

An Investigation of the Effect of Entrepreneurship Course on Social Studies Teacher Candidates

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Abstract: The purpose of this research is to determine the reflections of the social studies teacher candidates' perceptions of entrepreneurship course integrated with the social studies curriculum in terms of understanding and application. For this purpose, it has been tried to determine the perceptions of entrepreneurship perceptions, out-of-school reflections, proficiency perceptions and entrepreneurship perceptions of the prospective teachers. Within this scope, candidate teachers who have trained in entrepreneurship course have benefited from the lessons they have taken over a period of time. This research is designed according to the phenomenological research design. Participants of the study were 18 (8 female-10 male) prospective teachers. Analyzes of the data were obtained by semi-structured interview form conducted with the teacher candidates at the end of the semester. The data were analyzed by content analysis. As a result, it is seen that the social studies teacher candidates reflect positively on the perceptions of entrepreneurship. There were also positive changes in classroom out-of-class educational perceptions. It has also been found that entrepreneurship is perceived as being brave, taking risks, earning money and being determined. Depending on these results, it can be said that the entrepreneurship lesson should be taught in different sections without interruption.

Keywords: Entrepreneurship, Social studies, Teacher candidates

Introduction

Entrepreneurship in the development of contemporary civilization has had a very important function and place in almost every period. In recent years, it has gained more importance and started to be considered as the main factor of economic development, employment creation and social development. Humanity will take a step into a whole new world in the 21st century. In this new world, called the information or communication society, the source and ability of human beings to create economic values emanated from their physical strength and gathered completely in their brains (Erkan, 1993; Koçoğlu, 2015).

This new meaning is to change the effort in science and technology, to increase the value of gender and society. A person and a teacher have come to the forefront and the intellectual productivity of the person has gained importance. It is expected that the entrepreneurship, which is the product of this ability, the art, science and economical conditions, which have great importance, will live the golden age in the information society (Arslan, 2002).

The concept of entrepreneurship is derived from the words "entreprendre" in French and "Unternehmen" in German and is a verb meaning "to undertake" in Turkish. In this context, the entrepreneur refers to the person responsible for organizing, managing and taking risks (Arikan, 2002; Ballı & Ballı, 2014; Koçoğlu, 2014). However, when we look at the researches on entrepreneurship, it is seen that the concept is defined in different forms and different aspects are emphasized. The widespread use of entrepreneurship today was first made by economist Richard Cantillon in the early 18th century. According to Cantillon, entrepreneur is the person who buys and produces the inputs and services of production to sell a not yet defined price. This definition emphasizes the entrepreneur's risk taking ability and reveals it (Tosunoğlu, 2003). After Cantillon, Say (1803), an economist again, argued that entrepreneur played a central coordination role in both production and distribution. In this context, he is the economist who first emphasized the role of Say entrepreneur in management (Praag, 1999). One of the major contributors to entrepreneurship literature is Schumpeter

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entrepreneur; he defined the current economic regime as a breakthrough by creating new combinations in terms of business, such as developing new products, developing new processes, finding new export markets, creating new raw materials, semi-finished supply sources, or building a new organizational structure (Müftüoğlu, 2004). By adding a new dimension to the definition of entrepreneurs, the entrepreneur said that he is someone who develops innovative and untested technologies (Kutunis, 2006).

Entrepreneurs are those who undertake the dynamism of the power of development and development of a country. The concept of entrepreneur is defined differently according to different professions. For example, according to economists; is defined as a person who makes money by making efficient use of the resources that bring together the elements of production. An industrialist is an entrepreneur for a business man; an obscure investor, an ambitious and passionate opponent, a customer, or an ally. For a tradesman; investing, risk taking, competing and earning money. For a psychologist; highly motivated people are entrepreneurs who want to get something, reach something, try something, share authority in the hands of others (Hisrich and Peters, 1988, Yilmaz & Sünbül, 2009).

In the classical sense, an entrepreneur was defined as a person who established his own business, brought together various production factors and assumed risk, aiming to be profitable in the production process (Emsen, 1996). Nowadays initiative, are perceived as superior to a method for arriving at a high level can be revealed by using creativity (Titiz, 1999).

In the most general sense, an entrepreneur can be described as a person who takes the risk for profit. Entrepreneur is the person who brings together the production items under the best conditions to produce goods and services. Taking on risk, it makes the purchase of the production items in order to meet the needs of others, and gives them the opportunity to get them together. Profit is profitable, but the only goal is not to make money. It is not entrepreneurship that convey the common values set forth by others in various ways to one's own side without revealing an economic value. Also entrepreneur, not an administrator. The three most important factors for entrepreneurship are; talent, courage and knowledge (Arslan, 2002).

According to another definition entrepreneurship; to be able to sense the opportunities created by the environment we live in, to produce dreams from those intuitions, to transform dreams into projects, to carry out projects, and to facilitate human life by producing wealth (Bozkurt, 1996).

Moreover, as an entrepreneur performs and manages an economic activity, he must constantly strive for more rational and productive innovations in order to gain superiority to his opponents.

- Providing rationality in production and commercial relations,
- Implementing new forms of organization and new technologies,
- Developing new products and driving them to market,
- Turning to new markets and
- Moving larger capital,

as well as important and difficult tasks (Şenocak, 1992).

Until recently, entrepreneurship training and the weight of the elements that determine the management of a business, while acknowledging the importance of knowledge, were listed as follows:

- Academic and technical knowledge: 30%
- Practical information: 34%
- Personal attributes congenitally and subsequently acquired: 36%.

The transition to information society has changed these proportions in favor of the first. Therefore, the 21st century entrepreneurship, which is influenced by the developments in the information society, is defined as "entrepreneurial entrepreneurship" (Şenocak, 1992). In addition, young people with higher education in developed societies are regarded as "ready to be trained" persons and it is emphasized that educated young people have various advantages in terms of entrepreneurship (Arslan, 2002).

It is also a fact that entrepreneurship has a close relationship between success and personal characteristics of entrepreneurs. The personal characteristics of successful entrepreneurs can also be expressed as:

1. Creative thinking skills,
2. High level of desire to work,
3. Courage, passion and determination,
4. The ability to establish a high level of relationship with people,
5. The ability to express himself / herself in written and oral form,

6. Loving and motivating work,
7. A rich consciousness and the power of imagination,
8. Tendency to team and team work,
9. Having a personal vision and mission,
10. Change, transformation is open and willing,
11. The ability to act flexibly tolerant,
12. Sincere, trustworthy, sympathetic and humorous personality,
13. The ability to convince and persuade people is high,
14. Management skill and leadership ability,
15. Completion of work and enthusiasm,
16. The habit of catching forward thinking and opportunities (Hisrich and Peters, 1973).

Compared to other societies, it is accepted by foreign scholars who research in these subjects that Turkish people are more entrepreneurial. For this reason, it is of utmost importance for every student in our country to look at the "entrepreneur candidate" who has stepped into the university, to equip them with the knowledge and skills that they will be able to appreciate the various potentials of the environment they live in, to evaluate the problems as opportunities, and to develop them as unskilled and encouraged people (Titiz, 1999; Hacat, 2018). As it can be understood from the above explanations, entrepreneurship is actually confronted as a compound that socio-demographic, economic and psychological factors interact. As the various measures of entrepreneurship vary according to the period and the country, theoretical analyzes have agreed that the economic, sociological and psychological factors are influential in different entities in the formation of the entrepreneurial personality (Arslan, 2002; Ulu Kalın, 2017).

The economic environment in which the entrepreneur is trained and involved includes its economic conditions; family structure, family origin, education, age, etc. his subjective perception of his sociological conditions and finally his liking, his work discipline, etc. features also constitute psychological conditions and entrepreneurship is shaped as a result of various variations of these three elements. The spirit of entrepreneurship can be genetic in people, as well as family, environment, education situation etc. are considered to be very important factors in the development of the entrepreneurial spirit. In this study, the entrepreneurship tendencies of Gaziantep University Nizip Education Faculty students were tried to be examined within the framework of the above definitions and philosophical gaze.

Method

This section includes; the study group, the data collection tools, and analyzes of the data.

The Desire of your Research

This research was designed according to the phenomenological research design of qualitative research methods. Phenomenography has been accepted as a new approach used in educational research since the 1980s (Akerlind 2005). Marton (1981), one of the forerunners of the approach, defines the phenomenological research approach as "the manifestation of the diversity of people in understanding, understanding, comprehension, awareness, or experiencing a phenomenon" (Akerlind 2002). This method has become a highly accepted method used in educational research to reveal what different individuals understand or perceive from the same concept (Entvistle 1997; Prosser & Trigwell 1999; Wihlborg 2004).

Working Group

This research was carried out with a total of 18 people, 8 males and 10 females, who were educated at the Department of Social Sciences Education of the Gaziantep University of Education Nizip Education Faculty.

Data Collection Tools

The data of the study was performed with 4 semi-structured open-ended questions.

Analysis of Data

In this study, qualitative data collected by open-ended questions were analyzed by 'phenomenological analysis' method. The data obtained at the end of the study were coded first, then categorized individually by each researcher and the results obtained were evaluated together in a gradual way. A third examination of the data collected in the survey is for the internal consistency of the generated categories.

Results and Discussion

1. Findings and interpretations for sub-probing;

Who is the entrepreneur? the most repeated words in the question; risk-taking, profitable, fearless, self-confident, self-confident, perseverance, desire.

2. Findings and interpretations for sub-probing;

Do you think to be an entrepreneur? It is observed that in the working group men are more willing than ladies. Men are more likely to repeat factors such as risk and self-confidence than women. If they can not be assigned, they can work in different business lines.

3. Findings and interpretations of sub-problem;

Do you think that Turkey also supported entrepreneurship? Asked whether the women are partly supported, they think that men are not supported. When reason is asked, they stated that factors such as political, ideological and cultural cause this situation.

4. Findings and interpretations of sub-problem;

What are the contributions of the entrepreneurship course to you? Asked if the ladies in the working group were positive about the techniques and methods to be independent and realize their own ideas, more profit, money making, and prestige.

Conclusion

In the data obtained, men and women in the working group expressed that entrepreneurship course added a lot to them. For entrepreneurship, self-awareness, courage, self-confidence, patience, quick decision-making, experience, and willingness are the feelings that one must have in one person. It is also seen that men have more entrepreneurial characteristics than women.

In terms of value for Entrepreneurship in Turkey has serious developments in recent years. In recent years, we have witnessed the emergence of entrepreneurship in our country, particularly in parallel with the importance of small and medium-sized enterprises. Entrepreneurship training has started to be given to universities. In order to further expand entrepreneurship for this purpose; Turkey should also be investing in the education system. Trainings for increasing and improving entrepreneurial capacity should be organized. Instead of waiting for the state and civil society organizations in improving the education system in Turkey should play an active role.

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