



THE EFFECT OF CULTURE AND ENTREPRENEURIAL EDUCATION ON THE ENTREPRENEURIAL INTENTIONS OF STUDENTS IN TURKEY¹

1. Jihad Addakhla²

ORCID No 0000-0003-4518-6905

2. Aylin Gözen³

ORCID No 0000-0002-3352-5378

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ABSTRACT

The intentions of university students to start their own businesses may benefit from entrepreneurial education, however, universities do not give a high priority to funding this field. The second aspect that influences university students' entrepreneurial intentions is culture, as it represents a part of their personalities. The purpose of this study is to look at how entrepreneurial education in Turkey affects university students' intentions. 213 university students in Turkey who attend any entrepreneurship courses were chosen at random and given a questionnaire. According to the analysis of the study's findings, entrepreneurial intentions to launch a firm were significantly influenced by both culture and entrepreneurial education.

Keywords: Entrepreneurial Intentions, Entrepreneurial Education, Culture.

KÜLTÜR VE GİRİŞİMCİLİK EĞİTİMİNİN TÜRKİYE'DEKİ ÖĞRENCİLERİN GİRİŞİM NİYETLERİ ÜZERİNDEKİ ETKİSİ

ÖZET

Girişimcilik eğitimi, üniversite öğrencilerinin girişimcilik niyetleri üzerinde olumlu bir etkiye sahip olabilir, ancak üniversiteler bu alana yatırım yapmaya öncelik vermemektedir. Kültür, kişiliklerinin bir parçasını temsil etmesi nedeniyle üniversite öğrencilerinin girişimcilik niyetlerini etkileyen ikinci faktördür. Bu çalışma, girişimcilik eğitimi ve kültürünün Türkiye'deki üniversite öğrencilerinin niyetleri üzerindeki etkisini araştırmayı amaçlamaktadır. Türkiye'de herhangi bir girişimcilik dersi alan 213 üniversite öğrencisinden oluşan bir örneklem üzerinde anket kullanılmıştır. Çalışmanın analizinin sonuçları, hem kültür hem de girişimcilik eğitiminin, bir iş kurmaya yönelik girişimci niyetleri üzerinde önemli bir etkiye sahip olduğunu ortaya koydu.

Anahtar kelimeler: Girişimci Niyetler, Girişimcilik Eğitimi, Kültür.

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² Jihad Addakhla, Istanbul Ticaret University, jihad.addakhla@gmail.com

³ Assist.Prof, Aylin Gozen, Istanbul Ticaret University, agozen@ticaret.edu.tr



1. INTRODUCTION

According to empirical research, entrepreneurship contributes significantly to economic growth in both emerging and developing countries as well as in developed countries like those in the United States and Europe (Çakır, 2015). This study explores the factors that may affect people's intentions to become successful entrepreneurs. First, entrepreneurial intentions are influenced by perceived behavioral control, entrepreneurial behavior, and subjective norms. Second, entrepreneurial education, Numerous studies have found through academic research how important entrepreneurial education is in predicting entrepreneurial intentions as it is mentioned by the studies of Fayolle&Gailly (2006) and Potter (2008). Focusing on entrepreneurship education for university students is crucial as it gives them the skills and knowledge they need to launch businesses and encourages them to modify their views and attitudes about starting up their own Enterprises (Raposo & Paço, 2011). Third is culture, entrepreneurship can be seen differently in diverse nations of the world and the degree to which people are willing to require danger to start their own ventures varies from nation to nation, which clarifies the diverse levels of entrepreneurship in nations around the world. The goals of the study are met by using a cross-sectional survey approach. Primary data was collected by having a sample of 213 respondents who fulfilled the Google Forms online survey, the results of this data analysis showed that the intentions of entrepreneurs to launch a business were significantly influenced by both culture and entrepreneurial education.

2. LITERATURE REVIEW

2.1. Entrepreneurial Education

Entrepreneurship education is an essential component to develop individuals' entrepreneurial intentions. On the other hand, previous studies have explained the relationship between entrepreneurial education and entrepreneurial intentions. Potter (2008) emphasized entrepreneurship education plays a fundamental role in fostering individuals' entrepreneurship views and intentions at the tertiary level of education. Therefore, it is thought that university-level entrepreneurial education programs are essential. According to a study done by the European Commission in 2006, entrepreneurship education helps students develop their entrepreneurial intentions, which leads to the establishment and supply of new businesses by the students. Researchers concurred that students' entrepreneurial career paths may be influenced by "push" and "pull" factors when they are studying the subject (Matlay & Storey, 2003). According to Linan (2004), entrepreneurship education programs are appropriate for various target groups, they claim that basic entrepreneurship educational programs are appropriate for inexperienced students who are fresh to the business sector, these programs can help students acquire entrepreneurial abilities and decide to launch a business as a career (Linan, 2008). The main goal of such training programs is to raise entrepreneurial awareness among aspiring entrepreneurs and to assist them in choosing this profession as a career choice (Hussain,2015). Many governments recognize the key role of entrepreneurship education programs and their targeted goals in achieving the desired outcomes.

2.2. Culture

Organizational culture represents behaviors, mutual visions, values, and beliefs that contribute to forming an organization's environment, which is a basic component of all organizations (Warrick, 2017). Although national culture is the focus of this study, it is generally understood to refer to the ways in which members of a certain culture communicate, dress, hold certain beliefs, and adhere to norms and values (Kaur and Chawla, 2016). Local entrepreneurial activities are thought to be greatly influenced by societal culture because of how it affects norms, values, and perspectives, emphasizing the appropriateness of behavior for members of the community (Lortie et al., 2019). Furthermore, Geert Hofstede's cultural model effectively illustrates the ways in which various cultures vary after he carried out research for IBM, applied the analysis to 40 various nations, and created cultural dimensions. Among the factors, Hofstede used to classify culture were collectivism vs. individualism, uncertainty avoidance, long-Term vs. short-Term orientation, power



distance, and masculinity vs. femininity (Vershina et al., 2017). While national culture may stimulate or discourage individual entrepreneurial activities (Hayton et al., 2002). This viewpoint contends that an environment that supports entrepreneurship helps more people reach their full potential as entrepreneurs, which in turn stimulates business activity.

2.3. Entrepreneurial Intention

The intention is the degree to which a person forms an opinion about a particular behavior; therefore, with an increase in positivity about the outcomes of beginning a start-up, engaging in the activity becomes more interesting (Joensuu-Salo et al., 2015). Understanding entrepreneurial intentions also enable educators, mentors, and decision-makers to have a transparent view of how an intention can be created as well as the degree to which the creators of novel businesses' values, insights, and motivations can influence their intention to actually launch a new venture. Additionally, an unquestionable predictor of entrepreneurial action is entrepreneurial intention (Wang et al., 2011). An essential element of engaging in entrepreneurial behavior is having an entrepreneurial intention (Pribadi, 2005), it is a mindset that guides and motivates people to come up with and implement new business ideas (Bird, 1998). The individual's attitudes toward a certain behavior, or whether engaging in that behavior is favorably or adversely valued, can be used to predict the desire to engage in that behavior (Maina, 2011; Pribadi, 2005). These attitudes interact with contextual elements to encourage or inhibit the launch of new firms (Boyd & Vozikiz, 1994). The availability of role models, past exposure to entrepreneurship, and societal attitudes toward entrepreneurship, among other situational circumstances, are all likely to have a beneficial impact on an individual's desire to start a firm, according to London (1983). One important factor that directly affects the intentions of entrepreneurs is culture. Local entrepreneurial activities are said to be greatly influenced by societal culture because of how it affects norms, values, and perspectives, emphasizing the acceptability of behavior for members of the community (Lortie et al., 2019).

2.4. Literature Review Regarding The impact of Entrepreneurial Education and Culture on Entrepreneurial Intentions

The concept of the impact of Entrepreneurial Education and culture on Entrepreneurial Intentions has been the subject of many studies. In most of these studies, the way the subject is handled is to analyze the factors that influence entrepreneurial intentions (Sobowale., 2021; Kayed, 2020; Wortley, 2020). However, there are some differences between the conclusions of all those research.

According to Sobowale (2021) in his study of the effect of Entrepreneurial Education and culture on Entrepreneurial Intentions proved that entrepreneurship education had a significant impact on university undergraduate students' entrepreneurial intentions in South-West Nigeria. The study also revealed a substantial link between students' entrepreneurial performance, job creation, and business formation. This study came to the conclusion that undergraduate students who completed the foundational elements of entrepreneurship education programs would be able to create their own skilled jobs and become the owners of new ventures and lowering Nigeria's unemployment rate.

Kayed (2021) has also mentioned in her study of the Effect of Entrepreneurial Education and Culture on Entrepreneurial Intention in Jordan that the relationship between entrepreneurial education and entrepreneurial intentions is very important, other researchers did not consider the importance of psychologically empowering students during the entrepreneurial education process to increase their intentions to start their own business, just as they did not take into account the influence of culture on students' entrepreneurial intentions via psychological empowerment.

Kevin Wortley (2021) who included the theory of planned behavior (Ajzen, 1991) to analyze its impact on the entrepreneurial intentions of Texas students suggested in his study that colleges and universities,



legislators, academic staff, and administrators should prioritize informing students about the advantages of entrepreneurship while also exploring and enhancing educational options and delivery strategies.

3. THE ANALYSIS OF THE EFFECT OF CULTURE AND ENTREPRENEURIAL EDUCATION ON THE ENTREPRENEURIAL INTENTIONS OF STUDENTS IN TURKEY

3.1. Research Method

In this study, a cross-sectional survey technique was applied to university students in Turkey who already studied entrepreneurship; they were contacted first, adopting a simplified random sampling technique between October and December 2022. 213 samples were acquired as a result of the survey, in order to examine the data, many techniques will be used. First, the distribution by demographic characteristics. Second, exploratory factor analysis was applied to discover the factor structure of the measurement tool used in this study. Third, Based on internal consistency, Cronbach's Alpha coefficients were determined to evaluate the scale's level of reliability. CR (Composite Reliability), AVE (Average Variance Extracted), MSV (Maximum Shared Variance), and MaxR(H) (Maximal Reliability) values were calculated to examine the convergence and divergence validity. The following hypotheses have been outlined in order to fulfill the objectives of the present study;

H1: Entrepreneurial education positively affects entrepreneurial intention

H2: Culture positively affects entrepreneurial intention

H3: Entrepreneurial education, entrepreneurial intention, and culture scores significantly differ by gender

H4: Entrepreneurial education, entrepreneurial intention, and culture scores significantly differ from age

H5: Entrepreneurial education, entrepreneurial intention, and culture scores significantly differ from education level

H6: Entrepreneurial education, entrepreneurial intention, and culture scores significantly differ from experience level

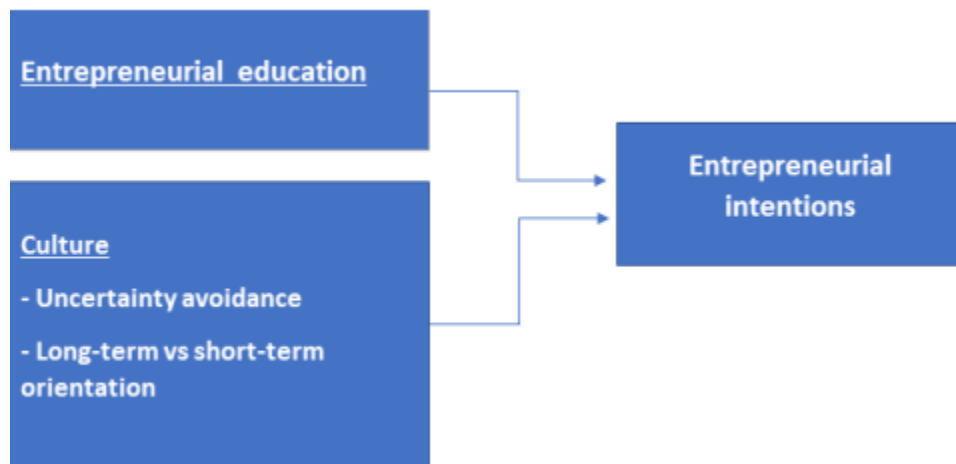


Figure 1. Research model

3.2. Findings



First, the survey participants' demographic details were examined. 54,9% of the participants are female and 45,1% are male. Most participants (54,0%) are in the 18-25 age group. Most participants are in Bachelor's (23,5%) and Master's (51,2%) education levels. 36,2% of the participants stated that they were employed, 15,0% were self-employed, and 48,8% were students. According to the results, entrepreneurial intention scores have moderate positive correlations with Entrepreneurial education ($r=0,47$; $p<0.01$), uncertainty avoidance ($r=0,55$; $p<0.01$), long-term orientation ($r=0,51$; $p<0.01$), culture at the individual level ($r=0,58$; $p<0.01$) scores. According to the bivariate relations, Entrepreneurial intention scores increase as entrepreneurial education, uncertainty avoidance, long-term orientation, and Culture at the individual level scores increase. And the formed regression equation is statistically significant ($R=0,63$; $F(3;212)=45,50$; $p<0,01$)

The independent variables explained 40% of the change in the entrepreneurial intention variable. When the significance values of the standardized beta coefficients were examined, it was observed that Uncertainty avoidance ($\beta=0,34$; $p<0,05$), Long-term orientation ($\beta=0,23$; $p<0,05$), and Entrepreneurial education ($\beta=0,17$; $p<0,05$) were a significant predictor of Entrepreneurial intention. Uncertainty avoidance (Culture), Long-term orientation (Culture), and Entrepreneurial education positively predict the Entrepreneurial intention variable. According to the results, the H1 and H2 hypotheses were accepted and supported.

Table 1. Entrepreneurial education, Entrepreneurial intention, and Culture at the individual level Scores by Gender and Independent Sample t-Test Results

Variables	Gender	N	M	SD	$t(211)$	p
Entrepreneurial education	Female	117	28,33	10,16	-0,83	0,41
	Male	96	29,54	10,97		
Entrepreneurial intention	Female	117	21,56	5,75	-0,57	0,57
	Male	96	22,02	6,10		
Uncertainty avoidance	Female	117	16,56	5,41	-0,78	0,44
	Male	96	17,16	5,63		
Long-term orientation	Female	117	20,59	6,59	-0,94	0,35
	Male	96	21,44	6,53		
Culture at the individual level	Female	117	37,15	10,98	-0,95	0,34
	Male	96	38,59	11,04		

For the score of entrepreneurial education, entrepreneurial intention, long-term orientation, uncertainty avoidance, and Culture at the individual level does not indicate a considerable difference according to gender ($p>0,05$). entrepreneurial education, entrepreneurial intention, and Culture at the individual level perceptions of women and men are similar.

Concerning the score of entrepreneurial education, long-term orientation, uncertainty avoidance, and culture at the individual level show a significant difference according to age ($p<0,05$). Entrepreneurial education,



long-term orientation, uncertainty avoidance, and Culture at the individual level mean scores of the Above 36 age group are significantly higher than the 18-24 and 25-35 age groups.

Besides, the score of Entrepreneurial education, Entrepreneurial intention, Uncertainty avoidance, long-term orientation, and Culture at the individual level does not indicate a considerable difference according to education level ($p > 0,05$). Entrepreneurial education, entrepreneurial intention, and culture at the individual level perceptions of participants at undergraduate, bachelor, master, and Ph.D. education levels.

Finally, the score of entrepreneurial education and entrepreneurial intention shows a significant difference according to experience level ($p < 0,05$). Entrepreneurial education: the mean score of the self-employed participant is significantly higher than employed and student participants.

4. LIMITATIONS AND CONCLUSION

4.1. Limitations

This study does have certain limitations. First, the study's cross-sectional form makes it difficult to completely understand students' behavior. To better understand the evolving intentional behavior of university students, it is advised that future studies employ a longitudinal research design. Second, Future researchers are requested to include other dependent variables in the model, such as start-up activity, in order to better understand what is hidden ahead of students' intentions for entrepreneurship. The study focused on students' intentions to become entrepreneurs but did not look at other factors. Third, it is suggested that future studies employ a bigger sample size due to the small sample size.

4.2. Conclusion

Since it can have a favorable effect on students' entrepreneurial goals, entrepreneurial education is the fundamental component that can define their entrepreneurial behaviors. Despite the fact that everyone is a part of a society with cultural norms and values that shape how individuals behave, it is clear that culture can have an impact on students' plans to start their own businesses. By using a model to examine the impact of entrepreneurial education and culture on entrepreneurial ambitions, this study aims to highlight the factors that help students in Turkey acquire entrepreneurial intentions. It has been proven that offering entrepreneurship classes to college students can inspire them and have a beneficial influence on their goals. The current study methodology has also been employed in Turkey since colleges and instructors can use it as a guide to help students develop their entrepreneurial goals.

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