



## The Parents' View on The Impact of The Entrepreneurial Capacity of 8<sup>th</sup> Grade Secondary School Students' Social Activities<sup>1</sup>

### Sosyal Etkinlik Aktivitelerinin İlköğretim 8. Sınıf Öğrencilerinin Girişimcilik Kapasitelerine Etkisi Üzerine Ebeveynlerinin Görüşleri

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**Öz.** Bu araştırmanın amacı, sosyal etkinlik aktivitelerinin ilköğretim 8. sınıf öğrencilerinin girişimcilik kapasitelerine etkisi üzerine ebeveynlerin görüşlerini ortaya koymaktır. Araştırmanın katılımcılarını, 2014-2015 eğitim öğretim yılında İzmir'de öğrenim görmekte olan 8.sınıf öğrencilerin velisi 24 ebeveyn oluşturmaktadır. Çalışmada nitel araştırma yöntemlerinden olgu bilim kullanılmıştır. Veriler 4 sorudan oluşan yapılandırılmış mülakat yöntemi ile toplanmış, içerik analizi yapılmıştır. Öğrencilere girişimcilik becerisi kazandırmada okul ve aile temel rol oynamaktadır. Okul ve aile desteği ile girişimcilik becerileri kazanmanın yollarından biri de sosyal aktivitelerle okul dışı öğrenim ortamıdır. Ancak velilerden alınan görüşlere göre sosyal aktivitelerle okul dışındaki öğrenme ortamlarından yeterince yararlanılmamaktadır. Çalışmaya katılan ebeveynler, çocuğuna girişimcilik kazandırmada kitap okuma, spora gönderme, sinema ve tiyatro izleme ve toplum içinde sorumluluk verme gibi etkinliklere yönlendirdiklerini belirtmişlerdir. Ebeveynlerin neredeyse tamamı çocuklarına girişimcilik becerileri kazandırmak istediklerini belirtse de, bu becerileri kazandırmak için nereden yararlanabileceği konusunda yeterli bilgiye sahip olmadıkları söylenebilir. Ebeveynlerin, proje planlama ve yürütme, yaratıcılık, risk alma, etik değerler farkındalığı ve yönetim becerileri konularını destekleyen etkinliklere odaklanması önerilmektedir.

**Anahtar Kelimeler:** "Girişimcilik Kapasitesi", "Sosyal Aktiviteler", "İlköğretim 8.Sınıf Öğrencileri".

**Abstract.** This study aims to put forward the parents' view on the impact of the entrepreneurial capacity of 8<sup>th</sup> grade students' social activities. The participants constituted of 24 8<sup>th</sup> grade parents in İzmir/Turkey in 2014-2015 academic year. The study was designed by qualitative phenomenological research which consisted of 4 questions and analyzed by content analysis. School and family play a key role to gain entrepreneurship skills. One of the ways to gain entrepreneurship skills is out-of-school learning environments with social activities. However, according to the opinions taken from parents, social activities are not sufficiently utilized. Parents stated they canalized their children into activities such as reading book, doing sports, watching movies and theater and giving them responsibility in society to improve their entrepreneurial skills. However, almost all of the participating parents indicated they were interested in gaining entrepreneurship to their children, it can be argued that parents don't have enough knowledge about where to benefit for entrepreneurship. It's recommended that parents should focus on activities that support project planning and execution, creativity, risk taking, awareness of ethical values and management skills.

**Keywords:** "Entrepreneurial Capacity", "Social Activities", "8<sup>th</sup> Grade Secondary School' Students".

## Introduction

One of the most important steps in the formal education system is elementary and also secondary schools. Improving cognitive skills and attitudes of the students to live in community are among the objectives of primary education. Therefore, primary education forms the basis for further education.

Unlike the 2005 program, the "skill" learning area in the 2013 program is divided into two parts as "scientific process skills" and "life skills" in Turkey. In life skills analytical thinking, decision making, creative thinking, entrepreneurship, communication and team work are included, and the emphasis on entrepreneurship that has not been taken before, draws attention (Ministry of Education (MEB), 2013). For the MEB 2017 program, one of the overall objectives of the curriculum is to develop career awareness and entrepreneurial skills related to science. Perception of entrepreneurship is expressed as the skill of transforming individual thoughts into action. Besides it requires project planning and execution, creativity, innovation and taking risk, awareness of ethical values and management skills (MEB, 2017).

The concept of entrepreneurship is inherently taken up in an economic framework (Aytaç & İlhan, 2007). "Entrepreneurship" and "entrepreneurial culture" are at the forefront issues that have been particularly emphasized in recent years (Eraslan, 2011). This concept, which is especially emphasized in the university, is also included in the basic education system. According to Gürdoğan (2008), being an entrepreneur does not have a formula that gives the same results in everywhere. But entrepreneurial individuals have some common characteristics. These characteristics are the need for achievement, internal control-external control, risk taking tendency, tolerance to uncertainty, innovation and self-confidence (İşcan & Kargın, 2011). The capacity of an entrepreneur can be influenced by education, the ability to use it and the opportunities afforded to him/her in the family and society (Kutaniş & Hancı, 2004). Factors influencing entrepreneurship can be basically classified as demographic, psychological and environmental factors.

Table 1.

### Factors Affecting Entrepreneurship (Ensari & Alay, 2017)

Environmental factors:	Family, Socio-Cultural Environment, Political-Legal Environment
Psychological factors:	Innovation, creativity, self-confidence, risk-taking propensity, extroverts, need for achievement, internal control-external control and desire for independence
Demographic factors:	Age, Gender, Education, Marital Status

The entrepreneurial personality can also be influenced by the environment in which the individual lives, the socio-economic level and the education he / she sees. (Güney & Nurmakhamatuly, 2007). Polat and Aktop also (2010) said that family, environment and education have an impact on entrepreneurial personality creation. The presence of entrepreneurial or direct entrepreneurs in the family has an effect on the individual being entrepreneurial (Güney & Nurmakhamatuly, 2007; İrmış & Barutçu, 2012; İşcan & Kargın, 2011). Father's entrepreneurship, family's income and parents who care about their independence are also influential in entrepreneurial personality. Even in the study of Pan and Akay (2015), the teacher candidates entrepreneurship level significantly differed only from the monthly income of their families.

The education that child has begun to receive from his/her parents, since early age, affects him/her throughout the life (Ensari & Alay, 2017). Giddens (2000) stated that social structure forming institutions such as schools and families affect the individual's personality development by creating a variety of behavior patterns. In this sense, the concept of entrepreneurship perspective of family may also affect student's entrepreneurial skills.

Sociologists handle entrepreneurship as a sociological framework. They indicate that in the development of entrepreneurial skills, social factors are effective such as social environment, family origin, education, age, gender, race (Aytaç & İlhan, 2007). Entrepreneurship is not only an innate talent, it can also be improved through education. Köse (2004) stated that school is important for the development of the entrepreneurial characteristics. According to Köse, extracurricular activities are effective in the development of entrepreneurial characteristics and so extracurricular activities should be under school control. Çolakoğlu and Çolakoğlu (2016) found that there is a positive relationship between entrepreneurship training and entrepreneurial potential in a study with university students. Despite that refers to the economics and business departments of the universities, early entrepreneurship education will also make a difference in students. Teachers, however, do not have sufficient knowledge of the concept of entrepreneurship, therefore, they have different understanding and implementation for imparting entrepreneurial skills to students (Bacanak, 2013). Teachers should organize activities to improve entrepreneurship with the renewed MEB 2017 Science Curriculum and make parents aware of career awareness and entrepreneurship. In the Devci and Çepni study (2017) in terms of entrepreneurship characteristics, acquisitions, textbooks and workbook activities in the science curriculum for the 5-8 grades were examined. It has been found to be sufficient (in terms of entrepreneurial characteristics) in terms of effective communication, creative thinking but it has been achieved that the main entrepreneurial characteristics are insufficient in terms of taking risk, adaptation of change, being innovative, seeing opportunities, self-confidence, teamwork and acting independently. Therefore, the development of entrepreneurial skills, not only be supported with the classroom activities, but also with extracurricular activities (Eraslan, 2011). For this reason, importance should be given to outdoor school activities to the development of basic entrepreneurial skills of students.

Aquariums, museums and science centers, zoos, energy parks, botanical gardens, industrial establishments, national parks were used as an out-of-school learning environment (Saraç, 2017). In the study of Bostan Sarıoğlu and Küçüközer (2017) the preservice teachers commonly regard the fields such as home, friend's environment and courses as outdoor school learning environment. It has reached the conclusion that teacher candidates could integrate learning into their lives, thereby they can embody and reinforce their knowledge with outdoor school learning activities in museums, islamic-ottoman social complex, castles and historic museums (Topçu, 2017). It is emphasized that out of school learning has revealed some skills that are more difficult to extract in the classroom environment. Education in non-formal learning environments has an enriching, supportive and complementary potential in school education. It also influences the academic achievement of the students and improves their social skills (Laçın Şimşek, 2011).

Out-of-school learning environments help the child

- to develop a curious and sensitive behavioral attitude and responsibility towards the environment.
- to feel confident and recognize his / her own abilities.
- to develop an independent and creative way of thinking.
- to develop communication skills.
- to achieve individual and group responsibility.
- to struggle, gain problem-solving skills and support motor development (Topçu, 2017).

Hesapçoğlu (1994) also has stated that extracurricular activities are effective in gaining of such behavior; tolerance, cooperation, competition, responsibility, study, achievement. These skills are also characteristic of entrepreneurial personality. That is to say, with non-school learning environments, students can gain entrepreneurial skills. Therefore, school can be extremely effective in the discovery and in the development of entrepreneurship by providing outside school activity. But as regards the out-of-school learning practices, teachers have referred to the difficulties stemming from the

administrators, the parents and lack of opportunities (Tatar & Bađrıyanık, 2012). To improve learning and interaction in the classroom, school-parent collaboration environment should be created.

According to the 133 studies reviewed by Saraç (2017) on out-of-school learning environments, studies were conducted mostly on middle school students and teachers. In addition, trip / nature activities and museum / science centers were used more frequently. In the study conducted by Sontay, Tutar and Karamustafaoglu (2016) on 8<sup>th</sup> grade students, student opinions about planetarium tour were taken. Curiosity and motivation for the lessons are seen to increase after the planetarium tour. In this study, it was aimed at putting forward the parents' view on the impact of the entrepreneurial capacity of 8<sup>th</sup> grade student's social activities. The 8<sup>th</sup> grade is the period when students graduate from middle school. High school transition is by examination in Turkey. That's why, both students and parents are experiencing test anxiety. However, in this period, it is also important to create career awareness and entrepreneurship sense in the students. 8<sup>th</sup> grade students choose high school according to the professions they want to make. Therefore, the students in this period should overcome the test anxiety and develop their entrepreneurial skills. Even if it is a suitable environment for the development of educational entrepreneurship at school, it is not enough. Entrepreneurship skills should be developed with social activities outside the school and parents should be aware of this. In this context, this study can contribute to the literature with the reflection of parents' views on impact of social activities on entrepreneurial skills.

## **Method**

### **Research Model**

In this study, phenomenological design, which is one of the qualitative research methods is used. Phenomenological design is appropriate when we are aware of the phenomenon, but we can't fully grasp the meaning, we do not have an in-depth and detailed understanding. Although phenomenological design, like other qualitative research methods, can't put forward precise and generalizable results of cases, it can give examples, explanations and experiences that will help identify and better understanding. This study is discussed in the concept of entrepreneurship. Recently the concept of entrepreneurship has found its place in the primary school curriculum because its contribution of the education system is understood.

### **Research Sample**

The research sample of phenomenological design is formed from individuals who focus on phenomenon and can reflect it. In this study, the research sample consists of 24 volunteer parents (12 pairs of parents) that have children of 8<sup>th</sup> grade student in 2014-2015 academic year in İzmir, selected by purposeful sampling. Purposeful sampling allows selection of rich situations for in-depth research depending on the purpose of study. The researcher tries to explore and explain the associations in the context of selected situations (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014). In the 32-44 age range is comprised of parents. One of them is a Ph.D., 16 of them are university, 2 of them are associate degree, 5 of them are high school graduates. They all actively work. Parents' professions are: teacher, engineer, doctor, nurse, banker, bus driver, accountant, theatre player and private sector employee. They have one child, two children or three children.

### **Data Collection Tools**

The data in this study were collected through structured interview method. When preparing structured interview questions, literature on the subject were examined. Interview questions prepared on the basis of the obtained data and it has been rearranged by comparison with the target subject.

Expert opinion on linguistic information, clarity and subject-question appropriateness has been taken and changes have been made in this respect (Glesne, 2015). In addition, pre-implementation (pilot) was conducted with different 8<sup>th</sup> grade students' parents to observe questions in terms of intelligibility, suitability and purposefulness by the target group (Büyükoztürk et al, 2014; Glesne, 2015). In pilot implementation, not only did the parents respond to the questions but also criticized them for "usability". The questions were finalized according to these interviews. Structured interview form consists of 4 questions.

Interviews were conducted with parents one to one in the appropriate environment for them. Sound recording was made with the approval of the participants. Sound recordings were then put into writing on computer. To ensure the validity and reliability of data, the data obtained in the research were shared with the parents and confirmed (Büyükoztürk et al., 2014).

### **Structured Interview Form**

Structured interview form questions as follows:

- What kind of activities do you do for your child to be beneficial individual for society?
- Are you showing the importance when responding your child's social activities questions that wondering about?
- What kind of supports you receive from the social activities when you can't give a direct contribution to your child's education?
- What are your views about the social activities organized by your child's school?

### **Data Analysis**

When analyzing the data obtained in phenomenon scientific method, researchers, create categories based on the differences and similarities between the statements of the participating individuals. Each category reveals how they experience and perceive different concepts of different subjects. This method is based on the limited number of categories to be obtained for each concept (Didiş, Özcan & Abak, 2008). In this study, concept analysis was used to reveal the underlying concepts of the data and the relationship between these concepts. In the content analysis of concepts, similar data collect under certain codes. These codes are interpreted by arranging that reader can understand. Primarily sound recordings, related to the research interview, are transformed into written text. Interview analyzes were conducted by 2 experts. Common concepts are acquired by coding the interview texts and then they are grouped (Strauss & Corbin, 1990). The data are organized and defined by code and theme. Codes' usage frequency within the text has been reviewed by converting the frequency table (Ratcliff, 2008).

## **Results**

In this section, parents' opinions on the impact on 8<sup>th</sup> class students' entrepreneurial capacities of social activities are presented. "What kind of activities do you do for your child to be beneficial individual for society?" was asked to the parents. The obtained data are given in Table 2.

Table 2.

What kind of activities do you do for your child to be beneficial individual for society?

Theme	Code	Mother frequency	Father frequency	The total percent
Activities Acquiring Entrepreneurship	Watching documentary	0	1	4%
	Watching series	1	0	4%
	Sending training office	2	0	8%
	Reading book	1	3	17%
	Go to concert	1	0	4%
	Attend the seminar	1	1	8%
	Go to cinema	4	5	37%
	Send to sports center	2	3	21%
	Watch theater	4	4	33%
	Give responsibility in the society	3	2	21%

According to Table 2, surveyed 24 parents are directed their children to the following activity to be gained them entrepreneurship: %4 watching documentary, %4 watching series, %8 sending training office, %17 reading book, %4 go to concert, %8 attend the seminar, %37 go to cinema, %21 send to sports center, %33 watch theater, %21 give responsibility in the society. That question was asked in order to learn the impact of the interest of parents in bringing entrepreneurship to children: Are you showing the importance when responding your child's social activities questions that wondering about? The obtained data are given in Table 3.

Table 3.

Are you showing the importance when responding your child's social activities questions that wondering about?

Theme	Code	Mother frequency	Father frequency	The total percent
The interest of parents in bringing entrepreneurship to children	Yes, I give importance	12	11	95,83%
	No, I don't give importance	0	1	4,17%

According to Table 3, it was found that %95.83 of the 24 surveyed parents showed significance, %4,17 parents didn't give proper attention. The following question was asked in order to learn aids received the parents to give entrepreneurship to the child: What kind of supports you receive from the social activities when you can't give a direct contribution to your child's education? The obtained data are given in Table 4.

Table 4.

What kind of supports you receive from the social activities when you can not give a direct contribution to your child's education?

Theme	Code	Mother frequency	Father frequency	The total percent
Aids received the parents to give	Getting help from theater	1	3	16,66%

entrepreneurship to the child	Getting help from partner	2	0	8,33%
	Getting help from training office	5	4	37,5%
	Getting help from internet	1	1	8,33%
	Getting help from a psychologist	2	0	8,33%
	Getting help from sports	2	0	8,33%

According to Table 4, surveyed 24 parents are getting help from %16,66 theater, %8,33 partner, %37,5 training office, %8,33 internet, %8,33 psychologist, % 8,33 sports. What are your views about the social activities organized by your child's school? was asked in order to learn parents views on the impact of school for gaining entrepreneurship. The obtained data are given in Table 5.

Table 5.

What are your views about the social activities organized by your child's school?

Theme	Code	Mother frequency	Father frequency	The total percent
The impact of school for gaining entrepreneurship	School has a positive effect	8	8	67%
	School has a negative effect	2	2	17%
	School has no effect	2	2	16%

According to Table 5, it was determined that %67 of surveyed 24 parents think that “school has a positive effect”, %17 of them think that “school has a negative effect” and %16 of them think that “school has no effect” for gaining entrepreneurship.

## Discussion and Conclusions

Hereditary, physical and cultural factors and as well as the family are known to be effective on development of personality. Family is where socialization begins. Children can socialize by developing behavior in line with traditions, customs and adopted expectations which are approved by especially parents and social groups in them. If entrepreneurship characteristics also thought like personality traits, factors that affect the formation of the personality could also be said to be effective at acquisition of entrepreneurial characteristics.

Entrepreneurial skills can also be improved through school education (Çolakoğlu & Çolakoğlu, 2016; Köse, 2004). However, teachers do not have enough knowledge about the concept of entrepreneurship (Bacanak, 2013). Also the acquisitions, textbooks, and workbook activities that are included in the 5-8 science programs are not enough to gain basic entrepreneurial qualities (Deveci and Çepni, 2017). For this reason, entrepreneurial skills can be supported not only by class activities but also by extracurricular activities (Eraslan, 2011).

In this study, parents stated that they canalized their children into activities, such as doing sports, attending seminars, watching movies and theater and giving them responsibility in society to improve their entrepreneurial skills. These activities will support the children’s entrepreneurial personality traits such as innovation, self-confidence (İşcan & Kargın, 2011). However, parents should

also focus on activities that support project planning and execution, creativity, risk taking, awareness of ethical values, and management skills (MEB, 2017).

Almost all of the participating parents indicated that they are interested in giving entrepreneurship to their children. Entrepreneurial personality can be developed by the influence of the environment, socio-economic level and the education (Güney & Nurmakhamatuly, 2007; Kutaniş & Hancı, 2004; Ensari & Alay, 2017; Polat & Aktop, 2010; Giddens, 2000). The presence of entrepreneurial individuals in the family and the perspectives of entrepreneurship affect the individual being an entrepreneur (İrmiş & Barutçu, 2012; Güney & Nurmakhamatuly, 2007; İşcan & Kargin, 2011; Ensari & Alay, 2017). Eraslan (2011) stated that appropriate teaching programs must have in schools and families should take a complementary role in the entrepreneurial process.

Parents have indicated that they mostly get help from the training office, from the theater, from the internet, from the sports center, and from the partners to impart entrepreneurial skills to their children. In the study of Bostan Sarioğlan and Küçüközer (2017), the preservice teachers commonly regard the fields such as home, friend's environment, courses as outdoor school learning environment. Apart from these, it can be benefit from aquariums, museums, science centers, zoos, energy park, botanical garden, industry associations, national parks (Saraç, 2017), mosque, castles and islamic-ottoman social complex (Topçu, 2017) and planetarium trip (Sontay, Tutar & Karamustafaoğlu, 2016). It can be argued that parents do not have enough knowledge about where to benefit from entrepreneurship.

33 percent of the parents think that school is not influential or negative in gaining the entrepreneurial skills of the child. But teachers have referred to the difficulties stemming from the administrators, the parents and lack of opportunities for the out-of-school learning practices (Tatar & Bağrıyanık, 2012). The lack of school-parent cooperation is seen. Teachers and parents should work together to support the entrepreneurial personality traits of the students.

In this study, parents' views were consulted in order to investigate the influence of social activity in the upbringing of students with entrepreneurial skills. In order to develop students' entrepreneurial skills it has been made a few suggestions. It is understood that the parents don't know exactly what the characteristics of entrepreneur individual must be. Therefore, the characteristics of entrepreneur individual should be introduced to parents. School administrators and teachers should create opportunities that students can show their entrepreneurial skills. Students should be encouraged by supporting entrepreneurial students.

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