

Investigation of Entrepreneurship Levels of University Students

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Abstract

The aim of this study is to determine whether entrepreneurship levels of the Faculty of Sport Sciences students differ according to demographic variables. This research consists of 310 students in total, 212 male 98 female, studying in different departments at the Faculty of Sports Sciences of Uşak University. The data in the study were obtained by using the “Personal Information Form” prepared by the researcher and “Entrepreneurship Scale for University Students” developed by Sünbül and Yılmaz (2009). This scale prepared with 36 items; in a five-point Likert-style. Analysis of the data related to the questionnaire and scale used in the research was done by using SPSS 22 statistical program. Since the data set does not conform to normal distribution, nonparametric hypothesis tests were applied; the Mann-Whitney U test was used to test whether the scores obtained from two independent samples differ significantly from each other, and the Kruskal Wallis test was used for more than two independent sample groups. As a result of the research; when we look at the effect of gender, age, and whether they have entrepreneurship education, on the entrepreneurship levels of the Faculty of Sport Sciences students; there is no significant difference between the entrepreneurship scores of the students in terms of gender variable. There is a significant difference between the students' age variable and their entrepreneurship education scores ($p < 0.05$). It is thought that this study will contribute to the studies to be done. Entrepreneurs are not in a separate position and independent from the culture in which they are members. Thus; this study will shed light on the sociological universe of entrepreneurship with the determination of social and cultural entrepreneurship characteristics of Sports Science students, which have an important place in the sports community .

Keywords: Entrepreneurship, Student, Sports

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**Üniversite Öğrencilerinin Girişimcilik Düzeylerinin
İncelenmesi**

Öz

Araştırmanın amacı; Spor Bilimleri Fakültesi öğrencilerinin girişimcilik düzeylerinin demografik değişkenlere göre farklılık gösterip göstermediğinin belirlenmesidir. Bu araştırma; Uşak Üniversitesi Spor Bilimleri Fakültesi'nin farklı bölümlerinde öğrenim görmekte olan 212 erkek 98 kadın toplam 310 öğrenciden oluşmaktadır. Araştırmada veriler, araştırmacı tarafından geliştirilen ‘Kişisel Bilgi formu ile Sünbül ve Yılmaz (2009) tarafınca hazırlanan “Üniversite Öğrencilerine Yönelik Girişimcilik Ölçeği” kullanılarak elde edilmiştir. 36 tane soruyla hazırlanan bu ölçek beşli likert tarzındaki bir ölçektir. Araştırmada kullanılan anket formuna ve ölçeğe ilişkin verilerin analizi SPSS 22 programı kullanılarak yapılmıştır. Veri seti normal dağılıma uygunluk göstermediği için, parametrik olmayan hipotez testlerinden, iki bağımsız örneklemeden elde edilen puanların birbirlerinden anlamlı bir şekilde farklılık göstermediğini test eden Mann-Whitney U testi ikiden fazla bağımsız örneklem grupları için Kruskal Wallis testi uygulanmıştır. Araştırmanın sonucunda; Spor Bilimleri Fakültesi öğrencilerinin girişimcilik düzeyleri üzerine etkisinin incelenmesi; cinsiyet, yaş, girişimcilik eğitimi alıp almama durumlarına baktığımızda, Spor Bilimleri Fakültesi üniversite öğrencilerinin cinsiyet değişkeni açısından girişimcilik puanları arasında anlamlı bir fark yoktur. Öğrencilerinin yaş değişkeni ve girişimcilik eğitimi alıp almama durumları puanları arasında anlamlı bir fark vardır. Yapılan bu çalışmanın yapılacak çalışmalara katkı sağlayacağı düşünülmektedir.

Anahtar kelimeler: Girişimcilik, Öğrenci, Spor

Yayın Bilgisi

Gönderi Tarihi:
18.05.2020

Kabul Tarihi:
08.06.2020

Online Yayın Tarihi:
28.06.2020

Doi:
10.38021/asbid.739195

Introduction

Entrepreneurship is very important in the field of sports as in all areas of life, the sports are intertwined with different industrial areas. Considering that sports is a multi-faceted phenomenon, experts are needed to be creative in this field and to implement them, and entrepreneurship is therefore important in sports. Until today, the importance of entrepreneurship, which is the subject of research in many different fields, has increased even more with the transition from the industrial society to the information society. Individuals who make up the society need different products and services to survive. The production of these products and services that individuals need to survive is possible by bringing together the factors of production. Natural resources, labour and capital are three important production factors. Entrepreneurship is the fourth and most important production factor that brings these three important factors together and leads them towards harmonious production (Marangoz, 2016). The concept of the sports industry, which is thought to be closely related to the concept of entrepreneurship is expressed by Pitts and Stots (2002); as a large embodiment that includes sports businesses, sports sponsorship industry and administrative / legal structures such as sports tourism, sports goods (production and distribution), sportswear, amateur sports participation, professional sports, recreational sports, high school and college sports, outdoor sports, sports marketing companies. Entrepreneurship includes product or structuring of work and thoughts and also it is the process of being open-minded to innovation, producing, taking risks, determining and monitoring the opportunities (Gartner, 1988). Entrepreneurship is the discovery of new and unknown information and includes the process of seeing and evaluating existing opportunities (Korkmaz, 2012).

Ratten (2010) states that sports constitutes an important industry in terms of entrepreneurship, considering the ever-changing demands of consumers and innovation, which is one of the most important features of entrepreneurship. It is observed that there is a rapid progress in sports science, prostheses and artificial materials that will continue to cause innovations in sports (Ratten, 2010). According to Casson, the entrepreneur described as "the person who specializes in making judicial decisions about coordinating scarce resources" (Havinal, 2009). In another definition, the creative personality of the entrepreneur was emphasized and was considered as the person who embraces the future, creates possibilities and turns chaos into harmony (Gerber, 1997).

The entrepreneur does not hesitate to embark on a new job. In this direction, it combines production factors and provides financial infrastructure as well as materials required for production. With these, it also determines the market suitable for its production. As a result of all this comes together; the idea of business that is realized is a product of entrepreneurship (Canan, 1996). Entrepreneurship is also effective in the development of the country's economy. Thanks to new ideas, it creates employment by creating new business lines and contributes to the reduction of unemployment. In addition, it contributes to economic growth, and thanks to its innovative structure, it plays a role in the development of new resources, services and technologies by increasing competition. It increases production and ensures optimal use of production tools (Şahin, 2011). Today and future show that we need people who think "out of the box", think extraordinarily, produce original ideas, search for new possibilities, find these opportunities and provide change. Therefore, education systems should be structured and gained meaning in the presence of experienced teachers, adults, experts and volunteers, and in areas that offer opportunities to help these students gain different experiences (Altan, 2014). If the individual thinks that he/she has entrepreneurial features such as being patient and determined as a result of his/her evaluation, it can be chosen to be an entrepreneur as a career after comparing the positive aspects of being an entrepreneur, such as a sense of accomplishment, desire for independence, financial control, and negative aspects of being an entrepreneur such as personal self-sacrifices, burden of responsibility, not being able to tolerate damage too much. It is possible to mention different factors that lead the individual to entrepreneurship. Factors such as the individual's desire to be self-sufficient, thinking that official professions are not suitable for them, and not being able to work under the command of others as a personality trait can be mentioned (Yıldırım, 2016). This study aims to investigate the entrepreneurship styles and the differences of entrepreneurship characteristics of students studying at the Faculty of Sports Sciences of Uşak University during the 2019-2020 Academic Year. It is thought that the data obtained will contribute to the literature. Firstly, entrepreneurship, the characteristics of entrepreneurs and entrepreneurship education were emphasized conceptually. Based on the factors that affect entrepreneurship tendencies of the participants, it is aimed to determine entrepreneurship tendencies. Thus; it is also aimed to emphasize the importance of entrepreneurship in the field of sports, especially in professional careers.

Method

It consists of a total of 310 students, 212 males and 98 females. Participants were selected from the students of Physical Education and Sports Teaching, Coaching Education and Sports Management departments. 20 students in the participant group are older than 24 years and other students are in the 18-23 age range. According to the data of the research, 68.4% of the 310 students participating in the research are male and 31.6% are female. When we look at the age ranges, 93.5% are between the ages of 18-23, 6.5% are between the ages of 24-29. Those who have received entrepreneurship training, 16.8% of whom have not received entrepreneurship training, are seen as 83.2%.

The Process of Collecting Data

First of all, the current information about the purpose of the research was systematically given by reviewing the literature. Thus, a theoretical framework was created on the subject. A Personal Information Form prepared by the researcher, and the "Entrepreneurship Scale for University Students" developed by Sünbül and Yılmaz (2009) was applied to determine the entrepreneurship tendencies of the students who received sports education in the university. This scale consists of 36 items in a five -point Likert-style. Entrepreneurship scores range from 36 to 180. The ranges can be interpreted as follows; 36-64 very low entrepreneurship, 65-92 low entrepreneurship, 93-123 medium level entrepreneurship, 124-151 high level entrepreneurship and 152-180 very high level entrepreneurship.

Analysis of the Data

The questionnaire form used in the research and the data related to the scale were analyzed using the SPSS 22 program. In the selection of the analysis to be applied in testing the hypotheses of the research; the suitability of the data to normal distribution, the number of existing groups and the relationship of the groups with each other were examined. The data set related to the level of entrepreneurship was found to have skewness coefficient -1.053 and kurtosis coefficient 1.797. Since the number of data is 310, the Kolmogorov-Smirnov (Lilliefors) test has been examined and the significance value of the entrepreneurship level data has been obtained as 0.001. Because of the reason that; this value is less than 0.05, it can be said that the data obtained are not suitable and do not show compliance with normal distribution. Therefore, Mann-Whitney U test was used to determine

the significant difference between the two independent samples and Kruskal Wallis test was used for more than two independent sample groups.

Findings

Table 1

Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	P	Statistic	df	P
Entrepreneurship	,069	310	,001	,941	310	,000

a. Lilliefors Significance Correction

Table 2

Mann-Whitney U test results among entrepreneurship scale total scores of Faculty of Sports Sciences students according to gender variable

Gender	N	Average Rank	Total Rank	U	Z	P
Male	212	156,00	33072	10282,0	-,144	,885
Female	98	154,42	15133			

When the table 2 is analyzed, it is seen that the Faculty of Sports Sciences students' entrepreneurship level scores are 156.00 in the average value of male and 154.42 in female. When the entrepreneurship level scores are evaluated according to the criteria of Yılmaz and Sünbül (2009), it can be said that the entrepreneurship levels of the students of the Faculty of Sport Sciences are “very high” in men and women. There is no significant difference between entrepreneurship scores of the Faculty of Sports Sciences students in terms of gender variable $p > 0.05$.

Table 3

Mann-Whitney U test results between entrepreneurship scale total scores of Faculty of Sports Sciences students according to age variable

Age	N	Average Rank	Total Rank	U	Z	P
18-23	290	158,65	46007,50	1987,50	-2,354	,019*
24-29	20	109,88	2197,50			

When the table 3 is examined, the entrepreneurship level scores of the students of the Faculty of Sport Sciences, it is seen that the average value between the ages of 18-23 is 158.65 and the average value between the ages of 24-29 is 109.88. When the

entrepreneurship scores are evaluated, it can be said that the entrepreneurship levels of students between the ages of 18-23 are “very high” and the entrepreneurship levels of the students between the ages of 24-29 are “medium level”. There is a significant difference between the entrepreneurship scores of the Faculty of Sports Sciences students in terms of age variable $p < 0.05$.

Table 4

Mann-Whitney U test results between the entrepreneurship scale total scores of students of the Faculty of Sports Sciences according to whether they have received entrepreneurship education or not.

Whether individuals receive Entrepreneurship Training	N	Average Rank	Total Rank	U	Z	P
Yes	52	179,37	9327	5467,0	-2,105	,035*
No	258	150,69	38878			

When the table 4 is analyzed, it has been seen that; the average value of the students who take entrepreneurship education in the Faculty of Sports Sciences is 179.37, that the entrepreneurship scores are “very high”, when the entrepreneurship scores are evaluated, the average value of the students who do not receive entrepreneurship education is 150.69, that the entrepreneurship scores are "high". There is a significant difference between entrepreneurship scores in terms of whether or not sports science university students receive entrepreneurship education $p < 0.05$

Discussion and Conclusion

Entrepreneurial people show innovations, develop, try to reveal their differences, and develop different solutions when faced with the problem. Creative people are more sensitive to the environment and people (Yiğit, 2019). When we look at the status of the age variable, in the study that (Karataş, 2018) examined, the age variable of the students caused a significant difference on entrepreneurship tendencies. This finding does not show parallelism and compatibility with our study. In the study of Şeşen and Basım (2012), it is observed that the finding that male entrepreneurship level is higher than female students does not agree with our study. In the study of Özman (2013), in which the entrepreneurship levels of university students were evaluated, no significant relationship was observed between gender and entrepreneurship level. According to the study of Doğaner and Altunoğlu (2010), it was stated that university students' entrepreneurship education does not

have an impact on entrepreneurship levels. In the study conducted by Karabulut (2009) which is related to the qualities of tolerance of stress, creativity and entrepreneurship motivation and the determination of the effects of these qualities on the entrepreneurship tendencies on 164 university students in the Business Administration department, it was found that although the students received entrepreneurship education, most of them did not want to become entrepreneurs by establishing their own business after graduation.

Looking at the gender variable of students in the study of Adatepe (2018) on the entrepreneurship characteristics of the students and the research carried out by Öztürk regarding the candidate teachers; there was no significant difference between gender variable and entrepreneurship characteristics (Öztürk 2018). In the research conducted by Balaban and Özdemir (2008) on 70 university students at Sakarya University, it was determined that receiving entrepreneurship training contributed meaningful results to the level of entrepreneurship and it was seen that it did not agree with our research. Damar (2015) determined significant differences in entrepreneurship levels according to the participants' gender, personality traits, classes and entrepreneurship courses. Kavşur (2015), on the other hand, determined that the fact that the participants took entrepreneurship courses caused a significant difference in entrepreneurship levels. It was observed that individuals with self-concept had a lower level of making mistakes and exhibiting aggressive attitude (Yiğit, Yılmaz, Acar&Dalbudak 2019). In the study by Balaban and Özdemir (2008), while all those who do not take entrepreneurship courses can express themselves that they can work in very good places and with high salaries, those who take entrepreneurship courses are more cautious towards future. It can be said that the differences seen in the results of the research in the literature are due to the socio-cultural status of the participants, the education they received and their personal development processes.

As a result; when the entrepreneurship levels of the Faculty of Sport Sciences students are examined; when we look at gender, age, and the status of receiving entrepreneurship education; it was determined that there was no significant difference between entrepreneurship scores in terms of gender variable, and there was a significant difference between age variable and whether the students received entrepreneurship education or not. This study is thought to contribute to other studies to be conducted and it will provide a guiding resource for works on Sport Sciences related to entrepreneurship. It will contribute to the development of entrepreneurial personality traits and positive learning

outcomes of the participants. In undergraduate education, this study will draw attention to the necessity to focus on entrepreneurship education of university students.

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