



DOI: 10.22559/folklor.964

Folklor/edebiyat, cilt:25, sayı: 97-1, 2019/1

Influence of Teacher Candidates' Motivation on Social Entrepreneurship: A Qualitative Study

Öğretmen Adaylarının Motivasyonlarının Sosyal Girişimciliğe Etkisi: Nitel
Çözümleme

Hale Erden*

Abstract

The aim of the current research is to determine the motivation of teacher candidates, through positive and negative metaphors, which influences the social entrepreneurship. Qualitative research paradigm under interpretive phenomenological methodology was used in the current study. Participants of the study were two groups of students (the Group 1 as the-initial-data - participants and the Group 2 as the-later-data-participants) from the fourth year of education faculties of universities in North Cyprus. Focus group interviews were completed with 60 students in Group 1. In Group 2, in-dept interviewers were conducted with 60 students. The key stakeholders in the study were asked to identify positive and negative metaphors affecting teacher candidates' motivation on social entrepreneurship and state their justification in full sentences. An interpretive approach for data collection was used and data were analyzed using the content analysis method. Metaphors defining the teacher candidates' motivation on positive social entrepreneurship were identified as shark, entrepreneurial spirit, fire of love and skilful. Metaphors defining the teacher candidates' motivation on negative metaphors were identified as ordinary and intense. As a result of the research, a model on influencing the teacher candidates' motivation on social entrepreneurship was proposed.

Keywords: *motivation, social entrepreneurship, social entrepreneurship model, teacher candidates, qualitative study*

* Assoc. Prof. Dr., Cyprus Social Sciences University, Faculty of Educational Sciences, Mersin 10 Turkey, hale.erden@kisbu.edu.tr

Öz

Bu araştırmanın amacı, öğretmen adaylarının olumlu ve olumsuz metafor kullanarak motivasyonlarının sosyal girişimciliğe etkisini belirlemektir. Bu çalışmada, yorumlayıcı fenomenolojik metodoloji altında nitel araştırma paradigması kullanılmıştır. Araştırmanın katılımcıları Kuzey Kıbrıs'ta bulunan üniversitelerin eğitim fakültesi dördüncü sınıfında öğrenim gören öğrencilerden belirlenen iki grup ile yapılmıştır. Gruplar, ilk veri katılımcıları (Grup 1) ve sonraki veri katılımcıları (Grup 2) şeklinde adlandırılmışlardır. Grup 1'de 60 öğrenci ile odak grup görüşmeleri yapılmıştır. Grup 2'de ise 60 öğrenci ile derinlemesine görüşmeler yapılmıştır. Çalışmaya katılan paydaşlardan, sosyal girişimciliği ve öğretmen adaylarının motivasyonunu etkileyen olumlu ve olumsuz metaforları tanımlamaları ve gerekçelerini tam cümle halinde yazılı olarak belirtmeleri istenmiştir. Veri toplama için yorumlayıcı yaklaşım kullanılmış ve veriler içerik analizi yöntemi kullanılarak analiz edilmiştir. Öğretmen adaylarının olumlu sosyal girişimcilik motivasyonlarını tanımlayan metaforlar köpekbalığı, girişimci ruhu, sevgi ateşi ve becerikli olarak tanımlamıştır. Öğretmen adaylarının olumsuz sosyal girişimcilik motivasyonlarını tanımlayan metaforlar ise, öğretmen adaylarının motivasyonunu sıradan ve yoğun olarak tanımlamıştır. Araştırma sonucunda öğretmen adaylarının motivasyonlarının sosyal girişimciliğe etkisine ilişkin model önerisi yapılmıştır.

Anahtar sözcükler: *motivasyon, sosyal girişimcilik, sosyal girişimcilik modeli, öğretmen adayları, nitel çalışma*

Introduction

Entrepreneurship nowadays is among the increasingly important topics in various disciplines, which attempts to provide further step to denote key stakeholders with necessary knowledge, skills as well as motivation. Donckels (1991) puts forward that entrepreneurship, an important opening window in the growth of economy of a country, is vital for contributing to the entrepreneurial talents and giving complete support to the managers in order to bring into existence jobs and germinate dynamism and innovation. Entrepreneurship is subject to change and is putting things into practice, which makes it a processual phenomenon (Johannisson, 2016). It includes variables such as individual, situational, organizational and socio-cultural variables. Due to extend of its capacity and kinds of variables, the term entrepreneurship is not specifically defined (Hyrsky, 1999). Hereby, definition of

entrepreneurship education is not conceptually easy to comply. However, internal entrepreneurship is closely related to the pupil's responsibility-taking-level at school/work and instinct desire to be entrepreneur as well as external entrepreneurship is related to the students' having potential to be an entrepreneur (Korhonen, Komulainen & Raty, 2012). Though entrepreneurship has deficiencies in definition, opportunities for research enhance field of entrepreneurship through comprehension of innovation, teams and leadership in entrepreneurship. Yet, integration of entrepreneurship as a theory has been under question due to its being unachievable or further challenges it may create (Clark & Harrison, 2018).

Entrepreneurship education in a narrow sense is defined as preparing the students for the business world while in the broad sense it is defined as the process in which people acquire a range of skills that they can apply in all areas of their lives and provide more individual, social and economic returns. Entrepreneurship education aims to gain knowledge, skills and attitude necessary for individuals to reach the goals (European Commission, 2012). Entrepreneurship education throughout schools, universities, and university colleges in Europe has been organized as an individual subject, as a topic among the subjects, or as a project-integrated subject (Johansen & Schanke, 2013). Higher levels of entrepreneurship culture in a region have positive effect on having higher employment growth which proves that a region filled with entrepreneurship culture has tended to have higher regional economic performance (Stuetzer, Audretsch, Obschonka, Gosling, Rentfrow & Potter, 2017). It should be noted that entrepreneurship education is a necessity for the development of regional economic performance.

Similarly, entrepreneurship education contributes to cultural changes and economic growth, which has also privilege on the political agendas of the countries (Lindh & Thorgren, 2016). In many countries, it has been drawn attention on the necessity of improving the entrepreneurship traits of the students studying at universities (Armstrong & Tomes, 2000; European Commission, 2013; Hannula, Ruskovaara, Seikkula-Leino & Tiikkala, 2012; Kružić & Pavić, 2010). The aim in improving the entrepreneurship traits of the students is to facilitate students to acquire the necessary knowledge and skills for their future careers (Beca, 2007). In this sense, gaining entrepreneurship traits throughout university education for the students is an important duty of the universities.

Despite formal education, qualified experience and social skills are necessary to be an entrepreneur (Johannisson, 2016). At the same way, student enterprising, a practical method of student entrepreneurship, is useful in increasing the motivation of the students. As a practical method, student enterprising is a realistic and cross-cultural one (Somby &

Johansen, 2017). Interest among students of non-business environment shows a significant opportunity to expand education on entrepreneurship above going to a business school (Shinnar, Pruett & Toney, 2009).

Metaphorical usage of entrepreneurship has importance in conveying attitudes and thought processes of people in a culture (Srivastra & Barrett, 1988), which brings ways to understand complex issues and concepts within simpler sets (Hyrsky, 1999). Conceptually, the current study contributes to entrepreneurship literature by enhancing the effect of metaphoric usage of social entrepreneurship on teacher candidates' motivation. In practice, the study offers valuable qualitative insights into proposing an effective entrepreneurship model for teacher candidates' motivation through metaphoric usage since most of the previous studies on entrepreneurial learning cover conceptual studies rather than practical ones. Therefore, the research questions of the current study are as follows:

1. What positive-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?
2. What negative-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?

1. Methodology

1.1. Research design

The study has been administered within qualitative research paradigm. Interpretivism was adopted as an epistemological position and phenomenology was used as the research design. Phenomenology aims at studying lived experiences of individuals instead of making generalizations and/or finding out a common truth (Cal & Tehmarn, 2016).

1.2. Participants

The-initial-data-participants (as the Group 1) and the-later-data-participants (as the Group 2) constituted the participants. There were 60 fourth-year students studying in an Education Faculty at various universities in North Cyprus in each group of participants. The Group 1 participants were 28 females and 32 males. Similarly, the Group 2 participants were 30 females and 30 males studying at an Education Faculty at various universities in North Cyprus. Among them, 10-of-them were studying at the Guidance and Psychological Counseling Department; 10-of-them were students at the Pre-School Teacher Education Department. On the other hand, 10-of-the-participants were majoring in the Mental Disabilities Teacher Education, 10-of-them were students at the Music Teacher Education Department. In addition to this, 10-of-the-participants were majoring in the English Language

Teacher Education and 10-of-them were students at the Elementary Teacher Education Department.

1.3. Procedures

An essay in relation to determining the positive and negative metaphors was asked to write by the participants. Their instructors invited the participants to write the essay in detail after the grading policy had completed. The interviews, started in May 2017, with the Group 1 were completed after 3 months, in July 2017. As an initial step, data were analyzed. Then, the researcher identified categories, themes and sub-themes. In the following spring semester, starting in February, different participants named as the Group 2, studying at the similar departments, were asked to write another essay in relation to positive and negative metaphors by their instructors after finalizing the grading policy. The researcher identified the categories; themes; and sub-themes emerged upon analyzing the data.

1.4. Data collection method

The researcher asked the instructors to collect the data qualitatively through the use of metaphors. The participants were invited to identify their perceptions about their experiences on social entrepreneurship and student motivation by using metaphors. Namely, they were asked to answer the following questions: 1. “If you would define being a social entrepreneur and teacher candidates’ motivation positively, which metaphor/s would you use?” and 2. “If you would define being a social entrepreneur and teacher candidates’ motivation negatively, which metaphor/s would you use?”. They were also invited to describe their reason/s on why they had particularly employed such positive as well as negative metaphor/s and provide their justifications through writing on a paper.

1.5. Data analysis method

The content analysis were employed as a method in order to analyze the data from the Group 1 and data from the Group 2, collected by using positive and negative metaphors. After comparing the data, the researcher identified the common categories; themes; and sub-themes. In order to achieve this, the researcher took notes the metaphors and the message they intended to communicate one-by-one. The researcher compared the data to identify the common-metaphors and established the strong and common categories, themes and sub-themes in order to increase the inter rater reliability (Denzin & Lincoln 2000). Next, the metaphors were categorized in groups using their similarities in the main idea/s they communicate as well as the categories, themes and sub-themes emerging on the concept of “social entrepreneurship and student motivation”. Similarly, in order to increase the level of

acceptance (conformability) of the findings, the process called peer debriefing was applied while collecting the data with the Group 1 and the Group 2.

2. Findings

The identified metaphors were put into groups taking into account the main idea/s of the questions the teacher candidates had responded. The emerging themes were categorised as the *Positive-Metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation* and the *Negative-Metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation*. The section coming has been attempting to give answer to the following research question: What positive-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?

2.1. Category 1: *The-positive-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation*

The identified category on *the-positive-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation* gave rise to the themes called *the-positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Shark*; *the-positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Entrepreneurial Spirit*; *the-positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Fire of Love* and *the-positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Skilful*. Each theme generated various sub-themes. Themes and sub-themes related to the first identified category (the Category 1) are shown in Table 1 below:

Table 1: Identified themes and sub-themes on the-positive-metaphors-of-the-social-entrepreneurship-and-teacher-candidates'-motivation

Themes	Sub-themes
Positive-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur-as-Shark	<ol style="list-style-type: none"> 1. An entrepreneur Shark teacher is aggressive 2. An entrepreneur Shark teacher is sociable 3. An entrepreneur Shark teacher is exploratory 4. An entrepreneur Shark teacher is far-sighted 5. An entrepreneur Shark teacher is bold 6. An entrepreneur Shark teacher is an expert 7. An entrepreneur Shark teacher is excellent
Positive-metaphors-on-	<ol style="list-style-type: none"> 1. An entrepreneur Spiritual teacher is an investor

teacher-candidates' - motivation-as-a-social- entrepreneur-as- Entrepreneurial-Spirit	2. An entrepreneur Spiritual teacher is a leader 3. An entrepreneur Spiritual teacher is a technician 4. An entrepreneur Spiritual teacher is struggler 5. An entrepreneur Spiritual teacher is focused
Positive-metaphors-on- teacher-candidates' - motivation-as-a-social- entrepreneur-as-Fire- of-Love	1. An entrepreneur teacher who has Fire of Love is passionate 2. An entrepreneur teacher who has Fire of Love is determined 3. An entrepreneur teacher who has Fire of Love is sincere and reliable 4. An entrepreneur teacher who has Fire of Love is sympathetic 5. An entrepreneur teacher who has Fire of Love is humorous 6. An entrepreneur teacher who has Fire of Love is enthusiastic 7. An entrepreneur teacher who has Fire of Love is imaginative 8. An entrepreneur teacher who has Fire of Love has positive attitude and perseverance
Positive-metaphors-on- teacher-candidates' - motivation-as-a-social- entrepreneur-as-Skilful	1. An entrepreneur Skilful teacher is creative thinker 2. An entrepreneur Skilful teacher has ability to relate to people at a high level 3. An entrepreneur Skilful teacher has ability to express himself/herself in written and oral form 4. An entrepreneur Skilful teacher has personal aim, vision and mission 5. An entrepreneur Skilful teacher is open and is willing to change 6. An entrepreneur Skilful teacher has team-workability

When the teacher candidates' experiences on being social entrepreneur and their motivation level were kindly asked to define, they expressed the above-mentioned metaphors identified as the positive-metaphors. The positive-metaphors they identified and the experiences they revealed have indicated that their motivation level is increasing while the level of entrepreneurship is increasing. Almost all in the metaphors identified positive, the notion of having higher level of entrepreneurship and higher level of student motivation exists. The appearing section has been attempting to give answer to the following research question: What negative-metaphors do the teacher candidates report on student entrepreneurship and their motivation level?

2.2. *Category 2: The-negative-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation*

The identified category on *the-negative-metaphors-on-being-a-social-entrepreneur-and-teacher-candidates'-motivation* gave rise to the themes called *the-negative-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Ordinary* and *the-negative-metaphors-on-teacher-candidates'-motivation-as-a-social-entrepreneur as Intense*. Each of the themes generated various sub-themes. The identified themes and sub-themes related to the second category (the Category 2) are presented in Table 2 below:

Table 2: Identified themes and sub-themes on the-negative-metaphors-of-the-social-entrepreneurship-and-teacher-candidates'-motivation

Themes	Sub-themes
Negative metaphors on teacher candidates' motivation as a social entrepreneur as Ordinary	<ol style="list-style-type: none"> 1. An entrepreneur Ordinary teacher is indistinguishable from others 2. An entrepreneur Ordinary teacher is less gainer 3. An entrepreneur Ordinary teacher has low-start up foundations 4. An entrepreneur Ordinary teacher is venture 5. An entrepreneur Ordinary teacher thinks small
Negative metaphors on teacher candidates' motivation as a social entrepreneur as Intense	<ol style="list-style-type: none"> 1. An entrepreneur Intense teacher is unnecessarily risk-taker 2. An entrepreneur Ordinary teacher is extremely stressed 3. An entrepreneur Ordinary teacher has increased responsibility 4. An entrepreneur Ordinary teacher has necessity to grow constantly 5. An entrepreneur Ordinary teacher is stuck to imaginations 6. An entrepreneur Ordinary teacher is unable to improve

When the teacher candidates' experiences on being social entrepreneur and their motivation level were kindly asked to define, they expressed the above-mentioned metaphors as the negative-metaphors. The negative-metaphors they identified and the experiences they revealed have indicated that their motivation level is decreasing while the level of entrepreneurship is decreasing. Almost all in the negative metaphors identified the notion of having lower level of entrepreneurship and lower level of student motivation exists.

3. Discussion

Entrepreneur education, as a form of pedagogy, is connected to a gradually developing movement. With entrepreneurship education, the idea of human being has been changing. It

also brings action-oriented, autonomous and inter-play between taking risk and taking responsibility within the learning process and the challenges to the previous learning paradigms. Therefore, entrepreneur education yields to new aims to the method and practice of teaching as well as to the manner of the teacher for renewing learning paradigms and putting forward practices of institutions (Kyrö, 2015). ‘What to teach’ and ‘how to teach them’ as well as consensus and necessary attention devoted should be in harmony while dealing with the entrepreneur education (Sirelkhatim, Gangi & Nisar, 2015). The most prominent institutions for enterprising culture of entrepreneurship education seem to be the higher education institutions. Entrepreneurship education is important in many cultures and needs to be active through institutions with its values and beliefs in the curriculum widespread. ‘Cultification’ is the neutralised term suggested to enter into the pedagogy of entrepreneurship education in higher education institutions (Farny, Frederiksen, Hannibal & Jones, 2016) since higher education institutions has improved capacity to develop entrepreneurship education through promoting an effective learning community theoretically. Similarly, internship and training programmes are necessary in order to contribute to the entrepreneurs (Johannisson, 2016). Increasing the entrepreneurial awareness at the practical level has aimed to train graduates ready to start a profession. Practically fed courses are necessary in acquiring competencies of entrepreneurship. The courses’ aim decides on the content of the curriculum and teaching methods (Sirelkhatim et. al., 2015). On the other hand, being competitive and being able to take-risk have been found as the precondition for having successful progress in entrepreneurship education (Komulainen, Korhonen & Raty, 2009). Therefore, rather than modification on the behaviour, programmes on entrepreneurship education and training are required to be on developing skills (Ray, 1993).

Since social entrepreneurship is the motive for teacher candidates’ motivation, motivation itself is a guiding principle stimulating the organism, and social entrepreneurship itself requires action and certain amount of motivation to take action. As a dynamic and widespread activity, social entrepreneurship mainly produces change. Therefore, social entrepreneurship and motivation mutually affect each other to produce change, maintain improvement as well as serve society and society’s culture. Similarly, entrepreneurial intention and attitudes have positive effect to each other (Walter & Dohse, 2012).

The proposed entrepreneurship model maintained that an entrepreneur teacher candidate as a shark is ready to attack in order to win, is sociable, is investigator, has ability to take risks, confident and courageous as well as is an expert and is excellent. Entrepreneurs work with experiential and reflective learning as well as learn from crisis and failures.

Similarly, social influences have vital role in the learning of entrepreneurship (Pittaway & Thorpe, 2012). Benefits for students' learning cover learning by doing, learning from mistakes and learning from entrepreneurs (Pittaway, Gazzard, Shore & Williamson, 2015).

The proposed model revealed that an entrepreneur teacher candidate who has an entrepreneur spirit is an investor, is a leader and is a technician, as well as struggles and focuses. Students play leadership roles especially when they take part in entrepreneurship clubs because entrepreneurship clubs for students support learning through entrepreneurship (Pittaway et. al., 2015). Understanding the challenges on the development of how entrepreneurial networks become apparent, why these networks emerge and when they are prominent as well as how these networks are gradually developed is necessary (Lamine, Jack, Fayolle & Chabaud, 2015).

The proposed model provided that an entrepreneur teacher candidate who has the fire of love has passion, is determined, is sincere and reliable, is sympathetic, is humorous, is enthusiastic, is imaginative and has positive attitudes and perseverance. The context, in which entrepreneurship activities take place, is closely related to the opportunities created by the entrepreneurs. Therefore, entrepreneurship in context gives rise to find out how various types of contexts open doors to the various settings in order to form different types of entrepreneurial activities (Korsgaard, Ferguson & Gaddefors, 2015). Similarly, a survey research concluded that most of the public relations students have demanded to be successful in their field of study who also have shown a great desire to be entrepreneurs in the public relations area even they are at the earlier stages of their professional lives (Hays & Sidlow, 2010). At the same way, the goal of entrepreneurship education is found to be on creating a number of short-term businesses, dealing with entrepreneurial activities, having intentions and developing attitudes at a considerable sense. Establishing programs for raising short awareness, conducting researches as well as giving rewards to initiatives working interdisciplinary would be the potential solutions to overcome the problems appeared when interdisciplinary entrepreneurship education program is illustrated (Janssen & Bacq, 2010).

The proposed model enabled that an entrepreneur teacher candidate as a skilful person is a creative thinker; has ability to relate to people at a high level; has ability to express himself/herself in written and oral form; has personal aim, vision and mission; is open and willing to change as well as is talented to work in team/s. Entrepreneurial learning and entrepreneurial networking activities are closely related to each other. Entrepreneurial learning is a process and it is a consequence of social interaction, which focuses on the

network development and the changing needs of the participants through time (Lefebvre, Lefebvre & Simon, 2015).

Entrepreneurship metaphors, mostly described positive and idealistic, are grouped as 'machine/machinery and other physical objects'; 'warfare and adventures'; 'sports and games'; 'creativity and activity'; 'nature'; 'disease'; 'food items'; and 'special features' (Hyrsky, 1999, p.13). The entrepreneurship metaphors mostly call upon the revealing impression of entrepreneurs whom some are valuable to society (Hyrsky, 1999). Similarly, the importance of shifting from individual entrepreneurship to the entrepreneurial process has been underlined (Bygrave & Hofer, 1991).

The proposed model revealed that an ordinary entrepreneur teacher candidate can not be distinguishable from others in terms of less gaining and in terms of having low-start up foundation; has strong venture which can not undertake risky or dangerous journey as well as thinks small, who cannot relate previous and further steps into each other. Venturing is a process, which requires including both formation of networks and transforming network ties. Network formation and transformation of network ties require developing a strategic conceptual framework to find out strengths and weakness of the network ties because network ties have been necessary to develop for building important competencies regarding entrepreneurship. Thus, development of new ventures is a consequence of complete social networks (Rasmussen, Mosey & Wright, 2015). Similarly, a new venture initiation includes having intentional and planned behaviours, reflecting a complex perception based on the abovementioned process. Behaving intentional is the best indicator for reflecting beliefs and perceptions, which is closely related to the intentions-based model (Krueger & Carsrud, 1993). Similarly, negative entrepreneurship metaphors grouped as disapproving judgements or declining level of importance of the statements associated with the sense of excessiveness in self-importance qualities of entrepreneurs (Hyrsky, 1999). An older study found that an entrepreneur person is the one who brings into existence a venture with a positive meaning (McClelland, 1961). However, venturing with a metaphoric usage has been described with a negative meaning in the current study. Venturing, having a positive meaning in most of the metaphorical definitions in the literature, has been negatively identified which is defined as being not able to take necessary steps to go further as well as not being undertake risks by venturing in the current study.

The proposed model revealed that an intense entrepreneur teacher candidate can take unnecessary risks for improving constantly, but unable to improve: cannot overcome intense stress as well as has increased responsibility due to imaginations s/he is stuck to. Application

of planned behaviour theory has been used to estimate behaviour on entrepreneurship. Intention is an indicator of the next behaviour (Kautonen, Gelderen & Tornikoski, 2013). Having lower level of intention has been affecting the level of being an entrepreneur as well as planning and applying behaviour.

Conclusion

The significance and contribution of teacher candidates' motivation on being entrepreneur are underlined in this research. The stronger model on social entrepreneurship leads to the increased quality on teacher candidates' motivation. Teacher candidates are the change agents and innovators. They are expected to be the entrepreneurs rather than resistances. Similarly, cultivation is the recent terminology describing how to be an entrepreneur in a specific culture, to be added to the curriculum of the higher education while designing curriculum of the education faculties. Indeed, curriculum of the education faculties are strongly suggested to involve redesigns including recently added courses on students' motivation and social entrepreneurship and/or future teachers as social entrepreneurs. Teacher candidates' insist on being shark require them to be aggressive, sociable, exploratory, far-sighted, expert and excellent whereas teacher candidates' insist on being spiritual require them to be a/an investor, leader, technician, struggler and focussed. At the same way, teacher candidates' insist on being fire of love require them to be courageous, desired, passionate, determined, work with love and motivated, persistent, sincere, reliable, sympathetic, humorous, having commitment, enthusiastic, imaginative, have positive attitude and perverse. On the other hand, teacher candidates' insist on being ordinary require them to be indistinguishable from others, less gainer, having low-start up foundations, venturing and thinking small. Similarly, teacher candidates' insist on risk taking require them to be extremely stressed, having increased responsibility, having necessity to grow constantly, being stuck to imaginations and being unable to improve. Data of the current study presents the-identified-positive-metaphors as well as the-identified-negative-metaphors of a social entrepreneurship model on teacher candidates' motivation. The results obtained by the current research have yielded identifying the-positive-metaphors as well as identifying the-negative-metaphors for proposing a model on teacher candidates' entrepreneurship on teacher candidates' motivation.

References

- Armstrong, P. & Tomes, A. (2000). Entrepreneurship in science: Case studies from liquid crystal application. *Prometheus: Critical Studies in Innovation*, 18(2), 133-147. <https://doi.org/10.1080/713692057>
- Beca, J. (2007). *The need for improvement in innovativeness development and entrepreneurship training in high school and university science education*. T-Space at the University of Toronto Libraries, University of Toronto Mississauga. Retrieved from <https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/3240>
- Bygrave, W.D. & Hofer, C.W. (1991). Theorising about entrepreneurship. *Entrepreneurship theory and practice*, 16(2), 13-22. <https://doi.org/10.1177/104225879201600203>
- Cal, A. & Tehmarn, A. (2016). *Phenomenological epistemology approaches and implications for HRD research and practice*. National Institute of Development Administration, Bangkok, Thailand. Retrieved from https://www.ufhrd.co.uk/wordpress/wp-content/uploads/2016/10/paper_128.pdf
- Clark, C.M. & Harrison, C. (2018). Entrepreneurship: An assimilated multi-perspective review. *Journal of Small Business and Entrepreneurship*. Latest articles. <https://doi.org/10.1080/08276331.2018.1446665>
- Denzin, N.K. & Lincoln, Y. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Donckels, R. (1991). Education and entrepreneurship experiences from secondary and university education in Belgium. *Journal of Small Business and Entrepreneurship*, 9(1), 35-42. <https://doi.org/10.1080/08276331.1991.10600389>
- European Commission, (2012). *Effects and impact of entrepreneurship programmes in higher education*. *Entrepreneurship Unit*. Directorate-General for Enterprise and Industry B-1049 Brussels, March 2012.
- European Commission, (June, 2013). *Entrepreneurship education: A guide for educators*. *Entrepreneurship and Social Economy Unit*. European Union, 2013, Bruxelles.
- Farny, S., Frederiksen, S.H., Hannibal, M. & Jones, S. (2016). A Culture of entrepreneurship education. *Entrepreneurship and Regional Development: An International Journal*, 28(7-8), 514-535. <https://doi.org/10.1080/08985626.2016.1221228>
- Hannula, H., Ruskovaara, E., Seikkula-Leino, J. & Tiikkala, A. (2012). Evaluating Finnish teacher educators as entrepreneurship educators, *8th International Conference on Evaluation for Practice, Improvement by Evaluation, A Conference for Experts of Education*, Human Services and Policy 18– 20 June 2012, University of Tampere, Pori, Finland.

- Hays, B.A. & Sidlow, F. (2010). Student interest in studying and engaging in public relations entrepreneurship. *Journal of Small Business and Entrepreneurship*, 23(1), 709-718. <https://doi.org/10.1080/08276331.2010.10593511>
- Hyrsky, K. (1999). Entrepreneurial metaphors and concepts: An exploratory study. *International Small Business Journal*, 18(1), 13-34. Retrieved from isb.sagepub.com
- Johannisson, B. (1991). University training for entrepreneurship: Swedish approaches. *Entrepreneurship and Regional Development*, 3(1), 67-82. <https://doi.org/10.1080/08985629100000005>
- Janssen, F. & Bacq, S. (2010). Cultural and outcomes-related issues in implementing an interdisciplinary cross-campus entrepreneurship education program. *Journal of Small Business and Entrepreneurship*, 23(1), 733-746. <https://doi.org/10.1080/08276331.2010.10593513>
- Johannisson, B. (2016). Limits to and prospects of entrepreneurship education in the academic context. *Entrepreneurship and Regional Development: An International Journal*, 28(5-6), 403-423. <https://doi.org/10.1080/08985626.2016.1177982>
- Johansen, V. & Schanke, T. (2013). Entrepreneurship education in secondary education and training. *Scandinavian Journal of Educational Research*, 57(4), 357-368. <https://doi.org/10.1080/00313831.2012.656280>
- Kautonen, T., Gelderen, M.V., & Tornikoski, E.T. (2013). Prediction entrepreneurial behaviour: A test of the theory of planned behaviour. *Applied Economics*, 45(6), 697-707. <https://doi.org/10.1080/00036846.2011.610750>
- Krueger, N.F. & Carsrud, A.L. (1993). Entrepreneurial intentions: Applying the theory of planned behaviour. *Entrepreneurship and Regional Development: An International Journal*, 5(4), 315-330. <https://doi.org/10.1080/08985629300000020>
- Kružić, D. & Pavić, I. (2010). Students' entrepreneurial characteristics: Empirical evidence from Croatia. *The Business Review*, Cambridge, 14(2), 216-221.
- Komulainen, K., Korhonen, M. & Raty, H. (2009). Risk-taking abilities for everyone? Finnish entrepreneurship education and the enterprising selves imagined by pupils. *Gender and Education*, 21(6), 631-649. <https://doi.org/10.1080/09540250802680032>
- Korhonen, M., Komulainen, K. & Raty, H. (2012). 'Not everyone is cut out to be the entrepreneur type'; How Finnish school teachers construct the meaning of entrepreneurship education and the related abilities of the pupils. *Scandinavian Journal of Educational Research*, 56(1), 1-19. <https://doi.org/10.1080/00313831.2011.567393>

- Korsgaard, S., Ferguson, R. & Gaddefors, J. (2015). The best of both worlds: How rural entrepreneurs use placial embeddedness and strategic networks to create opportunities. *Entrepreneurship and Regional Development: An International Journal*, 27(9-10), 574-598. <https://doi.org/10.1080/08985626.2015.1085100>
- Kyrö, P. (2015). The conceptual contribution of education to research on entrepreneurship education. *Entrepreneurship and Regional Development: An International Journal*, 27(9-10), 599-618. <https://doi.org/10.1080/08985626.2015.1085726>
- Lamine, W., Jack, S., Fayolle, A. & Chabaud, D. (2015). One step beyond? Towards a process view of social networks in entrepreneurship. *Entrepreneurship and Regional Development: An International Journal*, 27(7-8), 413-429. <https://doi.org/10.1080/08985626.2015.1070535>
- Lefebvre, V., Lefebvre, M.R. & Simon, E. (2015). Formal entrepreneurial networks as communities of practice: A longitudinal case study. *Entrepreneurship and Regional Development: An International Journal*, 27(7-8), 500-525. <https://doi.org/10.1080/08985626.2015.1070539>
- Lindh, I. & S. Thorgren . (2016). Entrepreneurship education: The role of local business. *Entrepreneurship & Regional Development*, 28(5-6), 313-336. <https://doi.org/10.1080/08985626.2015.1134678>
- McClelland, D.C. (1961). *The achieving society*. Princeton, New Jersey: Van Nostrand. Retrieved from <https://www.questia.com/library/1438901/the-achieving-society>
- Pittaway, L.A., Gazzard, J., Shore, A. & Williamson, T. (2015). Student clubs: Experiences in entrepreneurial learning. *Entrepreneurship and Regional Development: An International Journal*, 27(3-4), 127-153. <https://doi.org/10.1080/08985626.2015.1014865>
- Pittaway, L. & Thorpe, R. (2012). A framework for entrepreneurial learning: A tribute to Jason Cope. *Entrepreneurship and Regional Development. An International Journal. Special Issues on Entrepreneurship Education and Context and Government Policies to Support Entrepreneurship*, 24(9-10), 837-859. <https://doi.org/10.1080/08985626.2012.694268>
- Rasmussen, E., Mosey, S. & Wright, M. (2015). The transformation of network ties to develop entrepreneurial competencies for university spin-offs. *Entrepreneurship and Regional Development: An International Journal. One Step Beyond? Towards a Process View of Social Networks in Entrepreneurship*, 27(7-8), 430-457. <https://doi.org/10.1080/08985626.2015.1070536>

- Ray, D., M. (1993). Understanding the entrepreneur: Entrepreneurial attributes, experience and skills. *Entrepreneurship and Regional Development: An International Journal*, 5(4), 345-358. <https://doi.org/10.1080/08985629300000022>
- Sirelkhatim, F., Gangi, Y. & Nisar, T. (2015). Entrepreneurship education: A systematic literature review of curricula contents and teaching methods. *Cogent Business and Management*, 2(1), 1-11. <https://doi.org/10.1080/23311975.2015.1052034>
- Shinnar, R., Pruett, M. & Toney, B. (2009). Entrepreneurship education: Attitudes across campus. *Journal of Education for Business*, 84(3), 151-159. <https://doi.org/10.3200/JOEB.84.3.151-159>
- Somby, H.M. & Johansen, V. (2017). Entrepreneurship education: motivation and effort for pupils with special needs in Norwegian compulsory school. *European Journal of Special Needs Education*, 32(2), 238-251, <https://doi.org/10.1080/08856257.2016.1223398>
- Srivastva, S. & Barrett, F.J.(1998). The transforming nature of metaphors in group development: A study in group theory. *Human Relations*, 41, 31-64. Retrieved from https://calhoun.nps.edu/bitstream/handle/10945/55665/Barrett_Transforming_1988.pdf?sequence=1
- Stuetzer, M., Audretsch, D.B., Obschonka, M., Gosling, S.D., Rentfrow, P.J. & Potter, J. (2018). Entrepreneurship culture, knowledge spillovers and the growth of regions. *Regional Studies: Innovation and Geographical Spillovers*, 52(5), 608-618. <https://doi.org/10.1080/00343404.2017.1294251>
- Walter, S.G. & Dohse, D.(2012). Why mode and regional context matter for entrepreneurship education. *Entrepreneurship and Regional Development. Special Issue on: Entrepreneurship Education and Context and Government Policies to Support Entrepreneurship*, 24(9-10), 807-835. <https://doi.org/10.1080/08985626.2012.721009>