

Investigation of Entrepreneurship Tendencies of Secondary School Students

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ABSTRACT Purpose: The purpose of this study is to examine the entrepreneurial tendencies of secondary school students.

Methodology: The study used Q methodology with criterion sampling, selecting 33 secondary school students who received entrepreneurship education. Data collection involved 16 Q statements to measure students' attitudes, skills, and intentions toward entrepreneurship.

Findings: The study identified three groups: "Potential Entrepreneurs" with positive attitudes, skills, and intentions; "Dreamers" with low attitudes and skills but high intentions; and "Reluctant Entrepreneurs" with high attitudes and skills but low intentions.

Results: The research suggests that entrepreneurship education at the secondary level is critical, but it needs to be customized to different student profiles to fully harness entrepreneurial potential.

Authenticity: The research is an original study examining entrepreneurship education and entrepreneurial tendencies at secondary education level.

Keywords: Entrepreneurship Education, Entrepreneurial Intention, Entrepreneurial Tendency, Innovation, Secondary Education, Q methodology

JEL Codes: A29, I21, O15

Ortaokul Öğrencilerinin Girişimcilik Eğilimlerinin İncelenmesi

ÖZ Amaç: Bu çalışmanın amacı ortaokul öğrencilerinin girişimcilik eğilimlerini incelemektir. **Metodoloji:** Çalışmada, girişimcilik eğitimi alan 33 ortaokul öğrencisi seçilerek ölçüt örnekleme ile Q metodolojisi kullanılmıştır. Veri toplama, öğrencilerin girişimcilğe yönelik tutumlarını, becerilerini ve niyetlerini ölçmek için 16 Q ifadesini içermektedir. **Bulgular:** Çalışmada üç grup belirlenmiştir: Olumlu tutum, beceri ve niyetlere sahip "Potansiyel Girişimciler"; düşük tutum ve becerilere ancak yüksek niyetlere sahip "Hayalperestler"; ve yüksek tutum ve becerilere ancak düşük niyetlere sahip "İsteksiz Girişimciler". **Sonuçlar:** Araştırma, ortaöğretim düzeyinde girişimcilik eğitiminin kritik öneme sahip olduğunu, ancak girişimcilik potansiyelinden tam olarak faydalanmak için farklı öğrenci profillerine göre özelleştirilmesi gerektiğini göstermektedir. **Özgünlük:** Araştırma, ortaöğretim düzeyinde girişimcilik eğitimi ve girişimcilik eğilimlerini inceleyen özgün bir çalışmadır.

Anahtar Kelimeler: Girişimcilik Eğitimi, Girişimcilik Niyeti, Girişimcilik Eğilimi, İnovasyon, Ortaöğretim, Q metodolojisi

Jel Sınıflandırması: A29, I21, O15

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1. Introduction

Entrepreneurship is recognized as one of the cornerstones of economic development and innovation (Keat, Selvarajah, and Meyer, 2011). Therefore, for sustainable economic growth and social progress, it is important to raise awareness of entrepreneurship and encourage entrepreneurial spirit in young generations. The fact that young people have entrepreneurial personality traits such as innovation, risk-taking, proactivity and competitiveness is in line with the characteristics of individuals needed by many sectors today (Yurdasever and Yıldıran, 2023). In this respect, understanding the meaning attributed to the concept of entrepreneur will help to comprehend the importance of entrepreneurship in the social and economic context.

When the literature is examined, it is seen that the definitions of entrepreneurs have evolved from the past to the present. Cantillon (1755), who defined the concept of entrepreneur for the first time, states that an entrepreneur is a person who earns profit by carrying out a planned and systematic activity and assuming the risks related to the activity in question. Stevenson and Sahlman (1989) state that an entrepreneur is a person who seeks opportunities outside of the available resources, while Kirzner (1973) states that an entrepreneur is a person who accurately predicts possible gaps in the market and discovers opportunities. Looking at the current definitions of the concept of entrepreneur, Pinchot (1985) states that individuals he defines as intrapreneurs are inventors who tend to take responsibility for creating all kinds of innovations within the organization, turning an idea into a profitable reality. According to Hisrich and Peters (2001), an entrepreneur is a person who can create greater value by bringing together labor, raw materials and other assets. While it is seen that the common denominator in the definitions made from past to present is the ability to take risks related to opportunities; it is seen that the differentiation is the evolution of the business from being “new” to being “innovative”. In this respect, it is possible to say that entrepreneurship should not be seen only as the process of establishing a business and creating economic value. Entrepreneurial individuals recognize new opportunities to create value in their environment and find innovative solutions to social problems and contribute to society by making use of these opportunities (Ören and Biçkes, 2011). In this respect, raising awareness of entrepreneurship and entrepreneurial skills through education is of strategic importance for sustainable development.

There is much evidence in the literature that entrepreneurship education increases awareness of entrepreneurship (Souitaris et al., 2007; Karabulut, 2009; Bae et al., 2014; Garrido-Yserte et al., 2019; Wardana et al., 2020; Porfírio et al., 2022). This suggests that structured entrepreneurship education can effectively increase students' interest in entrepreneurial activities. Therefore, entrepreneurship education, which aims to develop the entrepreneurial skills of young generations and guide them towards innovative thinking, is becoming increasingly important. Entrepreneurship, which basically aims to achieve economic value (Gaddefors and Anderson, 2017), provides students with the necessary knowledge, skills and motivation through education, encouraging them to start their own ventures and thus contribute to economic growth and development (Roopchund, 2020). In addition, since entrepreneurship includes the process of creating value with innovative ideas, entrepreneurship trainings will enable the development of high-level thinking skills such as creativity, problem solving and decision making (Güney, 2015). Technical skills such as adaptation to change, innovation, determination and ambition, planning, goal setting; management skills such as effective decision-making, effective human relations and negotiation; and personal entrepreneurship skills such as team building and management, reporting, and knowledge of information systems (Hisrich and Peters, 2001), which are expected to be gained through entrepreneurship education, are important in terms of revealing potential entrepreneurs from the early stages of education.

Coşkun (2015), who emphasizes the importance of social entrepreneurship trainings in order to raise preschool students, who are in the period of sensitivity and passionately in contact with the outside world (Montessori, 1975), as environmentally sensitive, creative, innovative and active individuals, argues that such training will be more effective with the support of voluntary organizations. Yurtseven (2020) states that entrepreneurship, which is defined as a 21st century skill, should be taught at primary school level. Garrido-Yserte et al. (2019) state that entrepreneurship education plays an important role in shaping the entrepreneurial tendencies of secondary school students and enables students to develop their entrepreneurial competencies, intentions and motivation. Kâhya (2016) states that entrepreneurship education is essential in creating an entrepreneurial culture at secondary and middle school levels. Studies reveal that entrepreneurship education at all levels of education is important in increasing students' en-

trepreneurial intentions and preparing them for entrepreneurial activities (Porfirio et al., 2022). As a matter of fact, the Ministry of National Education (MoNE) added the concept of entrepreneurship to the curriculum by including the concept of entrepreneurship in the Life Science curriculum for primary school 1-3 in 2009 and by creating an entrepreneurship curriculum for secondary education in the same year, and updated the curriculum in 2023 (MoNE, 2009; MoNE, 2023). These steps can be considered as a significant progress and emphasis on entrepreneurship education.

Entrepreneurship education has a critical role in enhancing students' entrepreneurial intentions and shaping their entrepreneurial mindset. A study by Souitaris et al. (2007) emphasizes that entrepreneurship programs can strengthen these intentions and shape students' mindsets, attitudes and behaviors as entrepreneurs by combining learning, inspiration and resources. This finding was also supported by Wardana et al. (2020), who stated that entrepreneurship education can influence students' career choices. Therefore, entrepreneurship education can help students to see entrepreneurship as a viable career option. In addition, entrepreneurship education is likely to improve students' skills such as innovation, creativity, adaptability and problem solving (Sánchez, 2013). In particular, Porfirio et al. (2022) emphasize that exposure to entrepreneurship activities increases and/or strengthens students' entrepreneurial potential, promotes positive attitudes towards entrepreneurship, and improves their perceptions of competence. Students' intentions, attitudes and skills towards entrepreneurship, entrepreneurship knowledge and the efficiency of entrepreneurship education reveal their entrepreneurial competencies (Ataseven, 2016). Entrepreneurial competencies are also a determinant of students' entrepreneurial tendencies.

Ezentaş and Bozyokuş (2023) defined entrepreneurial disposition as “*a person's willingness or ability to have entrepreneurial characteristics such as generating new ideas, taking risks, managing resources, establishing and developing businesses*”. Therefore, entrepreneurial disposition requires cognitive, affective and behavioral competencies related to entrepreneurship. Among entrepreneurial competencies, entrepreneurial attitudes play an important role in determining one's entrepreneurial potential. Bozkurt (2011) states that personality traits such as openness, independence, extraversion, patience, and resilience are qualities that positively affect entrepreneurial attitudes. However, entrepreneurial skills

refer to cognitive awareness of the technical, managerial and personal entrepreneurial characteristics of entrepreneurship (Ataseven, 2016). Entrepreneurial intentions, on the other hand, refer to positive attitudes towards entrepreneurship and the desire to use perceived skills for the purpose of transforming them into entrepreneurial practice in the future (Moberg et al., 2014). The acquisition of these competencies at the secondary education level will allow for more meaningful efforts to encourage, support and direct students towards entrepreneurship in higher education and beyond (Garrido-Yserte et al., 2019). In this respect, it is important to understand what kind of entrepreneurial profile secondary school students' perceptions of entrepreneurial competencies constitute. The aim of this study is to examine the entrepreneurial tendencies of secondary school students who have received entrepreneurship education. Within the framework of this purpose, answers to the following questions were sought:

- Is there a common trend in secondary school students' perceptions of entrepreneurship?
- Which sub-dimensions are prominent in the entrepreneurial tendencies of secondary school students?
- What kind of disagreements do secondary school students have in their tendencies towards entrepreneurship?

2. Method

2.1. Research Design

The research was designed using the Q methodology design. Q methodology is a mixed research approach that enables participants to systematically reveal their different views, opinions and consensus (Ramlo, 2015). Q methodology is an approach that allows the exploration of subjectivity and observation of the distributions of participants regarding the characteristic to be measured (Watts and Stenner, 2005). In this respect, it can be said that factor analysis works with a reverse logic (Stephenson, 1936). While factor analysis focuses on identifying relationships and structures between variables in the data set, Q methodology allows participants to reveal their thoughts and preferences and analyze this information.

In this research, it is examined whether there is a common tendency and

disagreement in the entrepreneurship perceptions of secondary school students who have received entrepreneurship education. It can be said that Q methodology is a method that can be a solution to the research problem at the point of revealing the entrepreneurship tendencies and differences of the students.

2.2. Participants

The study group of the research was determined by criterion sampling method. Within the scope of the project, the criterion of having received entrepreneurship training was used. In this context, 33 students who volunteered from the students who received entrepreneurship training constituted the study group of the research. Information about the study group is shown in Table 1.

Table 1. Information about the students

Demographic Characteristics	Category.	Frequency (f)	Percentage (%)
Gender	Girl	16	%48
	Male	17	%52
	Total	33	%100
Entrepreneurship Status in the Family	There is an entrepreneur	8	%24
	No entrepreneurs	25	%76
	Total	33	%100.0

When Table 1 is analyzed, it is seen that 48% (N=16) of the students in the study group are female and 52% (N=17) are male. It is understood that 24% (N=8) of the students have entrepreneurs in their families and 76% (N=25) do not have entrepreneurs in their families.

Participants were coded according to their gender, whether they had entrepreneurs in their family and their rank number. For example, the eighth ranked student, who was male and had entrepreneurs in his family, was coded as EE8.

2.3. Data Collection Tools

As a data collection tool, 16 judgment sentences were used to measure students' entrepreneurial tendencies. In this process, firstly, the item pool consisting of judgment sentences was created by taking into account the themes defined in

the studies on entrepreneurship in the literature. In this context, entrepreneurial disposition was analyzed under three themes (entrepreneurial attitudes, entrepreneurial skills and entrepreneurial intentions). By writing positive and negative sentences for each theme, it was aimed to create a diversity of opinions. The sentences were organized and randomly numbered in line with expert opinions. The themes and sentences related to the themes are shown in Table 2.

Table 2. Q Sentences

Sub Themes	Q Sentences
Entrepreneurship Attitudes	1. In a problem situation, I am the first to suggest a solution (+) 8. I keep trying until I find a solution to a problem (+) 12. The best way to succeed is the way I know (-) 4. When I encounter a problem, I quit my job (-)
Entrepreneurship Skills	13. I can generate new ideas (+) 2. I can take risks to try new ideas (+) 16. I can find different ways to solve a problem (+) 6. I do not prefer teamwork (-) 10. I have difficulty in following innovative technologies (-) 5. Working under pressure and stress is difficult for me (-) 14. I can communicate effectively with others (+) 11. I have difficulty adapting to change (-) 15. I would like a job where I can realize my own ideas (+)
Entrepreneurial Intentions	3. I search for entrepreneurship opportunities (+) 7. I have no dream of owning a business (-) 9. I have doubts about entrepreneurship (-)

When Table 2 is examined, it is seen that four sentences about entrepreneurial attitudes, eight sentences about entrepreneurial skills and four sentences about entrepreneurial intentions were written. The data were collected with a Q-string that is suitable for normal distribution. The Q-sequence structured in the ± 3 range is shown in Table 3.

Table 3. Q String

<u>Don't Agree</u>			<u>Neutral</u>	<u>Agree</u>		
-3	-2	-1	0	1	2	3

2.4. Data Collection and Analysis

In order to reveal the entrepreneurial tendencies of the students, a form with randomly numbered Q sentences and a form with Q string were distributed to the students. The form with the Q-string consists of three parts. There is a Q-string, a table under the Q-string where the numbers of the sentences will be placed, and two questions on the right side about why the most and least agreed sentences were selected. First of all, students were asked to place 16 sentences related to entrepreneurial tendency in the table under the Q-string according to their agreement, disagreement and neutrality. Then, students were asked to place these sentences in the Q-string by making pairwise comparisons. Finally, they were asked to explain the reasons for choosing the sentences placed in the +3 and -3 boxes.

The collected data were analyzed through the PQMethod 2.35 program. Principal component analysis was used to determine under which factors the participants were grouped. The factor loading value was calculated using the formula “Standard error = $2.58 \times (1/\sqrt{\text{number of q sentences}})$ ” proposed by McKeown and Thomas (1988). The number of Q sentences used in the study was 16. Therefore, the factor loading value was calculated as 0.64. In order to compare the participants’ views on the sub-themes, the averages of the Z scores were calculated. Again, the weighted averages of the Z scores, which include the opinions of all participants regarding the sub-themes, were calculated by

multiplying the Z scores by the number of people in the factors related to the sub-theme and dividing these multiplications calculated on a factor basis by the total number of people.

3. Findings

Principal component analysis was conducted to examine whether there is a common trend in students' perceptions of entrepreneurship. As a result of the analysis, it was seen that the factor loadings of the participants were grouped under three factors. Q methodology allows manual rotation to maximize the variance explained by the factors (Brown and Robyn, 2003). In this context, manual rotation was performed to ensure that the variances explained by the factors were maximized. Factor distributions were observed by rotating 34 degrees in the positive direction between Factor 1 and Factor 2 and 30 degrees in the positive direction between Factor 1 and Factor 3. Findings regarding factor loadings are shown in Table 4.

Table 4. Participant factor loadings

Participant	Factor 1	Factor 2	Factor 3
KE1	0.70X	-0.48	-0.10
KH2	0.44	0.39	0.67X
EH3	0.83X	-0.38	-0.09
KE4	0.63X	0.07	-0.14
KH5	0.44	0.39	0.67X
EH6	0.48	-0.74X	-0.13
KH7	0.73X	0.14	0.07
KH8	0.75X	-0.05	0.47
KE9	0.81X	-0.22	0.11
EH10	0.78X	0.15	0.23
KH11	0.11	0.52	-0.52
EH12	0.83X	0.49	-0.23
KH13	0.77X	-0.17	0.20
KH14	-0.16	0.73X	0.11
EH15	0.69X	-0.16	-0.11
EH16	0.35	0.64X	-0.08
EH17	0.76X	-0.38	0.10
EH18	0.72X	0.25	-0.28
EH19	0.84X	0.17	0.09
EH20	0.64X	0.13	0.41
KH21	0.78X	-0.48	-0.22
KH22	0.72X	-0.40	0.51
EH23	0.65X	-0.47	-0.22
KE24	0.66X	-0.25	0.06
EH25	0.77X	-0.27	-0.16
KE26	0.86X	0.01	-0.07
EE27	0.00	0.72X	-0.15
EH28	0.68X	0.63	0.10
KH29	0.71X	0.40	-0.15
KE30	0.36	-0.85X	0.36
EE31	0.79X	0.10	-0.33
EH32	0.76X	-0.12	-0.14
EH33	0.88X	-0.09	-0.10
Variance Explained	%41	%14	%8

When Table 4 is examined, it is seen that the participants with factor loadings above the significance value are grouped under three factors. Of the 33 students who participated in the study, 25 were categorized under Factor 1, five under Factor 2 and two under Factor 3. One student did not load significantly under any factor. Factor 1 explains 41% of the total variance, Factor 2 explains

14% and Factor 3 explains 8%. The prioritization of the sentences according to the participants' rankings and the Z scores of these rankings are presented in Table 5.

Table 5. z scores for Q sentences and importance rankings in factors

Q Sentences	<u>Potential</u> <u>Entrepreneurs</u>		<u>Dreamers</u>		<u>The Reluctant</u>	
	Z	Queue*	Z	Queue*	Z	Queue*
1. In a problem situation, I am the first to suggest a solution.	0.24	7	-1.03	15	1.22	3
2. I can take risks to try new ideas.	0.92	5	-0.30	10	0.00	10
3. I search for entrepreneurship opportunities.	-0.04	9	-0.02	8	-0.61	13
4. When I encounter a problem, I quit my job.	-1.94	16	0.91	2	0.00	10
5. It is difficult for me to work under pressure and stress.	-0.46	11	2.63	1	1.84	1
6. I do not prefer teamwork.	-1.06	14	0.30	6	-1.22	15
7. I have no dream of owning a business.	-0.92	13	-0.63	11	0.00	10
8. I keep trying until I find a solution to a problem.	1.01	10	-1.56	16	1.22	3
9. I have doubts about entrepreneurship.	-0.31	12	-0.66	12	-1.22	15
10. I have difficulty in following innovative technologies.	-1.15	8	-0.76	13	-1.84	16
11. I find it difficult to adapt to change.	-0.77	1	0.83	3	-0.61	13
12. The best way to succeed is the way I know.	0.02	6	-0.13	9	0.61	6
13. I can generate new ideas.	1.28			5	0.00	10
14. I can communicate effectively with others.	0.92		0.53	14	0.61	6
15. I would like a job where I can realize my own ideas.			-0.90	4	0.61	6
16. I can find different ways to solve a problem.	1.27	2	0.59	4	0.61	6
	1.00	4	0.19	7	-0.61	13

*It shows the participants' order of importance of the item.

In the naming of the factors, the order of the Q sentences of the participants forming the factors was taken into consideration. It is seen that the sentences with the highest level of agreement of the participants gathered under Factor 1 are; (1) I can generate new ideas, (2) I want a job where I can realize my own

ideas, (3) I keep trying until I find a solution to a problem, (4) I can find different ways to solve a problem, and (5) I can take risks to try new ideas. When these sentences were analyzed, it was seen that the participants tended towards positive sentences regarding their entrepreneurial attitudes, entrepreneurial skills and entrepreneurial intentions. Therefore, this factor was named as “Potential Entrepreneurs”. It was seen that the items with the highest level of agreement of the participants gathered under Factor 2 were; (1) It is difficult for me to work under pressure and stress, (2) When I encounter a problem, I quit my job, (3) I have difficulty adapting to change, (4) I want a job where I can realize my own ideas, and (5) I can generate new ideas. When these sentences are analyzed, it is seen that the participants tend to have negative sentences regarding their entrepreneurial attitudes and entrepreneurial skills and positive sentences regarding their entrepreneurial intentions. Therefore, this factor was named as “Dreamers”. It is seen that the sentences with the highest level of agreement of the participants gathered under Factor 3 are; (1) It is difficult for me to work under pressure and stress, (2) I am the first to suggest a solution in a problem situation, (3) I keep trying until I find a solution to a problem, (4) The best way to succeed is the way I know, and (5) I can communicate effectively with others. When these sentences are analyzed, it is seen that the participants tend towards positive sentences regarding their entrepreneurial skills and negative sentences regarding their entrepreneurial attitudes. For this reason, the participants gathered under this factor were named as “Reluctant”.

In order to interpret the entrepreneurial tendencies of the participants named as Potential Entrepreneurs, Dreamers and Reluctant Entrepreneurs from a holistic perspective and to understand which of the entrepreneurship sub-themes stand out in each group, the mean Z scores of the groups on the basis of sub-themes and in total were calculated and the relevant findings are shown in Table 6.

Table 6. Mean z values for entrepreneurial tendency

Theme	Potential Entrepreneurs (25 People)	Dreamers (5 people)	The Reluctant (2 people)	Weighted Average
Entrepreneurship Attitudes	0,79	-0,84	0,46	0,51
Entrepreneurship Skills	0,94	0,47	0,22	0,66
Entrepreneurial Intentions	0,62		-0,31	0,54

When Table 6 is examined, it is seen that all participants have the highest level of perceptions of entrepreneurial skills, followed by entrepreneurial intentions and entrepreneurial attitudes. When analyzed in the context of participant groups, it is seen that Potential Entrepreneurs have the highest perception of entrepreneurial skills and the lowest perception of entrepreneurial intentions. Dreamers perceive entrepreneurial attitudes at the lowest level, while entrepreneurial intentions are the sub-dimension they perceive at the highest level. While the reluctant perceive entrepreneurial skills at the highest level, they perceive entrepreneurial attitudes at the lowest level.

Pairwise comparisons were made to see the differences between the groups and the sentences with the highest difference (sentences with a Z score above 1) are presented in Table 7.

Table 7. Decompositions between factors

Factors	Sentence	Z	points difference
Potential Entrepreneurs and Dreamers	8. I keep trying until I find a solution to a problem.	2.57	
	14. I can communicate effectively with others.	1.82	
	1. In a problem situation, I am the first to suggest a solution.	1.27	
	2. I can take risks to try new ideas.	1.22	
Potential Entrepreneurs and the Reluctant	16. I can find different ways to solve a problem.	1.61	
	13. I can generate new ideas.	1.28	1.52
Dreamers and the Reluctant	6. I am not prone to teamwork.	1.45	
	11. I find it difficult to adapt to change.	1.08	
	10. I have difficulty in following innovative technologies.		

When Table 7 is examined, it is seen that the sentences in which potential entrepreneurs and dreamers differ the most are in positive sentences related to entrepreneurial attitudes and entrepreneurial skills. However, potential entrepreneurs and reluctant entrepreneurs differ the most in positive sentences related to entrepreneurial skills. On the other hand, dreamers and the reluctant diverged the most in negative sentences related to entrepreneurial skills.

3.1. Potential Entrepreneurs

Potential entrepreneurial students have high entrepreneurial tendencies. They have the ability to make decisions by thinking through a detailed solution to any problem and evaluating different scenarios. Their ability to creatively generate new ideas gives them an important advantage in the problem-solving process. Their determination to not give up and overcome problems indicates that they can also show resilience when they face obstacles on their entrepreneurial path. In addition, these students have strong communication skills and can communicate effectively with people. Their openness to others' ideas enables them to evaluate various perspectives and find new and innovative solutions. Their solution-oriented thinking skills and leadership qualities enable them to take an active role in teamwork. The views of the students in this group are given below.

Even for simple problems in daily life, I have a structure that makes decisions in a very detailed way, thinking of a solution for every possibility and choosing the most appropriate one for the scenario among these solutions (KH1). I can generate new ideas with creativity (EH3). Factors such as pressure and stress are not a problem for someone who works hard enough (EH23)

In my opinion, if we move on to another problem without solving a problem, we only cover up that problem (EH25)

I am a social person who is in constant communication with people in my daily life, so communicating with others is one of the easiest things for me (PE26)

I usually pay a lot of attention to other opinions. I examine other ideas without expressing my own (PPS26)

I think I have improved myself in solution-oriented thinking and can use it effectively (KH21)

I have leadership qualities in team work (KE24)

Someone who gives up when faced with a problem has already done nothing. In my opinion, a person can be wrong tens of times, hundreds of times depending on the subject, and this is a very normal and healthy way of learning. I may lose but I never give up (EH17)

3.2. Dreamers

Dreamer students' desire for a fun and creative business demonstrates their entrepreneurial potential. However, the fact that they face obstacles such as stress issues and fear of risk-taking indicates that they may face significant challenges in their entrepreneurial journey. The desire to bring their own ideas to life reflects the creative potential and entrepreneurial spirit of these students. However, difficulties in keeping up with technology and performance decline under pressure can be some of the obstacles on the path to entrepreneurial success. The views of dreamer students are presented below.

I always wanted a fun and creative job. I never want a monotonous job (EH6).

I have stress problems and it affects my life badly (KH14).

I am often afraid of taking risks (KH14).

I would like a job where I can realize my own ideas because I can realize my dreams (ES16).

I find it difficult to follow the technology (EH16).

Under pressure, I get confused and slow down (EE27).

I think everyone's dream is to have their own business (EE27).

3.3. The Reluctant

Reluctant learners are based on their ability not to give up in the face of problems and to generate alternative solutions. The fact that they see problems as a test indicates that every challenge is an opportunity and that they strive to make the most of these opportunities. Their determination not to give up even in small problems indicates that they can resist the obstacles they may encounter in the entrepreneurial world. However, their tendency not to explore entrepreneurial opportunities and their desire to work in a non-risk job may reflect a certain search for security. Their desire to strike a balance between comfort and productivity may indicate a certain reluctance to step out of their comfort zone to achieve success in business. The views of the reluctant students are as follows.

I do not search for entrepreneurship opportunities because I would like to work in a job that is not risky (KH2)

If it is not comfortable, it is inefficient. And when it is inefficient, it is only a waste of time (KH2)

I do not give up on small problems (KH5)

I don't think I need different ways to be successful. My own ways have worked so far and I don't like to change them (KH5)

4. Discussion, Conclusion and Recommendations

As a result of the research, it was seen that the participants who participated in entrepreneurship training had positive attitudes towards entrepreneurship to a great extent (25 people). However, it can be said that students are categorized into three groups in terms of differences between their attitudes, skills and intentions regarding entrepreneurship.

Participants labeled as potential entrepreneurs had positive attitudes, perceptions of skills and intentions towards entrepreneurship. This finding supports research indicating that entrepreneurship education has positive effects on students' entrepreneurship (Bae et al., 2014; Sánchez, 2013). Potential entrepreneurs emphasized characteristics such as the ability to generate new ideas, the desire to realize their own ideas, and the determination to find solutions to problems. In addition, it was seen that they thought that they were prone to teamwork and had strong communication skills. In this respect, it can be said that potential entrepreneurs exhibit responsible and extraverted personality traits. Responsibility as a personality trait is defined by determination and a tendency to be productive. Extraversion, on the other hand, includes characteristics such as self-confidence, tendency to socialize, and openness to new ideas (Chamorro-Premuzic, 2014). Yurdasever and Yıldırım (2023) state that extraversion and conscientiousness personality traits are positively related to individual entrepreneurial tendency. However, Wardana et al. (2020) state that there is a positive relationship between self-efficacy and entrepreneurial attitudes and intentions. In this context, the positive entrepreneurial tendencies of potential entrepreneurs may stem from these personality traits.

Participants labeled as dreamers exhibit a complex profile regarding entre-

preneurship. Although their perceptions of entrepreneurial attitudes and skills are low, their entrepreneurial intentions are quite high. Despite the negativities such as the difficulty of working under pressure and stress, difficulty in adapting to change, their desire to realize their own ideas and their ability to generate new ideas are at the forefront. In this respect, it can be said that the entrepreneurship education they receive has a positive effect on their entrepreneurial intentions (Bae et al., 2014). Tükel, Atılğan, and Temel (2020) stated that sports high school students have a moderate level of entrepreneurial tendency and that the positive attitude towards entrepreneurship increases as the grade level increases. In this respect, the fact that the participants are students at the first stage of secondary education suggests that they can make progress in attitudes and skills related to entrepreneurship. However, Aydın and Er (2015), in their study with vocational high school students, stated that nervous and ambitious students have higher entrepreneurial potential. In this respect, although dreamer students have entrepreneurial intentions, their low perception of entrepreneurial attitudes and skills such as taking risks, continuing in case of failure and working under pressure may be preventing the emergence of their entrepreneurial potential.

Participants labeled as the reluctant have a negative attitude towards entrepreneurial skills despite having positive skills related to entrepreneurship. Although their perceptions of entrepreneurial skills were high, it was observed that their entrepreneurial intentions were low. Karabulut (2009), in his study with university students, concluded that students do not want to be entrepreneurs even though they have received entrepreneurship education. In this respect, it is possible to say that entrepreneurship education increases awareness of entrepreneurship, but different parameters play a role in taking action. As a matter of fact, Balaban and Özdemir (2008) emphasize that entrepreneurship education reveals entrepreneurial tendency, but it should not be considered as the only condition for entrepreneurship. For example, motivational values are said to affect entrepreneurial intention (Naktiyok and Timuroğlu, 2010). In this context, it can be said that reluctant students may tend to prefer the safe and traditional.

It is said that entrepreneurship is important for national economies and contributes to the reduction of general problems such as unemployment (Sánchez, 2013; Roopchund, 2020). In this respect, investigating the entrepreneurial tendencies of students at the secondary education level is important in terms of helping these students in orientation and guidance studies. In other words, pro-

viding awareness of entrepreneurial tendencies and related skills is a critical issue at the secondary education level. The realization of guidance and counseling services according to these awareness can help individuals make the right choices in their later life. Entrepreneurial tendencies can emerge as a natural behavior in individuals; however, entrepreneurship trainings can help to reveal implicit characteristics and thus trigger entrepreneurial tendencies. In this way, young people can be supported to discover their potential and take the right steps towards entrepreneurship. In this respect, it can be said that entrepreneurship education at the secondary education level is of great importance in terms of providing students with entrepreneurial mindset and skills. Such education aims to support the entrepreneurial mindset of young people, develop their skills and promote a culture of innovation and entrepreneurship among students. Entrepreneurship education offered in secondary education is an important step for young people to succeed in their future careers and develop their entrepreneurial spirit.

Based on the results of the research, as steps that can be taken to increase the effectiveness of entrepreneurship education at the secondary education level and to reveal the entrepreneurial potential of students, practitioners are recommended to use methods suitable for the characteristics and motivational values of students in entrepreneurship education. For example, a more supportive approach can be adopted for students who are afraid of taking risks or communicating. Entrepreneurship clubs can be established in schools to help students gain entrepreneurship experience. Through these clubs, students can find the opportunity to practice developing business ideas and preparing business plans. Researchers are recommended to conduct longitudinal studies examining the impact of entrepreneurship education at different educational levels, and to conduct studies that can comparatively reveal the entrepreneurial tendencies of students studying in different school types (vocational high school, science high school, etc.). In addition, it is recommended to conduct research on the entrepreneurial profiles emerged in the study and the factors affecting their entrepreneurial tendencies.

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