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AN INVESTIGATION OF ENTREPRENEURIAL ORIENTATIONS AND FUTURE EXPECTATIONS OF FACULTY OF DENTISTRY STUDENTS¹ ◆◆◆ DIŞ HEKİMLİĞİ FAKÜLTESİ ÖĞRENCİLERİNİN MÜTEŞEBBİSLİK YÖNELİMLERİ VE GELECEK BEKLENTİLERİNİN İNCELENMESİ		
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ÖZ

Bu çalışmanın amacı, diş hekimliği fakültesi öğrencilerinin girişimcilik eğilimlerinin ne olduğu ve bu eğilimin kariyer beklentilerini nasıl etkilediği üzerine odaklanmaktadır. Girişimcilik eğilimini ölçmek için Yılmaz ve Sünbül'ün (2009) "Üniversite Öğrencileri Girişimcilik Ölçeği"; kariyer planlaması için ise Dağlı'nın (2019) kullandığı kariyer planlama ölçeğinden yararlanılmıştır. SPSS 25.0 programı ile t-testi, ANOVA, Tukey HSD çoklu karşılaştırma testleri, korelasyon ve regresyon analizleri yapılmıştır. Normal dağılım gösteren veriler %95 güven aralığında ve $p<0.05$ anlamlılık düzeyinde değerlendirilmiştir. Çalışmada, diş hekimliği fakültesi öğrencilerinin %40.1'inin kendi işini kurmak istediği belirlenmiştir. Kariyer planlaması ile girişimcilik eğilimi arasında orta düzeyde pozitif ($r=0.690$) ve anlamlı ($p<0.05$) bir ilişki bulunmuştur. Girişimcilik eğiliminin kariyer planlaması üzerinde anlamlı bir etkisi olduğu belirlenmiştir. Öğrencilerin %40.1'i kendi işini kurmak istemektedir. Özellikle, öğrencilerin %40.1'inin kendi işini kurma arzusunu ifade etmesi, diş hekimliği öğrencilerinin önemli bir kısmının girişimciliğe yönelik bir eğilim sergilediğini göstermektedir. Sonuçlara göre, öğrencilerin %16'sı çok yüksek düzeyde girişimcilik seviyesine sahipken, %66.7'si yüksek düzeyde girişimcilik seviyesine sahiptir. Bu oranlar, öğrencilerin büyük bir kısmının kariyer planlaması sürecinde girişimciliği bir seçenek olarak ciddi şekilde değerlendirdiğini ortaya koyar. Sonuç olarak, bu veriler kariyer planlamasında girişimcilik eğilimlerinin göz ardı edilmemesi gerektiğini, bireylerin kariyer hedeflerini belirlerken kendi işlerini kurma ve yenilikçi düşünme becerilerine yatırım yapma gerekliliğini ortaya koymaktadır.

Anahtar Kelimeler: Girişimcilik Eğilimi, Kariyer Planlama, Diş Hekimliği, Üniversite Öğrencileri.

ABSTRACT

The aim of this study is to focus on what the entrepreneurial tendencies of dentistry faculty students are and how these tendencies affect their career expectations. To measure entrepreneurial tendencies, Yılmaz and Sünbül's (2009) "Entrepreneurship Scale for University Students" was used, while Dağlı's (2019) career planning scale was employed for career planning. T-test, ANOVA, Tukey HSD multiple comparison tests, correlation, and regression analyses were performed using SPSS 25.0. Data showing normal distribution were evaluated within a 95% confidence interval and at a significance level of $p<0.05$. It was determined that 40.1% of the dentistry faculty students wanted to start their own business. A moderate positive ($r=0.690$) and significant ($p<0.05$) relationship was found between career planning and entrepreneurial tendencies. It was determined that entrepreneurial tendencies had a significant impact on career planning.

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40.1% of the students expressed a desire to start their own business. Specifically, the fact that 40.1% of the students expressed their desire to start their own business shows that a significant portion of the dentistry students exhibit an entrepreneurial tendency. According to the results, 16% of the students have a very high level of entrepreneurship, while 66.7% have a high level of entrepreneurship. These figures reveal that a large proportion of students seriously consider entrepreneurship as an option in their career planning process. In conclusion, these findings suggest that entrepreneurial tendencies should not be overlooked in career planning, and individuals should invest in their ability to start their own businesses and think innovatively when determining their career goals.

Keywords: Entrepreneurial Tendency, Career Planning, Dentistry, University Students.

1. INTRODUCTION

In the last century, great changes and transformations have been observed in the world. Social, economic and technological developments greatly affect professions, their structure and the way they are performed (Öztemel, 2021: 2). Choosing a career is one of the most important decisions in life. When the position of university students is evaluated, we see individuals who have chosen a profession, decided on a profession and are receiving training for it. However, it should not be forgotten that even though a career decision has been made and education on this subject continues, students may still have different options. Therefore, both career planning and choosing a career are a dynamic process and continue, perhaps, until the end of life (Öztemel, 2021: 20). The planning of steps by an individual towards achieving their future career goals is defined as career planning (Karaşin ve Öztürk, 2023: 47). Career planning is considered a career choice. However, career planning requires taking into account many other variables in addition to choosing a career. Career planning is expressed as a lifelong process that includes choosing a profession, getting a job, advancing at work, possible career changes, and eventually retirement. Career is a process related to the development of a person's activities, responsibilities, attitudes and behaviors in business life (Sümer, 1999: 62) or work experiences and activities in directing people's personal and organizational goals throughout their lives (Orpen, 1994: 27). Career is generally about advancement and moving up the organizational hierarchy (Hall, 1994: 264). In another definition, career is defined as the accumulation of knowledge, the embodiment of skills in work, the employee's specialization in his/her field, work experience gained over time and improved business relationships (Redman&Wilkinson, 2001: 268). Career planning means that the individual draws his own lifeline with his own will and decisions throughout his life (Güneri, 2008: 48-49). Career management is a method generally used by managers to compare the career needs of employees with the needs of the organization. Finding suitable job opportunities for employees can be given as an example (Kozak, 2001:19). Entrepreneurship is the process of identifying, developing, launching and managing a new business idea. An entrepreneur is a person who takes action to produce innovative solutions, evaluate opportunities and carry out business activities by taking a certain risk (Gedeon, 2010: 22). Entrepreneurship requires a set of characteristics and skills. These include risk-taking, innovation, creativity, decision-making, leadership, problem-solving, communication and strategic thinking skills. Entrepreneurs have the ability to deal with uncertainty, manage change, and show flexibility when faced with challenges (Kusmintarti, Thoyip, Maskie, & Ashar, 2016: 26,27). There is a close relationship between starting your own business and entrepreneurship. Starting a business refers to the process of bringing a business idea to life (Hamilton & Harper, 1994: 3,4,5,6). An entrepreneur decides to start his own business by adopting a particular business idea. The process of starting a business includes steps such as the entrepreneur creating a business plan, finding financial resources, meeting legal and regulatory requirements, organizing operations, and getting the business up and running (Schumpeter, Becker , & Knudsen, 2003). Entrepreneurship is a broader concept.

Entrepreneurship is more than the process of starting a new business. An entrepreneur refers to a role that includes characteristics such as generating innovative ideas, assessing market gaps, taking risks and managing business activities. Entrepreneurial tendency refers to an inherent desire or tendency of individuals to explore new business ideas, establish and manage businesses. This tendency can be associated with personal characteristics such as risk taking, creativity, determination and motivation. Additionally, education, work experiences and economic conditions may also affect entrepreneurial propensity. Dentists, the target population of the study, are generally interested in protecting and treating people's oral and dental health. The employment status of dentists may vary from country to country and region to region. While there may be more dentist employment in large and densely populated countries or cities, this rate may be lower in smaller and rural areas (Wiskow, 2006:42). In his study in 1985, Moore drew attention to the current dentist employment problems and dental unemployment in Scandinavian countries. In another study by Moore in 1984; He pointed out that there is a need to balance national health manpower production depending on changing disease patterns, demand and need for dental services, manpower availability and regional oversupply. In 1985, Sweden had a population of 8.3 million and approximately 9,000 active dentists. In those years, Denmark had a population of 5.1 million and 5,400 active dentists. In those years, full-time dentist unemployment in Sweden was approximately 200 dentists and in Denmark approximately 100 dentists. Part-time unemployment was found to be higher in each of these countries (Moore, 1985: 93). It is estimated that Türkiye will have more dentists in the coming years with the current graduation rate, all other variables being constant. In Türkiye, whose population is 83,614,362, the total number of graduates of the faculty of dentistry in the 2021-2022 academic year is 4,171. The total number of students is 39,573. The total number of dentists employed by the Ministry of Health, universities and private health institutions is 39,851 people (health statistics yearbook, 2021). The distribution of the total number of dentists in Türkiye in 2002 is 19.6% for the Ministry of Health, 4.2% for Universities and 76.2% for Private. The distribution of the total number of dentists in Türkiye in 2021 is 31.1% for the Ministry of Health, 6.7% for the University and 62.2% for Private (Health Statistics Yearbook, 2021). Private practices have now developed and most dentists work privately, with only a small proportion of this professional group working in public health institutions (National Institute of Statistics: Statistical Yearbook, 2004). There are various studies in the literature on the entrepreneurial tendencies and career expectations of university students. It seems that research on entrepreneurship is mostly focused on the faculty of economics and administrative sciences (Bilge & Bal, 2012: 134). Or, it is seen that these studies are carried out by comparing individuals who have received entrepreneurship education with individuals who have not received entrepreneurship education. However, some studies have broken this perception. For example, Kuvat's (2019) study on entrepreneurial tendencies and intentions was conducted on computer engineering students. As a result of the study, findings were reached regarding the support of entrepreneurship (informatics) in the IT sector. In Karadeniz's (2021) research, entrepreneurial tendencies of gastronomy and culinary arts students were investigated in line with their post-graduate career expectations. The suggestions resulting from the research are remarkable. One of these is the addition of career and entrepreneurship courses to students' curricula. Because entrepreneurship is perceived as a concept that only belongs to people with economics education, many faculties do not include entrepreneurship courses in the theoretical courses taken by students. Or it seems that entrepreneurship courses are only inactive courses in the elective pool. Another study is the study conducted by Dolu, Temucin and Özkan (2016) regarding the entrepreneurship levels of nursing students. In the study, nurse candidates were

found to have a high level of entrepreneurship. This study shows that entrepreneurship does not only mean opening a business. It is important for nurses to have high levels of individual entrepreneurship for the development of health services and innovative programs. In the planned study, the entrepreneurial tendencies of dentistry faculty students and how this tendency affects their career expectations were investigated.

2. MATERIALS AND METHODS

2.1. Purpose of the Research

The main aim of this study is to examine the relationship between entrepreneurial tendencies and career planning among dental faculty students and to reveal the impact of entrepreneurial tendency on the preference for entrepreneurship as a career. The study is based on the following four hypotheses:

H1: There is a significant relationship between participants' entrepreneurial tendencies and their career planning.

H2: Entrepreneurial tendency has a significant effect on career planning.

H3: There are significant differences in career planning scores among participants based on their sociodemographic and personal characteristics.

H4: There are significant differences in entrepreneurial tendency scores among participants based on their sociodemographic and personal characteristics.

2.2. Research Sample

The universe of the research consists of first and fifth-year students of the Faculty of Dentistry at Süleyman Demirel University for the academic year 2022-2023. Written and oral permissions were obtained from the relevant university in compliance with ethical rules. Convenience sampling method was used in the study. Within the scope of the research, an online survey was conducted on first and fifth-year students of the relevant university's dentistry faculty. A total of 164 surveys were completed online. Upon examination, it was understood that some of the surveys were filled out incompletely. As a result of the screening, it was determined that the total number of surveys that were complete and valid was 162. Analyses were conducted based on these 162 measurement tools. The selection of first and fifth-year dental students in the study is based on the phenomenon that students' perspectives on their profession may change over time. In the first year, students typically have less experience and only possess a general idea about a particular profession or career path. They are in the process of evaluating career options. By the time they reach the fifth year, students have usually gained more experience. Internships, classes, and other experiences may have provided them with a clearer perspective on the profession. During this process, some students may change their previous thoughts and pursue a different career path, while others may further solidify the career goals they set in the first year.

2.3. Research Ethical Standards

Süleyman Demirel University Scientific Research and Publication Ethics Board decided that the research complies with ethical principles and human rights in terms of scope and application. In addition, the necessary administrative permissions were obtained from Süleyman Demirel University Faculty of Dentistry and the study was conducted in accordance with ethical standards.

2.4. Data Collection and Analysis

Data was collected with an online survey form created via Google forms. The survey consisted of three parts. The first part consists of demographic information, the second part consists of Yılmaz and Sünbül's (2009) 36-item "University Students Entrepreneurship Scale", and the third part consists of the 17-item career planning scale used in Dağlı's (2019) master's thesis. The data collected within the scope of the research were evaluated using quantitative analysis methods. For this purpose, SPSS 25.0 program was used. Introductory and descriptive findings were examined using descriptive statistics methods. The relationships between career planning and entrepreneurial tendency were determined by Pearson correlation analysis, and the effect of career planning on entrepreneurial tendency was determined by simple linear regression analysis. To compare career planning and entrepreneurial tendency according to sociodemographic and personal characteristics, independent groups (unrelated samples) t-test, one-way analysis of variance (ANOVA) and Tukey HSD multiple comparison tests were used. Additionally, all analyzes were evaluated at a 95% confidence interval and a significance level of $p < 0.05$.

3. RESULTS

Findings Regarding the Descriptive Characteristics of the Participants

A total of 162 people participated in the research. 72.2% of them are women and 27.8% are men. In terms of age group, 13.6% of the participants are 18 years old and below, 46.3% are between 19-21 years old, 36.4% are 22-24 years old and 3.7% are 25 years old and over. Of the students, 63% of whom were in their first year and 37% of whom were in their fifth year, their career goals in the first year were to start their own business in 40.1%, to work in the private sector for 28.4%, to work in the public sector for 17.9%, and for 12% of them. It was determined as being an academic in 3 cases and as other in 1.2%. Today, 40.1% of the participants want to start their own business, 33.3% want to work in the private sector, 21% want to work in the public sector, 3.7% want to become an academician and 1.9% want to have another job. In addition, 67.3% of the participants chose dentistry voluntarily, 21% by chance, and 11.7% by the request and recommendation of their family. In addition, the province of residence of the participants' families was chosen as the Mediterranean Region by 59.9% of the participants, the Aegean Region by 14.8%, the Central Anatolia Region by 10.5%, the Marmara Region by 8%, and the Southeastern Anatolia Region by 4.9%. Its region is the Eastern Anatolia Region at 1.2% and the Black Sea Region at 0.6%. 60.5% of the participants have mothers who are housewives, 25.3% whose mothers are public employees, 4.9% whose mothers are private sector employees, and 4.9% whose mothers are self-employed. The mothers of 4.3% are in the other category. 37.7% of the fathers are public employees, 25.9% are private sector employees, and 21.6% are self-employed. 8.6% are in the other category and 6.2% are not working. On the other hand, 44.4% of the participants are preparing for the Dentistry Specialization Exam (DUS), 30.9% have good knowledge of foreign languages, 50.6% are considering doing their profession abroad, 13.6% have a dentist in their family. , 25.9% of them have family members who have established and managed their own businesses, 60.5% have relatives and/or friends who have established and

managed their own businesses, and 37% are seriously considering becoming an entrepreneur. Additionally, participants were asked: "If you decide to start your own business, which funding source would you consider using first?" The question was asked and 29.6% of the participants answered, "I use my personal savings, 27.2%, I work with one or more partners, 21.6%, I benefit from commercial loans, and 21.6%, I apply to my family and relatives."

Findings Regarding the Scales

The findings obtained from the evaluation of the answers given to the Career Planning Scale and Entrepreneurship Scale, which are the data collection tools of the research, are given in Table 1.

Table 1: Descriptive findings of scale scores

	n	Min.	Maks.	Mean	Standard deviation
Entrepreneurship Tendency	162	98,00	180,00	138,41	16,98
Career planning	162	2,24	5,00	3,78	0,56

As seen in Table 1, the participants' mean entrepreneurial tendency score was 138.41 ± 16.98 and their career planning mean score was 3.78 ± 0.56 . It is possible to say that above average scores were obtained when compared to the lowest and highest scores that could be obtained from the scales. Therefore, it can be said that the participants have above average entrepreneurial tendency and career planning ability. When the Entrepreneurship Scale scores were divided into levels, none of the participants were in the very low or low entrepreneurship category, 17.3% were in the medium level, 66.7% were in the high level, and 16% were in the very high level (Table 2).

Table 2: Distribution of participants according to their entrepreneurial tendency levels

Level	n	%
Very Low Entrepreneurship	0	0,0
Low Entrepreneurship	0	0,0
Intermediate Entrepreneurship	28	17,3
High Entrepreneurship	108	66,7
Very High Entrepreneurship	26	16,0
Total	162	100,0

Relationships Between Career Planning and Entrepreneurial Tendency

When the relationships between career planning and entrepreneurship tendency were examined, it was determined that there was a moderately positive ($r=0.690$) and significant ($p<0.05$) relationship between career planning and entrepreneurship tendency. Accordingly, with the increase in career planning characteristics, entrepreneurship tendency increases significantly with a moderate relationship. It is possible to say that 47.6% ($r^2=0.476$) of entrepreneurship tendency stems from career planning.

Table 3: Relationships between career planning and entrepreneurial tendency

		Entrepreneurship Tendency
Career planning	Pearson r	0,690
	p	0,000

The Effect of Entrepreneurial Tendency on Career Planning

When the effect of entrepreneurial tendency on career planning is examined; It was determined that career planning had a significant effect on entrepreneurship tendency ($F(1-160)=145.362$; $p<0.05$). The regression equality between the variables was found as $\hat{y}=0.609+0.023*x$. Accordingly, increasing the career planning score by 1 point increases the entrepreneurial tendency score by 0.023 points (Table 4). This relationship is also shown in Figure 1.

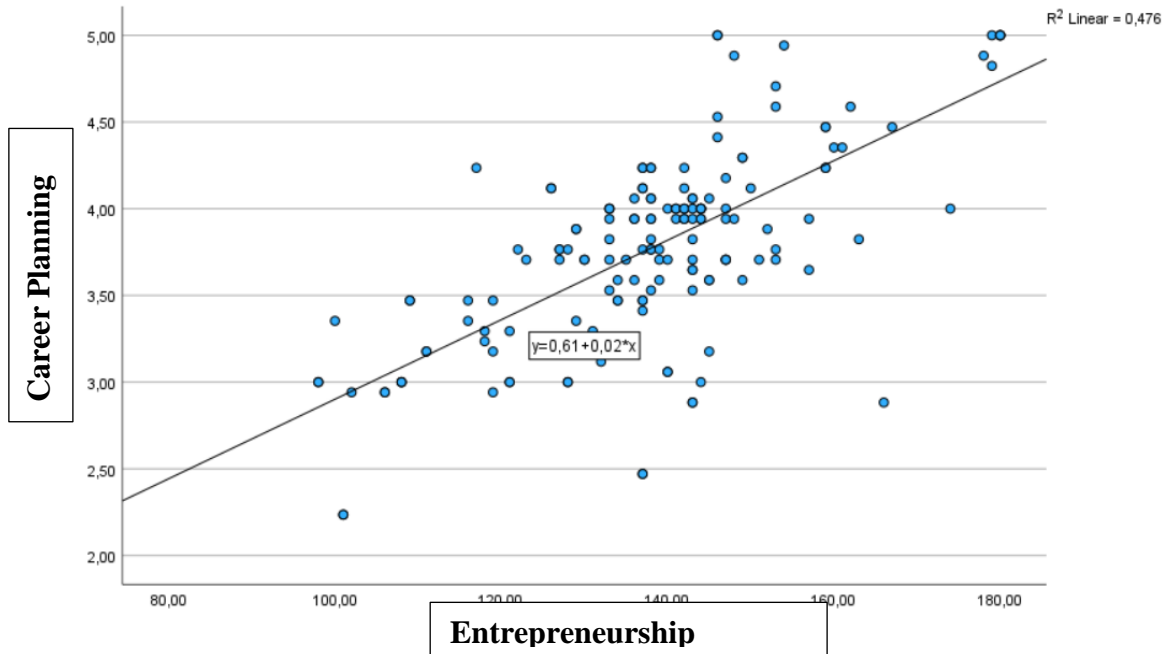
Table 4: The impact of entrepreneurial tendency on career planning

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Q. Error	Beta		
(Still)	0,609	0,265		2,295	0,023
Career planning	0,023	0,002	0,690	12,057	0,001

* Dependent Variable: Career Planning

Based on this finding, it can be said that entrepreneurial tendency has a significant effect on career planning.

Figure 1: Relationship between career planning and entrepreneurial tendency



Comparison of Entrepreneurship Tendency According to Sociodemographic and Personal Characteristics

In order to compare entrepreneurship tendency according to sociodemographic and personal characteristics, independent groups t-test was first conducted on the variables consisting of two categories and the findings are given in Table 5.

Table 5: Comparison of entrepreneurial tendency according to two categories of sociodemographic and personal characteristics

Variable	Group	n	Mean	σ	t	df	p
Gender	Female	117	136,74	17,30	-2,041	160	0,043
	Male	45	142,76	15,49			
Class	1 St. Class	102	141,73	16,07	3,343	160	0,001
	5 St. Class	60	132,77	17,14			
Is there a dentist in your family?	No	140	137,19	16,13	-2,342	160	0,020
	Yes	22	146,18	20,39			
Are you preparing for DUS?	No	90	137,16	16,75	-1,049	160	0,296
	Yes	72	139,97	17,27			
Do you have good knowledge of foreign languages?	No	112	137,17	16,82	-1,392	160	0,166
	Yes	50	141,18	17,20			
Are you thinking of doing your job abroad?	No	80	133,79	16,448	-3,540	160	0,001
	Yes	82	142,91	16,365			
Do any of your family members establish and manage their own business?	No	120	138,19	17,47	-0,273	160	0,786
	Yes	42	139,02	15,69			
Is there anyone in your circle of relatives and/or friends who founded and manages their own business?	No	64	139,86	18,53	0,879	160	0,381
	Yes	98	137,46	15,92			
Have you seriously considered becoming an entrepreneur?	No	102	135,04	16,82	-3,397	160	0,001
	Yes	60	144,13	15,80			

As seen in Table 5, entrepreneurial tendency; There was a significant difference according to gender, class, whether there is a dentist in your family, considering doing the profession abroad and seriously considering becoming an entrepreneur ($p < 0.05$). When the averages are examined, it is seen that males have a significantly higher level of entrepreneurial tendency than females, 1st graders compared to 5th graders, those who have a dentist in their family than those who do not, those who want to do their profession abroad than those who do not, and those who seriously consider entrepreneurship than those who do not. Additionally, one-way analysis of variance (ANOVA) was performed on variables consisting of more than two categories and the findings are given in Table 6.

Table 6: Comparison of entrepreneurial tendency according to sociodemographic and personal characteristics consisting of more than two categories

Variable	F	p	Difference
Age	4,098	0,008	21 years and below>25 years and above
What was/is your career goal in your freshman year?	0,156	0,926	-
In which region is the city where your family resides?	1,444	0,222	-
What is the most effective reason for you to choose dentistry?	3,903	0,022	My own request>Random
Mother Workspace	0,621	0,649	-
Dad's Workspace	2,502	0,045	Other>Public
What is your family's monthly income?	4,000	0,004	Less than 5000>9001-13000, 17001+
If you decide to start your own business, which funding source would you consider first?	0,965	0,411	-
In which field do you plan to work in the future?	2,546	0,042	Own business>Public

As seen in Table 6, entrepreneurial tendency; There was a significant difference according to age, the reason for choosing dentistry, the father's field of work, the family's monthly income and the field in which they want to work in the future ($p < 0.05$). As a result of multiple comparisons (post-hoc), the level of entrepreneurship tendency was higher among those aged 21 and under than those aged 25 and over, among those who chose dentistry voluntarily, among those who worked in the public sector, among those whose fathers worked in the other category, among those who worked in the public sector, and among those whose family's monthly income was less than 5000, than those who were 25 years old and above. Among those with scores between -13000 and above 17000, it was found to be significantly higher among those who want to work in their own business in the future than those who plan to work in the public sector. Based on these findings, it has been partially accepted that there is a significant difference between the entrepreneurship tendency scores of the participants according to their sociodemographic and personal characteristics. Because a significant difference was detected in 10 out of 18 features.

4. DISCUSSION

In the research, it was seen that 1st graders had a significantly higher level of entrepreneurship tendency than 5th graders. Unlike the study, Karadeniz's (2021) study conducted on an all-grade basis found that both first-year students and fourth-year gastronomy and culinary arts students had high entrepreneurship tendency scores. From this, it can be interpreted that first-year students are excited to start a new department and have strong entrepreneurial tendencies. In the study, 40.1% of dentistry faculty students want to start their own business, 33.3% want to work in the private sector, 21% want to work in the public sector, 3.7% want to become an academician and 1.9% want to have another job. wants. The participants' mean entrepreneurial tendency score was found to be 138.41 ± 16.98 and their career planning mean score was found to be 3.78 ± 0.56 .

Therefore, it can be said that the participants have above average entrepreneurial tendency and career planning ability. When the Entrepreneurship Scale scores were divided into levels, none of the participants were in the very low or low entrepreneurship category, 17.3% were in the medium level, 66.7% were in the high level, and 16% were in the very high level. In their study on engineering, science and computer undergraduate students, Wang and Wong (2004) found that students had high entrepreneurial tendencies. In Korkmaz's (2012, p. 224) research on determining the entrepreneurial tendencies of university students, it was stated that entrepreneurship is a serious career opportunity for university graduates today. When the relationships between career planning and entrepreneurship tendency were examined, it was determined that there was a moderately positive and significant ($p < 0.05$) relationship between career planning and entrepreneurship tendency. Accordingly, with the increase in entrepreneurship tendency, career awareness increases significantly and with a moderate relationship. It is possible to say that 47.6% of career planning stems from entrepreneurial tendencies. In Karadeniz's (2021) study, a statistically significant relationship was found between the career expectations of gastronomy and culinary arts students and entrepreneurship. When the effect of entrepreneurial tendency on career planning is examined; It was determined that entrepreneurial tendency had a significant effect on career planning. The regression equality between the variables was found as " $\hat{y} = 0.61 + 0.02 * x$ ". Accordingly, increasing the career planning score by 1 point increases the entrepreneurship tendency score by 0.02 points. The statement that there is a significant difference between the entrepreneurial tendency scores of the participants according to their sociodemographic and personal characteristics is also partially accepted. Because a significant difference was detected in 10 out of 18 features. Accordingly, entrepreneurial tendency; There were significant differences according to gender, class, whether there is a dentist in your family or not, thinking about doing the profession abroad, seriously considering becoming an entrepreneur, age, the reason for choosing dentistry, father's working area, monthly income of the family and the field in which you want to work in the future ($p < 0.05$). Similarly, Negiz et al. (2009) in the study conducted to determine whether there is any difference in entrepreneurial tendency between men and women, the findings showed that male students were more prone to entrepreneurial characteristics than female students. In Akçakanat, Mücevher, and Çarıkçı's (2014) study, which investigated the entrepreneurial tendencies of university students studying in numerical, equal weight departments, it was found that male students were more open to innovation, extroverted, and had more entrepreneurial qualities than female students. Similarly, when Yılmaz and Sözcü (2019) examined students' entrepreneurial tendencies in terms of gender variable, they found a significant difference. Differently, in Karadeniz's (2021) study, when gastronomy and culinary arts students were examined in terms of gender variable, it was found that there was no significant difference in terms of entrepreneurship. Similarly, Gurel et al. (2010) also found a significant relationship between entrepreneurial family and entrepreneurship in their study on tourism students. Additionally, participants were asked: "If you decide to start your own business, which funding source would you consider using first?" The question was asked and 29.6% of the participants answered that they would use their personal savings. Kılıç, Keklik and Çalış (2012) emphasized in their study the necessity of providing economic support in order to find cash capital, which is the main factor of the enterprise.

5. CONCLUSIONS

The aim of the study was to identify the entrepreneurial potential of dentists through work and contribute to the future of dentistry. It is important to understand the balance between the needs

of the public and the changing roles and needs of healthcare professionals, as well as how the government can best maintain this balance. Understanding and supporting the development of healthcare manpower can benefit society. When health statistics yearbooks are examined, it is observed that only a few dentists work in official institutions, while the rest are employed in the private sector. Identifying and evaluating individuals with entrepreneurial qualities who are inclined to establish their own businesses to meet this need of the sector is important for the healthcare industry. Dentists are potential entrepreneurial candidates in the healthcare sector. However, the concept of entrepreneurship is more commonly associated with social sciences such as economics and administrative sciences. Students of dentistry faculties, like all university students, are potential entrepreneurial candidates. Because as the level of education rises in Türkiye, more people become entrepreneurs. In the study, 40.1% of dentistry faculty students consider establishing their own business, 33.3% consider working in the private sector, and 21% consider working in the public sector. When Entrepreneurship Scale scores are categorized into levels, none of the participants were classified as very low or low entrepreneurship category; 17.3% were in the medium level, 66.7% were in the high level, and 16% were in the very high level. Accordingly, it can be said that the majority of students have entrepreneurial potential and prefer to work independently in the private sector and in their own clinics. It is recommended to provide educational, financial, and environmental support for the development of students' entrepreneurial characteristics and the successful operation of their businesses. The entrepreneurship infrastructure, which varies with the education, economic structures, and policies of countries, can affect university students' career planning.

Conflict of Interest

The author indicates no conflict of interest.

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