the entrepreneurial ecosystem, developing effective educators, curriculum development, engagement of business, advancing innovation, and sustainable funding (WEF, 2009: 20-22).

With its high dynamism to affect economic and social development, entrepreneurship is an inevitable element in the achievement of Turkey's 2023 targets. For this purpose, a strategy and action plan focusing on the topic of entrepreneurship has been created, and the Entrepreneurship Council has been carrying out its entrepreneurship activities under the coordination of KOSGEB (Small and Medium Enterprises Development Organization). The general aim of the Entrepreneurship Strategy and Action Plan of Turkey for the period of 2015-2018 is to disseminate the culture of entrepreneurship, to create a strong ecosystem, and to develop entrepreneurship. One of the strategic targets in the intervention areas determined for the purpose of achieving this general aim is the dissemination of formal and non-formal entrepreneurship education and the development of a consultancy system for entrepreneurs. This strategic target aims to embed the topic of entrepreneurship in university programs as well as primary/secondary education programs, to include entrepreneurship education in the

curricula of the faculties of education, and to disseminate the KOSGEB trainings and entrepreneurship trainings within the framework of lifelong learning. Entrepreneurship education in higher education is delivered through formal education (entrepreneurship courses), non-formal education (KOSGEB trainings), and various projects. KOSGEB confirms the entrepreneurship courses that have been delivered in higher education institutions in accordance with the KOSGEB criteria since 2012 as “KOSGEB Practical Entrepreneurship Education” upon the requests of relevant higher education institutions (KOSGEB, 2015: 7,13,50).

The literature related to the determination of the relation between entrepreneurship education and entrepreneurial intentions of university students was reviewed, and some of the related studies are summarized in Table 1.

Table 1: Studies on the Relation between Entrepreneurship Education and Entrepreneurial Intentions of University Students

Author	Purpose	Findings
Souitaris, Zerbiniati and Al-Laham (2007)	To test the effect of entrepreneurship programs on the entrepreneurial attitudes and intentions of students.	The entrepreneurship programs raise some attitudes and overall entrepreneurial intentions of students.
Balaban and Özdemir (2008)	To determine the factors affecting the entrepreneurial intentions of students of business administration and the relation between the intentions and the entrepreneurship education/courses.	Entrepreneurship education is a sufficient condition (vis-à-vis a necessary condition) for the emergence of entrepreneurial intentions.
Wu and Wu (2008)	To examine the relationship between university students' higher educational background and their entrepreneurial intention	Students who had entrepreneurship education show a greater intention to start up new business than those who did not have.
Patır and Karahan (2010)	To determine potential entrepreneurs and find the ways to lead them to the market, and to detect the problems in entrepreneurship education and produce solutions.	University students have sufficient levels of entrepreneurship capacities and that those who took entrepreneurship education are more likely to establish their own businesses.
Izedonmi and Okafor (2010)	To examine the effect of entrepreneurial education on student's entrepreneurial intentions.	Positive relationship exists between students' entrepreneurship education and their entrepreneurial intentions. Knowledge and skills are major influencing factors in the student's entrepreneurial intentions.
Ahmed et. al. (2010)	To study the impact of personal traits, demographic characteristics and entrepreneurship education on entrepreneurial intentions of university students	Increased education level has an impact on entrepreneurial intentions. Years of study are found to be an important predictor of entrepreneurial intentions. Family business experience is also one of the important predictors of entrepreneurial intention.
Sanchez (2011)	To test the effect of entrepreneurship education programs on the entrepreneurial competencies and intention of university students.	Entrepreneurial education increases students' competencies (self-efficacy, pro-activeness and risk taking) and intention towards self-employment.
Byabashaija and Katono (2011)	To examine the impact of entrepreneurial education and societal subjective norms on entrepreneurial attitudes and intentions of university students to start a business	Entrepreneurship education effects perceptions of the desirability and feasibility of entrepreneurship as a career of choice and increases students' self-confidence.



Gözek and Akbay (2012)	To detect the entrepreneurial intentions of prospective entrepreneurs, the qualities they need to have, the places they can get support, and their problems.	Entrepreneurship is directly proportional to education.
Yumuk (2013)	To determine the factors playing a role in the occupational preferences of university students and to explain the factors affecting entrepreneurial intentions.	Entrepreneurship education have a partial effect on entrepreneurial intention.
Özdemir (2015)	To determine the effects of socio-demographic characteristics of university students on their entrepreneurial intentions and to reveal whether their status of receiving entrepreneurship courses has an impact on entrepreneurial intention.	Whether there are any entrepreneurs in a student's family or not have an effect on the "need for success" and "creativity" dimensions of entrepreneurial intention. Whether a student has received entrepreneurship education or not have an effect on the "external locus of control" dimension of entrepreneurial intention. Those who have not received entrepreneurial education have higher belief in external locus of control in comparison with those who have received. The entrepreneurship courses have contribution to the awareness of students about entrepreneurship.

Sources: (Souitaris, Zerbinati and Al-Laham , 2007: 566-591; Balaban and Özdemir, 2008: 133-148; Wu and Wu, 2008: 752-774; Patir and Karahan, 2010: 27-44; Izedonmi and Okafor, 2010: 49-60; Ahmed et. al., 2010: 14-22; Sánchez, 2011: 239-254; Byabashajja and Katono, 2011: 127-144; Gözek and Akbay, 2012: 45-60; Yumuk, 2013: 96-120; Özdemir, 2015: 41-65)

3. RESEARCH METHOD

The present study aims to detect the factors affecting entrepreneurial intentions of university students and to determine the effect of entrepreneurship education on entrepreneurial intention.

The population of the study was made up of the final year students of the Department of Business Administration of the Faculty of Economics at Istanbul University who took the entrepreneurship course. An entrepreneurial intention questionnaire was created for the university students by using the entrepreneurial intention test developed by KOSGEB. The questionnaire was administered to the students face-to-face. 83 of the 110 students (75.45%) answered the questionnaire; according to the results of the scoring, those students who took a score above 70 out of 100 were considered as having entrepreneurial intention.

Socio-demographic characteristics of the students are presented on a frequency distribution table. Then, the factors affecting entrepreneurial intention were analyzed through the use of logit model. Such models are named as binary choice models if the dummy variables, which take two values, are included in the regression models as dependent variables. Binary choice models reveal the relation between the characteristics of a decision unit and the possibility of making a certain choice (Özer, 2004: 61). Among the choice models, the logit model, which is the most commonly used one, was preferred in this study.

The logit model, which ensures that the probability remains between “0” and “1” and which is nonlinear in terms of coefficients, relies on the following logistic cumulative distribution function:

$$P_i = \frac{1}{1 + e^{-(\beta_0 + \beta_1 x_i)}}$$

The estimation of this model was made through the maximum likelihood method.

4. EMPIRICAL FINDINGS

The frequency table showing the socio-demographic characteristics of the students taking part in the questionnaire is provided below:

Table 2: Frequency Distribution

	Frequency	Percent	Cumulative Percent
<i>Gender</i>			
Female	36	43.4	43.4
Male	47	56.6	100.0
<i>Occupation of the Mother</i>			
Public sector	7	8.4	8.4
Private sector	17	20.5	28.9
Self-employed	2	2.4	31.3
Unemployed	57	68.7	100.0
<i>Occupation of the Father</i>			
Public sector	16	19.3	19.3
Private sector	25	30.1	49.4
Self-employed	32	38.6	88.0
Unemployed	10	12.0	100.0
<i>Income Status of the Family (TRY)</i>			
1-2000	21	25.3	25.3
2001-4000	30	36.1	61.4
4001-6000	17	20.5	81.9
6001 and above	15	18.1	100.0
<i>Have You Worked in a Job During Your Education in the Faculty</i>			
Yes	57.0	68.7	68.7
No	26.0	31.3	100.0
<i>Do You Have a First-Degree Relative That Have Established His / Her Own Business</i>			
Yes	51	61.4	61.4
No	32	38.6	100.0
<i>Does the Faculty Education Have a Role in Encouraging You to Be An Entrepreneur</i>			
Yes	71	85.5	85.5
No	12	14.5	100.0

As shown in Table 2, 43.4% of the respondents were female, and 56.6% were male. The percentage of self-employed mothers was 2.4 while the same percentage was 38.6 for fathers. The families of the 36.1% of the students had an income between 2001 and 4000



TRY, and 18.1% had an income above 6000 TRY. 68.7% of the students had worked in a job during their faculty education. 61.4% of the students had a first-degree relative that had established his/her own business. Besides, 85.5% of the students stated that the faculty education played a role in encouraging them towards entrepreneurship.

The factors affecting the entrepreneurial intentions of the respondents were analyzed through the logit model. The most appropriate model that was found significant is presented below.

Table 3: Logit Analysis Results

Logistic regression		Number of obs =	83	
	LR chi2(2)	=	55.68	
	Prob > chi2	=	0.0000	
Log likelihood = -29.394724		Pseudo R2	=	0.4864

var12	Coef.	Std. Err.	z	P> z
var13	0.16521	0.034964	4.73	0.000
var15	1.603556	0.685961	2.34	0.019
cons	-12.1529	2.497964	-4.87	0.000

In the logit model in which the dependent variable was entrepreneurial intention (var12), the variables of entrepreneurship exam score (var 13) and the status of having a self-employed father (var15) were found to be statistically significant. Besides, the direction of the relation is positive. According to the results of the LR Test, the coefficients of the model are significant, as indicated in Table 3. The other variables used in the questionnaire (gender, occupation of the mother, income status, status of having worked in a job during the faculty education, status of having a first-degree relative that have established his/her own business) were also included in the model; however, these factors were excluded from the model since they were not found to be statistically significant. The marginal effects used for measuring the size of the relation are provided in Table 4.

Table 4: Marginal Effects After Logit

Variable	dy/dx	Std. Err.	z	P> z
var13	0.040897	0.00878	4.66	0.000
var15	0.38069	0.14673	2.59	0.009

According to Table 4, a 1% increase in the entrepreneurship exam score increases the likelihood of having entrepreneurial intentions by 4%. And having a self-employed father increases the likelihood of having entrepreneurial intentions by 38%.

5. CONCLUSION

The entrepreneurial potential of university students and a profile of entrepreneurial students are quite important for achieving an entrepreneurial society. Therefore, there is a clear need for the regulation of entrepreneurship education and training practices. The priority of the entrepreneurship education should be the development of entrepreneurial attitudes, skills and behavior. In this respect, the development of the current entrepreneurial potential of Turkey is possible, above all, through a quality system of education.

It is quite important that university students be interested in entrepreneurship as a career option, that they adopt entrepreneurship with their hearts and minds, and that entrepreneurship courses be provided on the basis of the principle of developing their self-efficacy. The study found a significant positive relation between entrepreneurship education and entrepreneurial intention, confirming the important role played by such entrepreneurship education on entrepreneurial intention.

In addition, it was revealed that the students with self-employed fathers had higher entrepreneurial intentions than the others did. This result is also important in that it shows the role-model position of the father in our national culture.



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