

IS IT POSSIBLE TO DEVELOP ENTREPRENEURSHIP COURSE FROM E-MBA AND UNDERGRADUATE STUDENTS PERSPECTIVE?¹

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Abstract

Entrepreneurship is one of the key elements of the success and development of business. Educating and developing of entrepreneurs have become increasingly important in today's business world. In many universities without making a faculty or department distinction there are lots of entrepreneurship courses. At this point researchers have a curiosity about how the students evaluate the course as the direct consumer of it. In this study to search of this curiosity we used qualitative content analysis. To this end we made structured interview with 68 E-MBA and undergraduate students who took this lesson in university, the number of participants 36 and 32 respectively. One of the most significant results is long term orientation among the undergraduate students. Most of the undergraduate students stated that this entrepreneurship course should diffuse throughout the university education. Especially business students believe that in these four year period this course should be gradually given by the professors. On the other hand E-MBA students have more pragmatist tendency than the undergraduates. Since they have business experiences most of the students have inclination to meet practitioners and to get their experiences from the first hand. Is It Possible To Develop Entrepreneurship Course From E-Mba And Undergraduate Students Perspective?

Key Words: Consumer of Course, Curriculum Intend, Entrepreneurship, Entrepreneurs

JEL Codes: O34, G32, C23.

Özet

Ticaretin başarısında ve gelişmesindeki en önemli unsurlardan biri girişimciliktir. Bugünün iş dünyasında girişimcilerin eğitimi ve geliştirilmesi giderek artan derecede önem kazanmıştır. Birçok üniversitede fakülte veya bölüm ayrımı yapmaksızın girişimcilik dersleri verilmeye başlanmıştır. Bu noktada araştırmacıların merakı girişimcilik dersinin direkt tüketicisi olarak dersi nasıl değerlendirdikleridir. Çalışmada bu merakı araştırmak analiz yöntemi olarak için nitel içerik analizinden yararlanılmıştır. Bu amaçla 36 E-MBA ve 32 lisans, toplamda 68 öğrenci ile yapılandırılmış mülakat gerçekleştirilmiştir. Göze çarpan en önemli araştırma sonuçlarından biri olarak lisans öğrencilerinin uzun vade yönelimli olmaları ön plana çıkmaktadır. Özellikle de işletme öğrencileri dört yıllık eğitimlerinin içine girişimcilik eğitiminin aşamalı olarak yayılması gerektiğini dile getirmişlerdir. Diğer yandan E-MBA öğrencileri ise lisans öğrencilerine göre daha pragmatist bir eğilim sergilemektedirler. E-MBA öğrencileri sahip oldukları iş deneyimlerinden dolayı çoğunlukla girişimcilerle buluşmayı ve birinci elden deneyimlerini öğrenmek istediklerini dile getirmişlerdir.

Anahtar Kelimeler: Ders tüketicileri, Müfredat planı, Girişimcilik, Girişimci

JEL Kodu: O34, G32, C23.

¹ The first version of this study "Is It Possible to Develop Entrepreneurship Course From E-MBA Students Perspective?" presented and published in 3rd International OFEL Conference on Governance, Management and Entrepreneurship, April 17-18, University of Dubrovnik, Croatia, Dubrovnik. This study is developed and extended version of the first study.

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1. Introduction/ Theoretical Framework

Entrepreneurship phenomenon has been rising on the global agenda among the all countries. Both developing and well developed countries accept that this phenomenon is one of the key elements of the success in business. In this sense educating and developing of entrepreneurs have become increasingly important in today's business world. In many universities without making a faculty or department distinction there are lots of entrepreneurship courses such as entrepreneurship, international entrepreneurship, social entrepreneurship, institutional entrepreneurship. At this point researchers have a curiosity about how do the students evaluate the course as the direct consumer of it?

The priority of the qualitative study is to reveal the meanings which attributed by the individuals/groups about a phenomenon. Entrepreneur/entrepreneurship phenomenon which is gradually trying to be standardized by the researchers and educator is based on "being different" in its core and the subject of this study is what does entrepreneur/entrepreneurship education mean among the students mind in the education system. Since they have different backgrounds and conditions all students won't have the same perspective about this issue. In this study we chose E-MBA and undergraduate students as our case field. Due to the E-MBA students meet relatively the best consciousness consumer profile and undergraduate students, who take this course compulsory, show relatively the lower consciousness profile for the study. Both of the groups take this course with the distant learning. This quality of these students makes them very important research objects in this study.

We have a main question in this study. To this end we produced two sub-questions to understand the problematic:

- From students perspectives what does entrepreneurship course means?
 - Is the entrepreneurship course essential from students view?
 - What kind of role do the students expect from the university in the development of entrepreneurship in country or in their entrepreneurship development?

In the scope of bologna process the training of entrepreneurship role which is attributed to the universities can be gain a new dimension if the course content meets the expectations. And if we get consistent contributions from these questions, both the entrepreneurship course and universities role on entrepreneurship will be renewed.

It is no exaggeration to say that entrepreneurship and small firms have been a "hot topic" in society as well as in education and academic research in recent decades (Landstrom, 2005:4) And recent years have seen an exponential increase in entrepreneurship education (EE) and many countries grasped this issue as one of the key element of economic development. To this end many countries opened entrepreneurship courses in their universities and these emergencies create a complexity and diversity in the EE. However, the infamous question "what is an entrepreneur"? has fuelled debates concerning entrepreneurship as an academic discipline (Hills, 1988; Edwards and Muir, 2012:279).

These courses are of great importance to create and empower entrepreneurs' movements, but entrepreneurship courses in higher education need to be improved together by scholars, students, and entrepreneurs. In this sense we are trying to inquire whether these entrepreneurship courses are sufficient to provide abilities and understandings which are required for creating/supporting students as entrepreneurs. In the following section entrepreneurship is shortly presented. And then relationship between entrepreneurship and education is discussed. Next the research method of the study is presented. Finally, we discuss our findings and their contributions in the research context.

2. Entrepreneurship and Entrepreneurship Typologies

Because of the complexity of the entrepreneurship phenomenon there is no single entrepreneurship definition in literature and this complexity prompts scholars to find out new understandings about the entrepreneurship. Even the following definitions display the conceptual variation in the field (Aydın, 2006; akt: Dinçer, Yıldırım, Dil, 2011: 602),

- "Entrepreneurs are undertakers engaged in market exchanges at their own risk for the purpose of making a profit" (Cantillon, 1931)
- "The creation of new enterprise" (Low and Macmillan, 1988)
- "The process by which individuals (either on their own or inside organizations) pursue opportunities without regard to the resources they currently control" (Stevenson and Jarillo, 1990)"
- "The process of creating something different with value by devoting the necessary time and effort; assuming the accompanying financial, psychological, and social risks; and receiving the resulting rewards of monetary and personal satisfaction" (Hisrich & Peters, 1989).
- "An entrepreneur is the person, who organizes and manages a business undertaking and who assumes risk for the sake of a profit" (Wheelen and Hunger,2000:284)

Briefly we can classify the definitions in two categories; **i**-what the entrepreneur is; as a particular person or as the product of a particular environment, **ii**-or what the entrepreneur does; as the performer of a particular role in society, or as a specific input to the economy, events and processes (Dinçer, Yıldırım, Dil, 2011:602).

3. Relationship Between Entrepreneurship and Education

We should acknowledge that education of the entrepreneurial culture is a must for an entrepreneurial society, but it is not enough. And building an entrepreneurial culture takes time and it requires patience. Entrepreneurship education is important because it "serves to motivate potential entrepreneurs and helps to ensure a critical mass of inflow of ideas and entrepreneurs into the community" (Otto, 1999, 54; Martiz and Brown, 2012:234). Peter Drucker (1985,7) stated that "*entrepreneurship as purposeful tasks that can be organized— is in need of being organized—and as systematic work*". Carlson et al (2009,1) identified entrepreneurship as a mechanism that converts economic knowledge into economic growth. Currently, universities are expected to play a new role in society, in addition to research and teaching, by applying a 'third mission' of economic development (Etzkowitz et al., 2000; Rasmussen et al, 2006: 185). This development has been apparent at many US universities for decades, and is currently accelerating also in Europe (Rasmussen et al, 2006: 185). Recent studies suggest entrepreneurship can also be encouraged through education and training (Hytti and O'Gorman, 2004; Harris and Gibson, 2008; Beynon et al, 2014:585). Through suggestion we mentioned above, entrepreneurship education is seen somehow able to produce "super skilled" graduates who will be entrepreneurially effective and capable of thinking creatively, solving problems, analyzing business ideas, identifying opportunities, innovating, effecting economic growth, empowering others and creating both jobs and value for society (Department for Business Enterprise and Regulatory Reform (BERR), 2008; EC – Enterprise and Industry Directorate-General, 2009; QAA, 2012; WEF, 2009; Colette, 2013: 837).

The term EE can be interpreted in two ways; either learning about entrepreneurship as a phenomenon, or learning useful skills in order to become an entrepreneur (Rasmussen et al, 2006, 186). Furthermore these two dimensional education also play a significant role in the emergence and diffusion of entrepreneurial culture (Fayolle, 2000). To create the right attitudes in individuals, and to develop knowledge and skills relevant for entrepreneurship, educators in universities, 'have an obligation to meet students' expectations with regard to preparation for the economy in which they will operate' (Galloway et al., 2005; Hynes et al., 2009: 95).

Moving from these thoughts our aim is to find what lessons can be learned from students as our cases. To this end in this study we chose our participants from E-MBA students who are working in the sector and undergraduate students. As the E-MBA students are consciousness consumer of entrepreneurship course we aim to get some important practical/pragmatist clues to develop the content of this course. And we used undergraduate students to understand (in the long term) how they look the content and requirement of these courses. We aimed to get some beneficial material from both perspectives. We used Beynon's et al (2014) study "*Investigating the motivation for enterprise education, a CaRBS⁴ based exposition*" as a path to understand and analyze the main motivation characteristics of our sample. To draw a clear theoretical framework below we will shortly explain the main motivation characteristics for undertaking entrepreneurship course and what they get from the course. These characteristics are composed of six dimensions, which are:

- i. Desire to undertake a business startup.
- ii. Desire to acquire management competencies.
- iii. Desire to achieve business growth.

⁴ The Classification and Ranking Belief Simplex (CaRBS) technique is employed in the classification analyses undertaken, which offers an uncertain reasoning based visual approach to the exposition of findings.

- iv. Desire to increase confidence in the option of an entrepreneurial career.
- v. Desire to develop interest in the subject matter.
- vi. Desire to acquire entrepreneurial education-related qualifications.

In literature there are various classification about main motivational entrepreneurship characteristics. We chose these characteristics as they are the most frequently cited in the literature.

- Start-Up: Garavan and O’Cinneide (1994), Young (1997), Petridou et al.(2009) and Peterson and Limbu (2010) suggested students undertake entrepreneurial related programmes to provide the knowledge required for the business start-up process. Galloway and Brown (2002) proposed students undertook entrepreneurial education to enhance their prospects of undertaking an entrepreneurial start-up at some future point. Specifically, their study noted 78 per cent of students identified (Beynon et al, 2014: 588-589).
- Management: Ineffective managerial competencies have long been associated with small business failure (Walker et al., 2007; Beynon et al,2014: 589). Anderson and Jack (2008) identified individuals are attracted to the discipline of entrepreneurial education by the opportunity of personal development and an adaptable skills base. Specifically, Cooper et al. (2004) and Galloway et al. (2005) noted students seek education which provides them with transferable skills including managerial competencies. Chrisman and McMullan (2004) and Bhandari (2006) also noted that entrepreneurial education study enabled improved managerial competency in areas such as sales and management of employees (Beynon et al, 2014: 589).
- Business growth: Entrepreneurship activity enhances business growth (Acs and Audretsch, 2003; Audretsch and Keilbach, 2006; Praag and Versloot, 2007; Beynon et al, 2014: 589). As we mentioned in the typologies of entrepreneurship section most of the entrepreneurs have a desire for substantial growth in their business. Entrepreneurial education enables existing and nascent entrepreneurs to pursue an entrepreneurial career with a growth perspective. Failure to enable this could mean graduate start-up with non-growth aspirations and limited potential (Beynon et al, 2014:589).
- Self-Confidence: Given that an entrepreneur is generally regarded as one who prefers to own his own business, it can be expected that the entrepreneur must believe that he is able to achieve the goals that are set (Koh, 1996,15). In other words, an entrepreneur is expected to have a perceived sense of self-esteem and competence in conjunction with his business affairs (Robinson et al., 1991, Koh, 1996: 15). Ho and Koh (1992) have suggested that self-confidence is a necessary entrepreneurial characteristic and that it is related to other psychological characteristics. Empirical studies in the entrepreneurship literature have found entrepreneurs to have a higher degree of self-confidence relative to non-entrepreneurs (Robinson et al., 1991; Ho and Koh, 1992; Koh 1996:15). Thus, entrepreneurial education must encourage new entrepreneurial careers and increase the confidence of the existing entrepreneurial population to further develop their activities (Beynon et al,2014:589).
- Interests: Jaafar and Abdul Aziz (2008) noted nascent entrepreneurs and owner/managers pursue an entrepreneurial career to develop an idea or pursue a hobby. An entrepreneurial education program should therefore provide the student with the ability to generate new enterprise ideas (DeTienne and Chandler, 2004) and refine and develop existing proposals (Politis, 2005; Beynon et al,2014: 589-590).
- Qualifications: Prior research informs us that SME owner/managers have lower formal educational levels in comparison to their counterparts within larger businesses, and participate in fewer training activities (Organization for Economic Co-operation and Development (OECD), 2002; Bartram, 2005). In contrast, Robinson and Sexton (1994) suggest SME owner/managers are more highly educated than the general public, a statistic supported by Muir et al. (2001) based on a study of female entrepreneurs (Beynon et al,2014: 590). Schwarz et al. (2009) noted highly educated entrepreneurs were more likely to grow their enterprises than lesser qualified counterparts. Moreover, the importance of highly educated owner/managers for the survival and growth of business start-ups is well established (Cooper et al., 1994; Kennedy and Drennan, 2001). Therefore, an educated and skilled labor force is considered essential for the growth of the SME sector within the global economy (Walker et al., 2007; Beynon et al,2014: 590). Thus, it is important to assess the importance the individual student places on the attainment of an entrepreneurial-related qualification as a mechanism to develop their entrepreneurial competencies

4. Methodology

E-MBA and undergraduate students constitute our cases. As a research strategy, the case study is used many situations to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena (Yin, 2003: 1). A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2003: 13). Due to the unclear boundaries between phenomenon and context, in this study we used case study as our research strategy and design. Through this research design the researcher can obtain detailed data about a person, group or institution. In this study to search of this curiosity we made structured interview with 36 students, who took this lesson in E-MBA program, and 32 undergraduate students who have to take this course compulsory. This course is giving as distant learning in both groups. We made qualitative content analysis. Through the structured interview method some data obtained from students which are the expectation for the course, and the ability of use what they have learned in class.

The definitions about entrepreneurship which are taken from related literature, and the main motivation characteristics for undertaking entrepreneurship course, which is used in the Beynon's et al (2014) study, are used as conceptual tools to shape the interview questions in our study. Also these conceptual tools will be used a theoretical lens to interpret our findings. In the qualitative content analysis we followed both deductive and conductive strategies. Due to our conceptual tools we followed deductive strategy in the content analysis because we have some pre-codes and themes. At the same time we used inductive strategy as we built new codes and themes in the analyzing process due to *open coding* method (in vivo coding).

The datum gained from interview is analyzed in qualitative analysis software (MaxQDA). Through the software coding and analyzing process of the qualitative content analysis is made easily. Also this software gave some other advantages to the analyzer, such as monitoring and controlling the data easily, and the opportunity to add new codes or remove existing codes.

5. General View of the Analysis

In this section we gave the general view of our analysis with MaxQDA tables. Below in the figure 1 and 2 rows are the codes of the study which are derived from questions and interviews. Our analyzing tool for E-MBA students is composed of 10 main categories which are *gender, age, education, requirement of the course, selection purposes of the course, business, constraints/supporters, university responsibilities, sampling orientation, and X factor*. In figure 2 our analyzing tool for undergraduate students is composed of 11 main categories which are *gender, age, family history, requirement of the course, benefits of the course, pros and cons of the course, business, constraints/supporters, university and state responsibilities, sampling orientation, and X factor*. The reason of this distinction among the codes between these two group is based on contextual and educational differences among the E-MBA and undergraduate students. Due to the undergraduate students have no business life they gave some different response to some questions and this situation is increased the number of the codes in undergradutae studnets. Also in this group we asked family history of the students whether if they have an entrepreneur among their parents and this this family history has any effect on their entrepreneurship ideaes. In both figures columns constitute the cases of the analysis. As you see in figure 2 some colored boxes are bigger than the figure 1. The reason of this situation can be linked with course selection. In undergraduate students group this course is compulsory and many students are not delighted to take this lesson. Therefore many discontent students spoke more than the other students about this course. Longer sentences reflects as the bigger box in the analyzing table. (see Appendix)

Figure 1: General View of the E-MBA Student Analysis

Figure 2: General View of the Undergraduate Student Analysis

In figure 1, in the education category we classified students as their graduations which are formal education and distance education. We made this classification because we wanted to see whether if there is a distinction in entrepreneurship orientatitons between students who have formal bachelor degree and distance bachalor degree.

In the requirement of the course category for both groups we built two codes which are essential and elective. We coded some cases as essential due to their responds to the related question and others coded as elective.

In the selection of the purposes category in figure 1 we asked students selection reason of this course. Since this course in undergraduate education is compulsory in figure 2 we replaced this category with benefits of the course title. In the first group we created four codes which are understanding/discovering “What is entrepreneurship”, quality development, different focuses, and professional focuses. In the second group we added two new codes to these four codes which are indecesive and not benefit/unfulfilled expectatitons. Apart from these three codes, which are in vivo codes, rest of the codes derived from Beynon’s et al (2014) studies.

In the first group business category is composed of 3 dimensions which are entrepreneur, survival in business, and proficiency. In the second group the content of this category has changed since except for one undergraduate student they have no business experience. Also this business category is composed of three dimensions which are entrepreneur, entrepreneurial intention, and professional focuses. Both the codes of these two groups were created from the responds of the interviewees.

Constraints/ supporter category was derived from literature and interviews. In the first group this categor is composed of 3 codes; internal constraints, external constraints, and state and other isntitutions support. In the second group we added only one new code to this category which is low barriers. *Some example satatements from the cases about this code:*

“Case x: Due to Turkey is developing country it is open to innovation and according to developed countries there is no su much new or different ideas, institutions and projects. Therefore in Turkey there are lots of niches to make an attempt”.

“Case y: In Turkey the entrance to the markets is easy but the survival time is short, selling the products is easy, and there is no many entrepreneurs. All of these facts are the facilitating factors of entrepreneurship in Turkey”.

“Case z: Being a developing country is an advantage for the entrepreneurs. And there are lots of opportunities to make entrepreneurship in many fields. In many fields like industry and tourism we have many suitable cities as the market”.

We coded personal characteristics like lack of self-confidence in internal constraints, bureaucracy and such terms in external constraints and not well developed competition among rivals and such statements as low barriers. On the other hand we coded state supports, funds and such supports in state and other institutions support.

In the course of analyze we created a new category which is university responsibilities. And this category composed of 7 codes which are auditor, education, financier, mentor educator, leader and motivator, researcher, and organizer. Due to some contextual differences between E-MBA and undergraduate students, in the second group we expanded the title of this category. Because undergraduate studnets have a tendency/inclination to evaluate the responsibilities of university and the state in one frame. Due to the large extent of the universities belong to the state most of the undergraduate students did not make a distinction between universities and state. Therefore in the second group we combined the name of this categor as university and state responsibilities. We will shortly explain coding process of some codes. We coded some response in auditor code, because some participants want to see university/state in auditor role in their entrepreneurship process. Some participant sees university/state only in educator role, so we coded these responses in education code. On the other hand some interviewees attributed a new role to the university/state which is financier, because these participants want to find fund for their entrepreneurial activities from university. Learning by doing method seen as a requirement by the participants we coded their responses in mentor education code.

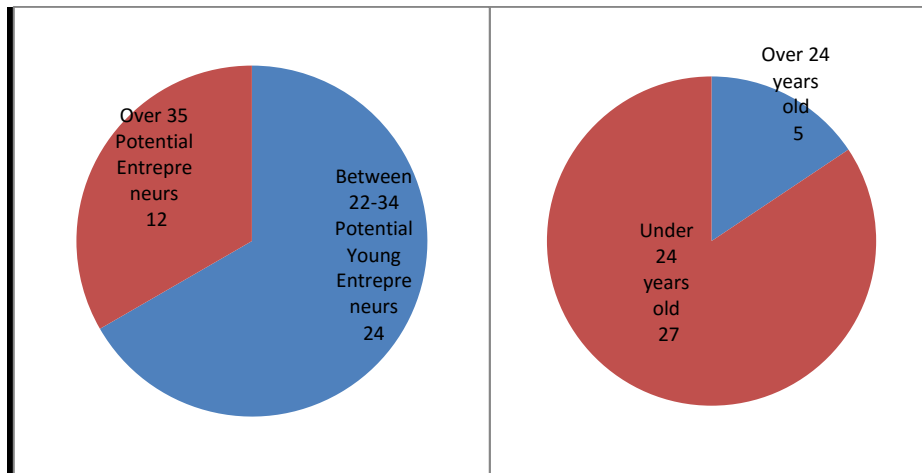
Our last two categories are sampling orientations and x factor. In the next section categories and their codes will be discussed with their chart graphics in detail.

5.1. Discussion of Results

Some academic research reveals that generally investors support entrepreneurs over 35 years old (Barringer and Ireland, 2006). To this end in the figure 1 we classified our participants into two groups. The first group is potential entrepreneurs over 35. The second group includes relatively-young potential entrepreneurs between 22 and 34. The number of these participants is 24 and 12 respectively. In the second figure again we classified our participants into two groups, over 24 and under 24. We made this classification due to the context of Turkish

university education. Because the average graduation age in Turkish university education is 24. In this group the number of these participants is 5 and 27 respectively.

Figure 3: Age Dimension of E-MBA and Undergraduate Students



Entrepreneurship course is opened as elective course for the participants in E-MBA program. One of the factors that may affect the entrepreneurship course is the business field in which students work. Moreover overlapping between university education and business field can be seen as an important data. In this case 3 of the 36 participants are conducting entrepreneurial activities. 22 of them are working in their proficiency field. And 12 of the participants are working out of their education. This situation is might be an exit point from vicious cycle for survival in business who are experiencing dissatisfaction in their job. This can be a new research topic for further studies. In the second part of figure 5 among the undergraduate students there is confusion about requirement of this course. During the interview initially 19 students stated that this course should be elective *“because we do not want to be an entrepreneur”*. But then some of these students stated that this course can be essential because it provides us some important knowledge about entrepreneurship and through this course we developed ourselves. Considering this anomaly most of the undergraduate students find this course essential as it increased their quality development.

Figure 4: Business Dimension of E-MBA and Undergraduate Students

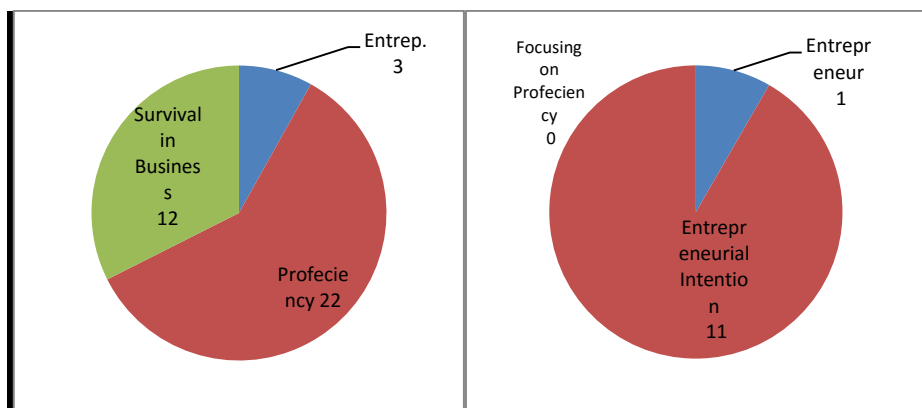
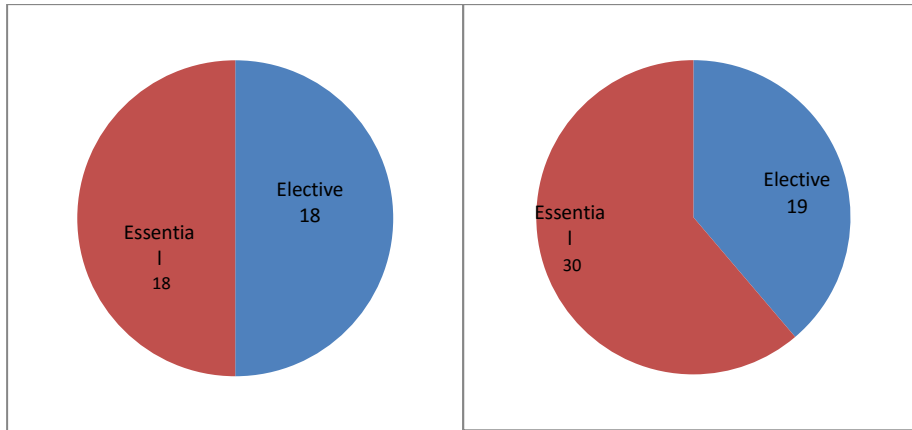
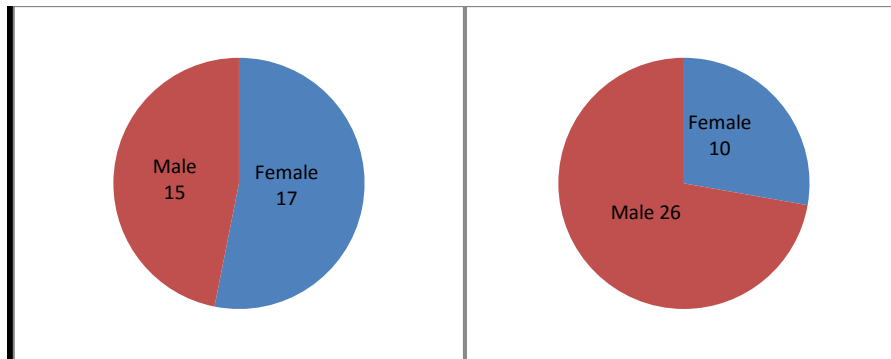


Figure 5: Requirements of the Course of E-MBA and Undergraduate Students



Gender is a fact which is frequently evaluated in the literature. And in developing countries like Turkey macro policies are of great importance to increase the number of women entrepreneurs. In this study we aimed to understand whether if there is a meaningful distinction in gender issue to shape the entrepreneurship course. In E-MBA group 10 of the 36 participants are women. Half of the women stated that entrepreneurship course should be elective because there is no need to take this course to become entrepreneur. Whereas rest of the women stated that to become an entrepreneur this course is a must. This second group of women believe that there is no way to understand and discover “what is entrepreneurship?”. In undergraduate student group 17 of 32 participants are woman. In this category undergraduate students show a consistent result with the E-MBA results. 8 of the women stated that entrepreneurship course should be elective because there is no need to take this course to become entrepreneur. And rest of the women gave the same respond like E-MBA group. On the other hand, 12 of the 26 men in E-MBA group and 8 of the 15 men in undergraduate group stated that this course is essential to understand the entrepreneurship and to learn the successful strategies which they need. In both group rests of the men stated that entrepreneurship is an innate characteristic and these hereditary characteristics are more effective than the education. In this study because of the balanced distribution in both groups gender is not a distinctive fact.

Figure 6: Gender Dimension of E-MBA and Undergraduate Students



We asked our participants why they chose this course as it is elective in E-MBA program. Due to this course is compulsory in business program we asked undergraduate students what is the benefits of this course for themselves. After gathering data from our E-MBA and undergraduate participants, in the first group we identified four codes and in the second group we identified six codes which are based on literature and in vivo coding method.

In the E-MBA group these codes composed of quality development, understanding/discovering “what is entrepreneurship?”, Professional focuses, and different focuses. In the undergraduate student group we added two new codes to this category which are Indecisive and No Benefit/Unfulfilled Expectations. In the first group we coded most of the participants’ replies in two codes like quality development and understanding/discovering “what is entrepreneurship?”. In the undergraduate student group we added No Benefit/Unfulfilled Expectations code to the first two codes.

In both group most of the participants generally want to understand/discover “what is entrepreneurship?” as well as quality development, or No Benefit/Unfulfilled Expectations. In “different focuses” code, ease of the course, actuality of the course, and guidance of the other academics are seen the most prominent elements in E-MBA group.

Figure 7: Selection Purposes of E-MBA students

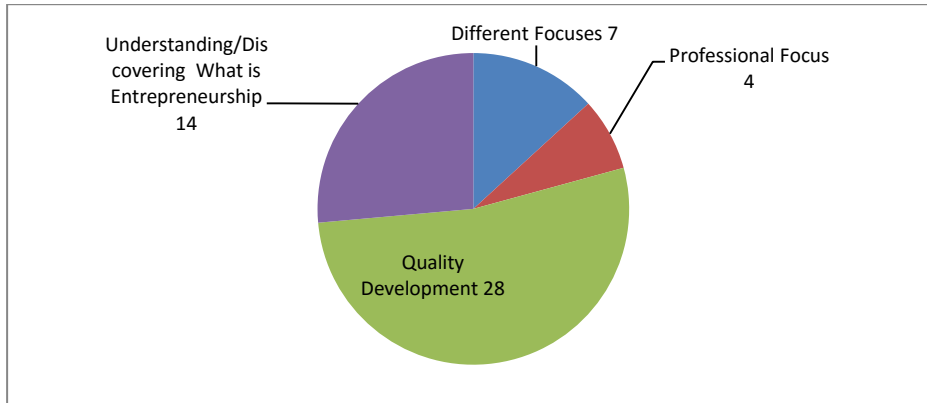
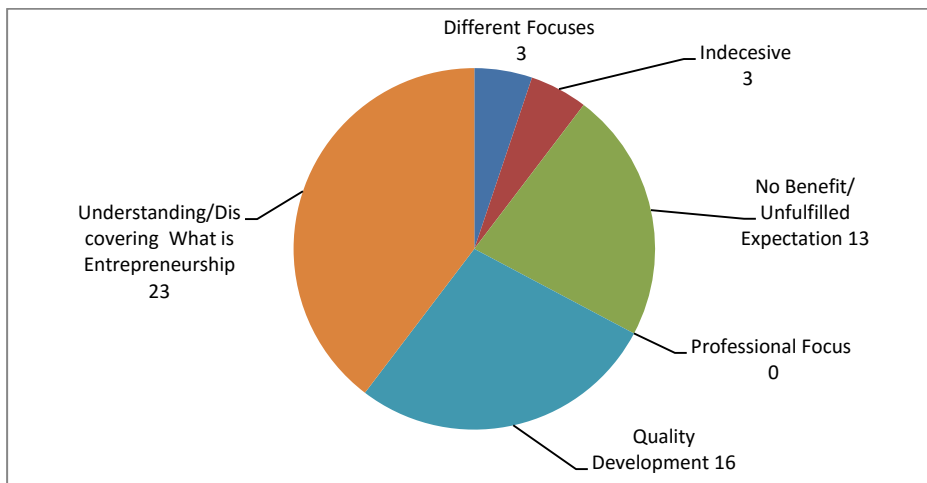


Figure 8: Benefits of the course for Undergraduate Students



During the interview we asked two questions to understand the entrepreneurship climate in Turkey. And these questions were prepared in cross qualifications. We asked facilitating and complicating factors in enterprising in Turkey. In both groups the replies show contradiction among the interviewees.

The reason of this dilemma among the participants is based on deficiency of the facilitator factors and the fact that they have been just initiated by the government.

In both groups we deduced two codes from interviewees about obstacles of the entrepreneurship in Turkey which are external and internal constraints. Bureaucracy, insufficient support of the state and such factors frequently expressed as external constraints by interviewees. Lack of self-confidence and brave and such factors frequently expressed as internal constraints by interviewees. External constraint code is the highest code in both groups. In undergraduate group internal constraints is higher than the E-MBA in undergraduate group. We believe that this situation is based on having no business experiences among the undergraduate students.

In support section of this category we deduced one code from E-MBA group and two codes from undergraduate group which are state and other institutions support and low barriers code. The awareness of state and other institutions support code is higher in undergraduate group than the E-MBA group. We have attributed this situation into two reasons; first in E-MBA group most of the students coming from different faculties except for a few business graduations. Therefore there is a knowledge deficiency among these students. Second in

undergraduate group all participants are business students and all of them senior. Therefore these students throughout their business education they take more and detailed education on this issue. Also the same reason is valid for the emerging of the low Barriers code in undergraduate students group.

Figure 7a: Constraints/ supports Dimension of E-MBA Students

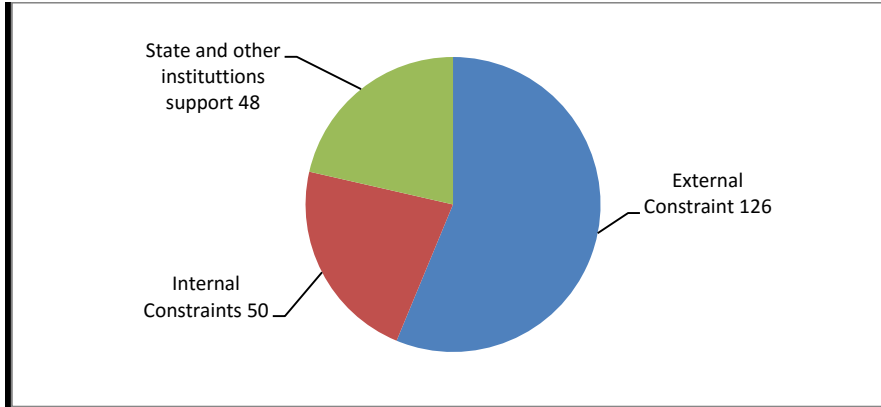
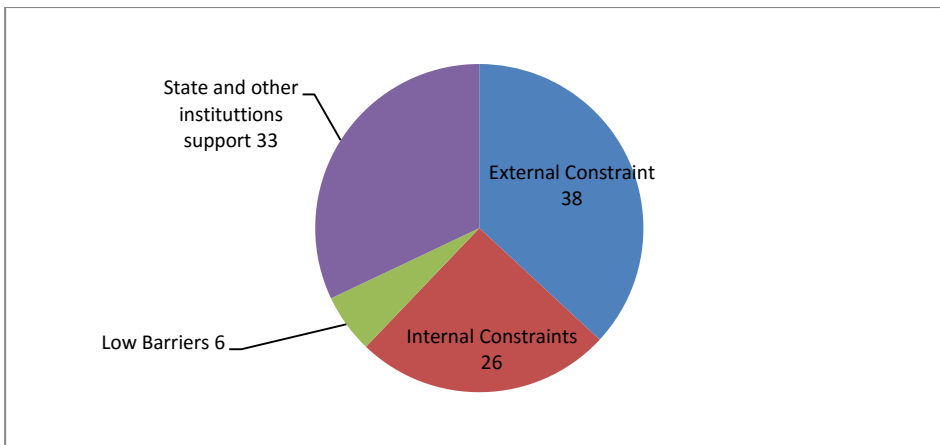


Figure 7b: Constraints/ supports Dimension of Undergraduate Students



Universities, as the giver of entrepreneurship course, are seen important actors to develop entrepreneurship culture in society. Furthermore these actors are accepted as one of the key factors to eliminate the both internal and external constraints by the consumer of these courses.

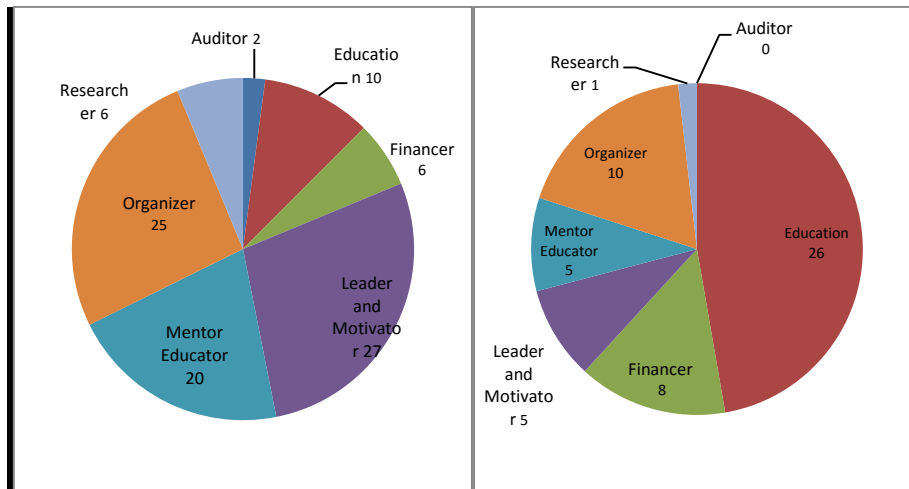
In the analyzing stage of the interviews some important codes emerged which are leader and motivator, mentor educator, education, organizer, financier, researcher, and auditor. As you see in the graph 1 among the E-MBA students' leader and motivator, mentor educator, and organizer codes are by far the most mentioned codes. Interviewees attributed leader and motivator role to the universities to eliminate their self-confidence deficiencies. With the mentor educator role interviewees want to obtain some facilities such as learning by doing and experiencing the real working environment. E-MBA students want to see universities in organizer role because they want to meet successful entrepreneurs. Also interviewees in this group suggest that universities should be the meeting point with investors and entrepreneur candidates.

Previously we have explained that among the undergraduate students there is no distinction between university and state institutions we combined the title of this category as university and state responsibilities in this group. As you see in the graph 2 education code is the most prominent code among the other codes. Organizer is the second highest code in this category and financier code is the third highest code in this group.

The reason why there is a distinction between these two groups is based on contextual differences. Students who are in undergraduate group have no business experiences, but because of their more theoretical and long term

oriented education their leader motivator, mentor educator, researcher and auditor requirements show less importance than the E-MBA group.

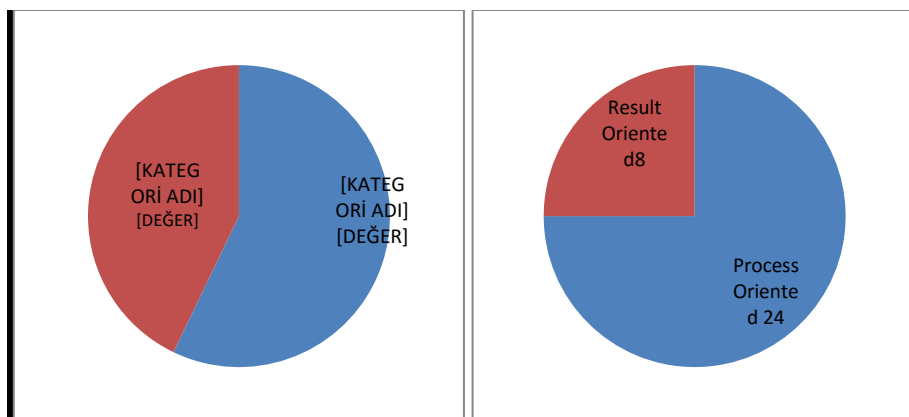
Figure 8: University and State Responsibilities Dimension of E-MBA and Undergraduate Students



In the course of interview we asked participants the name of first three institutions/corporates/organizations which come to their minds. Participants were not restricted in responds as there is no router in question. And this led two different response groups which are process oriented and result oriented.

As you see below in the figure 9 both E-MBA and undergraduate students significantly chose the process oriented code. In this category most of the interviewees gave the name of the supporter institutions as their responds which are required for the entrepreneurship activities. In the result oriented group interviewees gave the name of successful enterprises. This situation is overlapping with lack of self-confidence and courage. Participants who have relatively self-confidence, gave their response in result oriented code while the other groups who have relatively lack of self-confidence, gave their responses in process oriented code. Moreover a drastic result is that interviewees in both codes did not give cross sampling in this category.

Figure 9: Sampling Orientation of E-MBA and Undergraduate Students



We asked interviewees whether they have ever thought becoming an entrepreneur. We got very interesting responses. Although we asked our question with “think” verb some of interviewees replied with imagine verb. To this end during analyzing process we added new codes to the previous codes. As you see in the figure 10 and 11 below we developed 5 codes, *attempted, give up, imagining, thinking, and not thinking*. In this category E-MBA group can be seen as potential entrepreneurs due to the high range of the “thinking” code. Moreover some of the interviewees are in designing level in their entrepreneurship process. This situation shows that E-MBA students behave as conscious consumer. Implicitly we can deduce that entrepreneurship course is essential for their career. In the undergraduate group “not thinking” code is slightly higher than the “thinking” code. We can explain this distinction with the E-MBA students’ back ground and their entrepreneurship stories. During the course of interview many E-MBA students stated that their curiosity and desire for being entrepreneur started or gained robustness with their business experience. Implicitly we can deduce that in undergraduate group together with the business experience the number of the “thinking” code can increase. We believe that this deduction should be research for the future study.

Figure 10: X factor Dimension of E-MBA Students

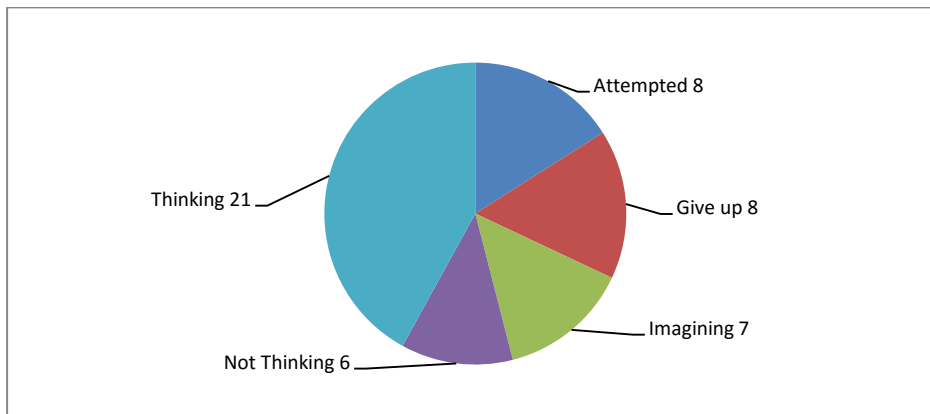
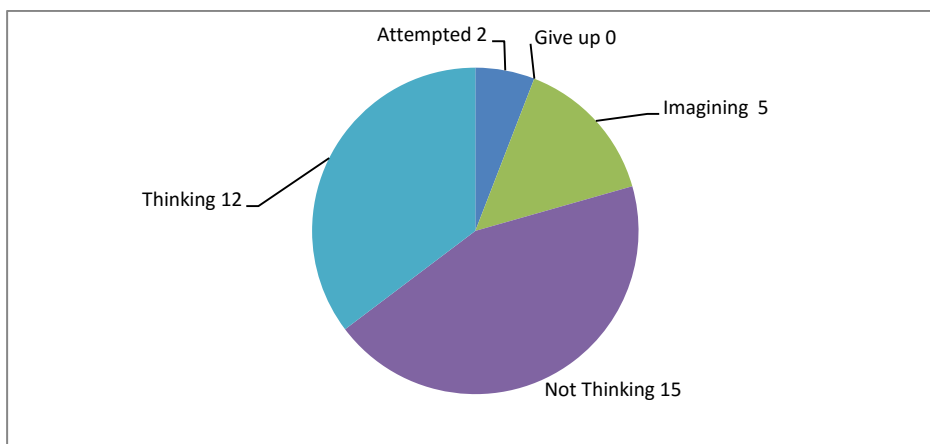


Figure 11: X factor Dimension of Undergraduate Students



5.2. Feature Research

Three different studies can be conducted as the continuum of this study,

- 1) Due to the long term oriented education of business undergraduates, after their business life experiences, it can be investigated by the scholar with longitudinal research design whether they will turn toward entrepreneurship. Also that kind of research provides richness for the literature.
- 2) The renovation of the content of the entrepreneurship course and the role of the universities, as the part of this phenomenon the perspectives of the educators who give this course is important. Therefore the expectations of the educator, who gave this course at least two terms, about this course and their ideas about the content of this course can be investigated by a qualitative research.
- 3) In the emergent and developed markets cross marketing investigation can be conducted by the researcher considering being elective or essential of this course between these countries. That kind of a study will be useful in determining the macro policy.

6. Conclusions

Overall we understood from interviews there is a consistency between interviewees' statements and our theoretical frame work.

When we compare E-MBA students with undergraduate students one of the most significant results is long term orientation. Most of the undergraduate students stated that this entrepreneurship course should diffuse throughout the university education. Especially business students believe that in these four year period this course should be gradually given by the professors. On the other hand E-MBA students have more pragmatist tendency than the undergraduates. Since they have business experiences most of the students have inclination to meet practitioners and to get their experiences from the first hand.

We believe that both of these approaches are prominent and very useful to reorganize the content of entrepreneurship. The combination of long term orientation and pragmatist approaches can be bring lots of benefits to increase and create an entrepreneur culture among the individuals in society. From these two perspectives to develop the content of the entrepreneurship course we made some deductions,

1. Two dimensional entrepreneurship educations which are learning about entrepreneurship as a phenomenon and learning by doing are differentiated by the participants. Learning by doing factor is given more importance by the E-MBA participants. Without a full understanding or discovering of "what is entrepreneurship" how useful it could be for the participants is unknown. On the other hand long term oriented education can be weak to meet some urgent expectation of these students.

Proposal: In the course educators not only teach the entrepreneurial terms but also they should mention how entrepreneurship process works. And the content of the course can be design to support to create business model by mentoring of successful entrepreneurs and academics. Through this method both requirements, which are learning by doing and being long term oriented, can be meet equally. Because giving support to the entrepreneurs requires long term oriented action and practical help. And in this process both of the requirements will have met.

2. Some of the participants stated that social network constitutes both facilitating and complicating characteristics in Turkey. Social network with government officers are considered as a bless to become successful in Turkey. On the other hand, lack of social network creates problem in reaching resources and this problem leads to self-confidence problem among the participants.

Proposal: To eliminate the self-confidence and courage problem among the entrepreneurs personal development should be considered in the content of entrepreneurship course. In the class environment successful and unsuccessful entrepreneurship stories should be frequently examined by the lecturers and analytical skills of the participants can be developed by using some questioning methods.

3. Participants believe that one of the barriers about entrepreneurship is lack of self-confidence. Turkish culture is seen the main reason of this problem by the participants. Particularly Turkish family structures and their low

risk orientation in economic life are hampering to raise entrepreneurs in the society. Besides women participants emphasize that gender problem in entrepreneurship is based on the same problem.

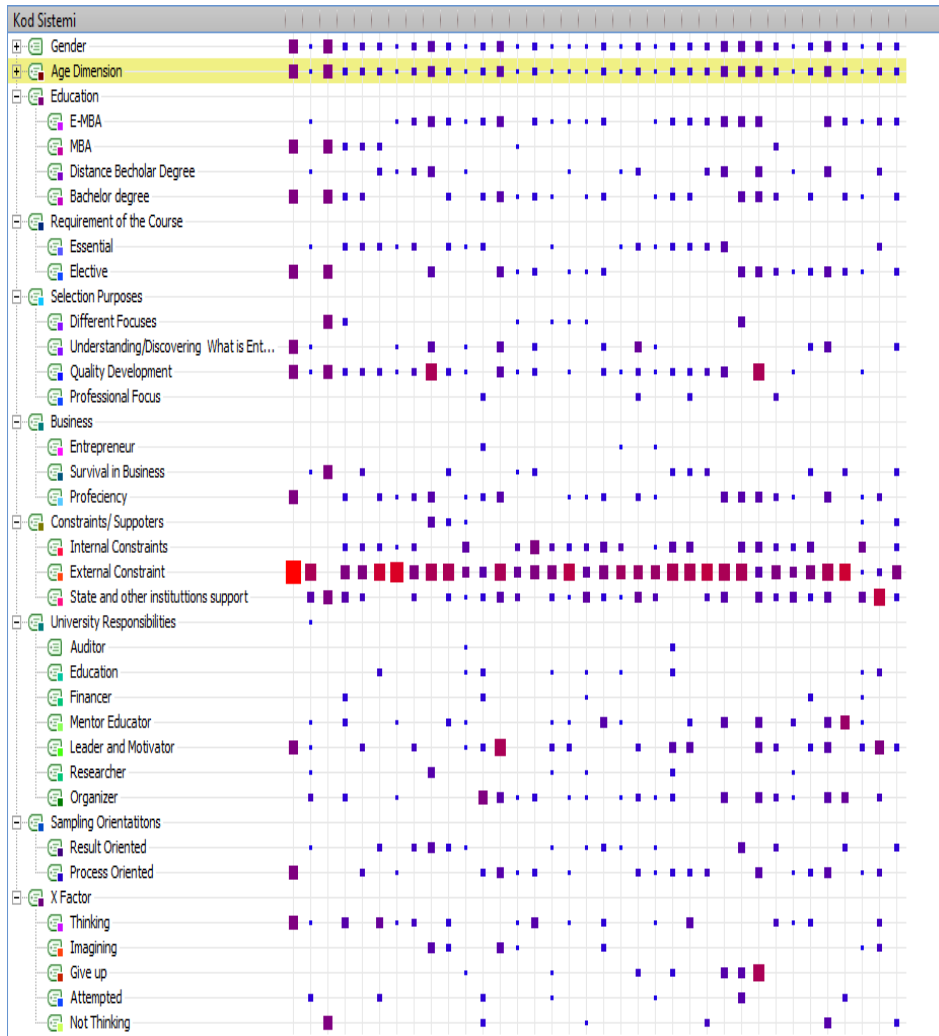
Proposal: Academics can give place social network management and they can debate some cases which belong to cultural characteristics as well as in entrepreneurship course.

4. Some of the participants believe that Turkey has the low entrepreneurship barriers. Due to the Turkey economy is in developing process there are lots of emerging market and niches, and this new formations should be evaluated by the entrepreneurs.

Proposal: To meet the pragmatist requirements of some participants, universities can make some arrangements for new ideas about entrepreneurship in university environment. Maybe universities cannot provide financial support to student entrepreneurs, but a true educational design, universities can find the potential entrepreneurs among their students and they can canalize these entrepreneurs to the right investors or investing platforms.

Appendix 1.

Figure 1: General View of the E-MBA Student Analysis



Appendix 2.

Figure 2: General View of the Undergraduate Student Analysis



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