

Entrepreneurial Tendency of the Students: A Research on the Students of the Department of Physiotherapy and Rehabilitation and Nutrition and Dietetics*

ABSTRACT

This study aims to identify the entrepreneurial tendencies of the students and to reveal the differences in entrepreneurial tendencies according to department, the reasons for preferring department, gender, class, and parents' job. The study was carried out with the students of the Department of Physiotherapy and Rehabilitation and Nutrition and Dietetics of the Faculty of Health Sciences in one university. The questionnaire was used as the data collection method and 477 valid forms were obtained. A 5-point Likert scale is used in the questionnaire. The general average of some entrepreneurial tendency dimensions, innovation, self-confidence, locus of control, risk taking, and need for achievement dimensions are found to be higher than 3,5. However, the students were found to have low tolerance to uncertainty ($\bar{x}=2,70\pm0,8288$). According to the reason for preferring the department, there were significant differences between the groups in the dimensions of tolerance to uncertainty, self-confidence, innovation and risk taking. According to the comparison between classes, there is a significant difference only in the dimension of the need for achievement. A significant difference was found in the dimensions of innovation, risk and tolerance to uncertainty by gender. In the comparisons made according to the employment status of the parents, it was determined that there was a significant difference in the risk taking level according to the mother's occupation. And there is no significant difference in entrepreneurial tendency dimensions according to the departments and father's occupation.

Keywords: Entrepreneurship, Entrepreneurial Tendency, Student.

Öğrencilerin Girişimcilik Eğilimi: Fizyoterapi ve Rehabilitasyon ve Beslenme ve Diyetetik Bölümü Öğrencileri Üzerine Bir Araştırma

ÖZ

Bu çalışma, öğrencilerin girişimcilik eğilimlerini belirlemek ve bölüm, bölümü tercih nedeni, cinsiyet, sınıf ve ebeveynlerin istihdam durumlarına göre girişimcilik eğilimlerindeki farklılıkları ortaya koymayı amaçlamaktadır. Çalışma, bir üniversitenin Sağlık Bilimleri Fakültesi Fizyoterapi ve Rehabilitasyon ve Beslenme ve Diyetetik bölümü öğrencileri üzerinde gerçekleştirilmiştir. Araştırmada veri toplama yöntemi olarak anket kullanılmış ve toplam 477 geçerli anket elde edilmiştir. Ankette 5'li Likert ölçeği kullanılmıştır. Araştırmanın sonuçlarına göre girişimcilik eğilimi boyutlarından, yenilikçilik, özgüven, kontrol odağı, risk alma ve başarıya ihtiyacı boyutları genel ortalamasının 3,5'ten yüksek olduğu bulunmuştur. Ancak, öğrencilerin belirsizliğe karşı toleranslarının düşük olduğu ($\bar{x}=2,70\pm0,8288$) tespit edilmiştir. Bölümü tercih etme nedenine göre, belirsizliğe karşı tolerans, kendine güven, yenilik ve risk alma boyutlarında gruplar arası anlamlı farklılıklar olduğu belirlenmiştir. Sınıflar arası karşılaştırmaya göre, sadece başarıya ihtiyacı boyutunda önemli bir fark bulunmaktadır. Cinsiyete göre yenilik, risk alma ve belirsizliğe karşı tolerans boyutlarında anlamlı bir farklılık tespit edilmiştir. Ebeveynlerin istihdam durumlarına göre yapılan karşılaştırmalarda annenin mesleğine göre risk alma düzeyinde anlamlı bir fark olduğu tespit edilmiştir. Bölümlere ve babanın mesleğine göre ise girişimcilik eğilimi boyutlarında anlamlı bir fark bulunmamıştır.

Anahtar Kelimeler: Girişimcilik, Girişimcilik eğilimi, Öğrenci.

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1. INTRODUCTION

The concept of entrepreneurship is on the agenda of the country's administrators and politicians due to substantial contributions in the development of societies, growth of the economy, and promotion of employment and fair distribution of income. In parallel with the developments in science and technology, entrepreneurship also comes to the forefront, supports each other and opens the way for social change. Realization of entrepreneurship which has a significant share in social change and prosperity by conscious, educated and qualified individuals will increase the likelihood of success. For this reason, today the need for entrepreneurs who can see and evaluate opportunities, produce effective solutions to problems, and have many characteristics such as active, researcher, decisive and effective communicator are increasing rapidly. One of the most appropriate sources that can reveal this kind of entrepreneurship is young entrepreneur candidates who are university students. The discovery of the hidden talents of the trained human power and putting them into business life in this direction can make them happier in working life and more efficient and more effective in economic life.

Entrepreneurship which is regarded as an element of development in underdeveloped societies and dynamism in developed societies (İşcan and Kaygın, 2011) is important in almost every branch of industry. One of these industries is the healthcare industry which has significant influence in the development indicators of the societies. Healthcare professionals' entrepreneurial success can directly affect the satisfaction of both the institutional and health care consumers, as they are actively involved in the service processes of the health care industry. Ultimately, entrepreneurship activities within the health care industry are also driving the development of the community and providing significant contributions to the health level. Namely; we can argue that entrepreneurship has become valid and necessary for the healthcare sector by innovation and invention in the industry, starting and expanding the activities of new businesses (Coulter, 2001) and thus creating positive changes in health indicators.

Due to the limited research on the health professionals who are the potential entrepreneurs of the industry and other reasons mentioned above, the aim of this study is to determine the entrepreneurial tendencies of the students of the Department of Physiotherapy and Rehabilitation, and Nutrition and Dietetics. One of the most important reasons for conducting this research on students in the field of health sciences is that they are potential entrepreneur candidates within the future health care industry. Because the healthcare industry amongst the other industry is perhaps the most complex and need to expensive investments to produce services, entrepreneurs also have different characteristics. As is known, the healthcare industry continues to operate in a dynamic environment with a lot of variable. Health care will be the second-fastest-growing industry in the World (Weiss, 2008). This rapid change in the health care industry environment brings along the process that separates winner and loser entrepreneurs from each other.

2. CONCEPTUAL FRAMEWORK

Entrepreneur is a person who takes the risk and brings together the factors of production (Tekin, 2009), establishes the business and carries out the activities in this business (Littunen, 2000). Entrepreneurship is the creation of new and unknown information and the evaluation of existing opportunities (Hisrich and Peters, 2002). In other words, entrepreneurship; contains a process of starting a business, being a business owner, developing a business and growing (Bridge, O'Neill and Cromie, 2003).

As a result of many researches, it is found that there are many factors that entrepreneurial individuals bring from birth and that lead them to become entrepreneurs but at the same time external factors are also influential in the formation of entrepreneurial personality. Family, society, education and economic environment factors are seen as important factors in the development of entrepreneurial tendency (Chen and Lai, 2010). Hisrich and Roberts (2002) also highlighted family, education, personal values, age, work experience and role modelling as factors influencing entrepreneurship.

The entrepreneurial tendency refers to a combination of individual factors and environmental factors, and the desire and commitment of individuals to do their own work (Börü, 1996). Parnell, Crandall and Menefee (1995) refer to entrepreneurship tendency as a function of three factors: level of knowledge and competence in devising new risks, the individual's beliefs about entrepreneurial opportunities in the economic structure, and self-confidence that the individual can recognize and evaluate existing opportunities.

Entrepreneurial tendency is influenced by various factors such as lifestyle, childhood, family environment, education, age, work experience, and support networks. Some individuals tend to pursue entrepreneurship because they

are not satisfied with their work and negative developments in their career plans. Some individuals show entrepreneurship tendency due to positive factors such as education, the courage to explore various business opportunities, explore business opportunities, and so on (Börü, 2006; Marangoz et al. 2013). It is found in a research that entrepreneurship tendency can be determined in three dimensions, psychological, sociological and environmental factors (Börü, 2006). However, each factor does not have the same effect on the entrepreneurial tendency. According to the results of the research, sociological factors have the biggest contribution to entrepreneurship tendency and environmental factors have the lowest effect (Börü, 2006).

There are many researches that show how university students tend to be entrepreneurs. For example, Crant (1996) found that entrepreneurial tendencies are significantly related to gender, education, the possession of an entrepreneurial family, and proactive personality. Another study of university students in the UK found that 25% of students had their own business ideas and 41% had trends toward self-employment (Lüthje and Franke, 2003). Boz and Tükeltürk (2013) conducted a survey on students who were studying Tourism and Business Administration and found that students wanted to establish their own businesses the most. Ocak, et al. (2013) found that male students were more likely to be entrepreneurs than female students.

When studies on entrepreneurship are examined, it is seen that the factors determining entrepreneurship are considered under three approaches. These approaches are; environmental, firm and individual approaches. In the environmental approach; it is argued that in the emergence of entrepreneurship, many environmental factors such as social, political, economic, technological and cultural are effective as well as individual characteristics (Özden, et al. 2008). The firm approach focuses on the entrepreneurial activities undertaken within an enterprise and is an important factor (İşçan and Kaygın, 2011). The individual approach explains that the demographic and psychological characteristics of the individual determine the entrepreneurship. (İşçan and Kaygın, 2011; Ulhoi, 2005).

It is suggested that entrepreneurship is a tendency process (Krueger, et al. 2000) and it is emphasized that entrepreneurship can be understood better through the models that include theories of tendency (Uygun, et al. 2016). Entrepreneurial tendency has a multidimensional character (Covin and Slevin 1991, Covin and Covin 1990, Antoncic and Hisrich 2001, Lumpkin and Dess 1996, Erbil 2015). It is seen in researches that entrepreneurs have certain common tendencies (Andullaeva, 2007, Mirza and Dağdeviren, 2015). The dimensions of entrepreneurial tendency used in this research are; self-confidence, innovation, need for success, focus of control, risk taking, uncertainty tolerance. These factors are briefly explained as follows: a) Self-confidence: a person who believes that they will overcome all problems they encounter (Tekin, 2009); b) Innovation: an entrepreneur that leads to the commercialization of a new idea, its implementation and the change of existing products, systems and resources (Marangoz, 2012); c) Need for achievement; is a factor affecting entrepreneurial behaviour and it is suggested that the entrepreneurial tendencies of the individuals with high motivation are high (Özden, 2008); d) Locus of control is divided into internal and external, and there is a linear relationship between internal locus of control and entrepreneurial tendency (Naktiyok, 2004); e) Risk taking tendency: entrepreneurship and risk are actions that are intertwined with each other and every activity of the entrepreneur is at risk; f) Tolerance to uncertainty; entrepreneur's willingness to undertake the unknown (Marangoz, 2016) and the ability of the entrepreneur to react positively in uncertain situations (Teoh and Foo, 1997).

3. METHOD

The aim of this study is to determine the entrepreneurial tendencies of the students and to reveal the differences in the entrepreneurial tendencies according to the reasons for preferring department, class, department, gender, and parents' job.

The hypotheses developed for this purpose are as follows:

1-H₁: There is a significant difference in entrepreneurial tendency by department.

2-H₁: There is a significant difference in entrepreneurial tendency according to gender.

3-H₁: There is a significant difference in entrepreneurial tendency according to the reason for preferring the department.

4-H₁: There is a significant difference in entrepreneurial tendency according to the class.

5-H₁: There is a significant difference in entrepreneurial tendency according to mother's occupation.

6-H₁: There is a significant difference in entrepreneurial tendency according to father's occupation.

The study of the universe consists of Health Sciences Faculty, Department of Physiotherapy and Rehabilitation (PR) and Nutrition and Dietetics (ND) students in one university. The reasons for the preference of students in this departments as a sample are the students who are studying in this department may be included in the potential entrepreneur category and the researches on the entrepreneurship characteristics of the students who are studying in the health sciences are not found much and it is thought that vocational training may influence entrepreneurial characteristics even though they are not trained on entrepreneurship.

The study is conducted with a total of 477 participants. Questionnaire is the data collection method of this study carried out with quantitative research approach. In the analysis of the data, SPSS 20 statistical program was used. Entrepreneurial tendency was measured by six sub-dimensions (self-confidence (sc), innovation (i), need for achievement (na), locus of control (lc), risk taking (rt), tolerance to uncertainty (tu)) created by İşcan and Kaygın (2011) and thirty expressions of these dimensions. A 5-point Likert scale is used in the questionnaire.

Cronbach's alpha value for the reliability of data on entrepreneurial tendency is 0,863 which is the accepted level for social sciences (Saruhan and Özdemirci, 2011). Before the analysis, the skewness and kurtosis values of the normality distribution were examined and it was determined that both values of each sub-dimension were between -2 and +2 values. it is suggested that the scale is normally distributed when the skewness and kurtosis values of the variables are in the range of -2 to +2 (Garson, 20012).

4. FINDINGS

The demographic information of the participants is shown in Table 1. 73.4% of participants were female, 26.6% were male, 53.9% are PR and 46.1% are ND students. 28.1% of the students are in the first class, 32.3% in the second class, 21% in the third class and 18% 7 of them are in the 4th class. A large majority (64.4%) of the participants preferred the department because of their own wish. According to the parent's job, it is seen that the mother of the majority is unemployed and their fathers job line up as retired, have their own workplace, work in the public sector, work in the private sector and unemployed.

Table 1. Demographic Information.

		Frequency	Percent	Cumulative percent
Gender	Female	350	73,4	73,4
	Male	127	26,6	100,0
	Total	477	100,0	
Department	PR	257	53,9	53,9
	ND	220	46,1	100,0
	Total	607	100,0	
Class	1,00	134	28,1	28,1
	2,00	154	32,3	60,4
	3,00	100	21,0	81,3
	4,00	89	18,7	100,0
	Total	477	100,0	
	Reason for preferring the department	Own wish	307	64,4
Family request		43	9,0	73,4
Ease of finding a job		77	16,1	89,5
Interest in the profession		45	9,4	99,0
Other		5	1,0	100,0
Total		477	100,0	

Mother's job	Not working	335	70,2	70,2
	Public	50	10,5	80,7
	Private	39	8,2	88,9
	Own business	16	3,4	92,2
	Retired	37	7,8	100,0
	Total	477	100,0	
Father's job	Not working	32	6,7	6,7
	Public	97	20,3	27,0
	Private	101	21,2	48,2
	Own business	97	20,3	68,6
	Retired	150	31,4	100,0
	Total	477	100,0	

The overall evaluations of participants' entrepreneurial tendencies are given in Table 2. According to these data, it is seen that the locus of control average of the students is higher than the other dimensions. Innovation, need for achievement, risk taking, self-confidence dimensions are also high. Only the tolerance to uncertainty dimension seems to be lower than the others. This indicates a nature that could enable the emergence of entrepreneurship.

Table 2. Descriptive Statistics Related to Students' Entrepreneurial Tendency.

	N	Mean	Std. Deviation
sc	477	3,6059	,62936
i	477	3,7463	,60010
na	477	3,6897	,63867
lc	477	3,9228	,49863
rt	477	3,6512	,62878
tu	477	2,7016	,82881

Table 3 shows the results of the analysis of whether there is a difference in entrepreneurial tendency between the departments. There is no significant difference in entrepreneurial tendency between two departments. For this reason, the hypothesis "1-H₁: There is a significant difference in entrepreneurial tendency by department" is not supported.

Table 3. T Test for Finding the Difference of Entrepreneurial Tendency According to Departments.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
sc	Equal variances assumed	,224	,637	-,453	475	,651	-,02623	,05786
	Equal variances not assumed			-,453	463,267	,651	-,02623	,05787
i	Equal variances assumed	,966	,326	-,455	475	,649	-,02509	,05517
	Equal variances not assumed			-,455	466,069	,649	-,02509	,05509
na	Equal variances assumed	,761	,383	-,353	475	,724	-,02075	,05872
	Equal variances not assumed			-,351	450,624	,726	-,02075	,05907
lc	Equal variances assumed	,054	,816	,708	475	,479	,03244	,04582
	Equal variances not assumed			,707	461,530	,480	,03244	,04588
rt	Equal variances assumed	,009	,925	-,635	475	,526	-,03667	,05779
	Equal variances not assumed			-,636	468,692	,525	-,03667	,05761
tu	Equal variances assumed	1,739	,188	-1,032	475	,303	-,07857	,07612
	Equal variances not assumed			-1,027	452,206	,305	-,07857	,07653

Table 4 shows the results of the T test for determining the differences in entrepreneurial tendency by gender. According to this, there are significant differences in the dimensions of innovation, risk taking and tolerance to uncertainty by gender. Hence, the hypothesis “2-H₁: There is a significant difference in entrepreneurial tendency according to gender” is partially supported.

Table 4. T Test for Finding the Difference of Entrepreneurial Tendency by Gender.

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
sc	Equal variances assumed	4,528	,034	-1,791	475	,074	-,11648	,06505
	Equal variances not assumed			-1,734	210,677	,084	-,11648	,06717
i	Equal variances assumed	,007	,931	-3,026	475	,003*	-,18654	,06164
	Equal variances not assumed			-3,128	238,322	,002	-,18654	,05963
na	Equal variances assumed	,628	,429	-,844	475	,399	-,05585	,06618
	Equal variances not assumed			-,826	214,682	,410	-,05585	,06763
lc	Equal variances assumed	,013	,911	-1,869	475	,062	-,09630	,05152
	Equal variances not assumed			-1,875	224,755	,062	-,09630	,05136
rt	Equal variances assumed	,073	,787	-3,381	475	,001*	-,21788	,06443
	Equal variances not assumed			-3,458	233,324	,001	-,21788	,06300
tu	Equal variances assumed	,168	,682	-3,183	475	,002*	-,27074	,08504
	Equal variances not assumed			-3,149	218,930	,002	-,27074	,08597

*p ≤ 0.05

The results for the differences in entrepreneurial tendency according to the reason for preferring the department are shown in Table 5. When the data were examined, it was found that there were significant differences in the dimensions of self-confidence, innovation, risk taking and tolerance to uncertainty, but no significant differences were found in other dimensions. For this reason, the hypothesis “3-H₁: There is a significant difference in entrepreneurial tendency according to the reason for preferring the department” is partially supported.

Table 5. Anova Test for Identifying the Difference of Entrepreneurial Tendency According to the Reason for Preferring the Department.

		Sum of Squares	df	Mean Square	F	Sig.
sc	Between Groups	8,214	4	2,054	5,375	,000*
	Within Groups	180,329	472	,382		
	Total	188,544	476			
i	Between Groups	4,779	4	1,195	3,384	,010*
	Within Groups	166,638	472	,353		
	Total	171,417	476			
na	Between Groups	2,126	4	,532	1,307	,267
	Within Groups	192,033	472	,407		
	Total	194,160	476			
lo	Between Groups	1,753	4	,438	1,775	,133
	Within Groups	116,597	472	,247		
	Total	118,350	476			
rt	Between Groups	5,543	4	1,386	3,581	,007*
	Within Groups	182,649	472	,387		
	Total	188,192	476			
tu	Between Groups	7,402	4	1,850	2,733	,029*
	Within Groups	319,571	472	,677		
	Total	326,973	476			

*p ≤ 0.05

Table 6 gives the results of the Anova test as to whether there is any difference in entrepreneurial tendency according to classes. There is a statistically significant difference only in the need for achievement. For this reason, the hypothesis “4-H₁: There is a significant difference in entrepreneurial tendency according to the class” is partially supported.

Table 6. Anova Test for Finding the Difference of Entrepreneurial Tendency by Classes.

		Sum of Squares	df	Mean Square	F	Sig.
sc	Between Groups	,673	3	,224	,565	,638
	Within Groups	187,870	473	,397		
	Total	188,544	476			
i	Between Groups	,196	3	,065	,181	,909
	Within Groups	171,221	473	,362		
	Total	171,417	476			
na	Between Groups	3,984	3	1,328	3,303	,020*
	Within Groups	190,176	473	,402		
	Total	194,160	476			
lo	Between Groups	,618	3	,206	,827	,479
	Within Groups	117,733	473	,249		
	Total	118,350	476			
rt	Between Groups	2,247	3	,749	1,905	,128
	Within Groups	185,945	473	,393		
	Total	188,192	476			
tu	Between Groups	2,711	3	,904	1,318	,268
	Within Groups	324,262	473	,686		
	Total	326,973	476			

*p ≤ 0.05

Table 7 gives the results of the Anova test as to whether there is any difference in the entrepreneurial tendency according to the mother’s occupation. There was a significant difference in terms of risk taking, but no statistically significant difference was found in other dimensions. The reason for the difference is the students whose mother has their own business have higher risk taking tendencies than the others. Hence, the hypothesis “5-H₁: There is a significant difference in entrepreneurial tendency according to mother’s occupation “ is partially supported.

Table 7. Anova Test for Finding the Difference of Entrepreneurial Tendency by Mother’s Occupation.

		Sum of Squares	df	Mean Square	F	Sig.
sc	Between Groups	1,540	4	,385	,972	,423
	Within Groups	187,003	472	,396		
	Total	188,544	476			
i	Between Groups	1,790	4	,447	1,245	,291
	Within Groups	169,628	472	,359		
	Total	171,417	476			
na	Between Groups	1,903	4	,476	1,168	,324
	Within Groups	192,257	472	,407		
	Total	194,160	476			
lo	Between Groups	1,856	4	,464	1,880	,113
	Within Groups	116,495	472	,247		
	Total	118,350	476			

rt	Between Groups	5,130	4	1,282	3,307	,011*
	Within Groups	183,062	472	,388		
	Total	188,192	476			
tu	Between Groups	1,023	4	,256	,370	,830
	Within Groups	325,950	472	,691		
	Total	326,973	476			

*p ≤ 0.05

Table 8 gives the results of the Anova test as to whether there is a difference in entrepreneurial tendency according to the father's job. According to this, there is no significant difference between the groups. Hence, the hypothesis "H₀: There is a significant difference in entrepreneurial tendency according to father's occupation" is not supported.

Table 8. Anova Test for Finding the Difference of Entrepreneurial Tendency by Father's Occupation.

		Sum of Squares	df	Mean Square	F	Sig.
sc	Between Groups	1,403	4	,351	,885	,473
	Within Groups	187,140	472	,396		
	Total	188,544	476			
i	Between Groups	,332	4	,083	,229	,922
	Within Groups	171,085	472	,362		
	Total	171,417	476			
na	Between Groups	1,070	4	,267	,654	,625
	Within Groups	193,090	472	,409		
	Total	194,160	476			
lo	Between Groups	,739	4	,185	,741	,564
	Within Groups	117,612	472	,249		
	Total	118,350	476			
rt	Between Groups	1,538	4	,385	,973	,422
	Within Groups	186,654	472	,395		
	Total	188,192	476			
tu	Between Groups	1,616	4	,404	,586	,673
	Within Groups	325,357	472	,689		
	Total	326,973	476			

5. CONCLUSION

In this research aims to determine students' entrepreneurial tendencies the following results were obtained by analysing the data;

The general average of entrepreneurial tendency dimensions, self-confidence, innovation, need for achievement, locus of control and risk taking dimensions are found to be higher than 3,5. It is considered that the trends of students in these dimensions are high because of this result is close to 4 in the 5 point Likert scale. However, it has been determined that tolerance of students to uncertainty is low (2,7016±,82881). İşcan and Kaygın (2011) also achieved similar results in their research. Entrepreneurs tend not only to operate in an uncertain environment, but tend to the unknown in an ambitious way (Kaya, 2001). Today's business world continues to operate in a continuously changing environment where uncertainty prevails. Therefore, to give such a characteristic to the students will increase the likelihood of success of their, the society and the country in a cumulative manner.

The entrepreneurial tendencies of the students of both departments are similar. The students of these departments are placed in the university with the same score type and very close score range. They share a common culture within the same faculty. In addition, students in these departments will have employment opportunities within the

healthcare industry on similar terms and conditions. And the wages might be close to each other. Therefore, it can be seen as usual that students' entrepreneurial tendencies not differentiate according to their departments.

In this study, there are significant differences in the dimensions of innovation, risk and tolerance to uncertainty by gender. Similarly, some researchers have found differences in entrepreneurship characteristics such as risk taking (Avşar, 2007; Akman and Bektaş, 2015), self-confidence (Saritaş and Duran, 2017) innovativeness (Kılıç et al., 2012; Negiz et al., 2009), tolerance to uncertainty, need for success (İşcan and Kaygın, 2011). These students who are candidates for health professional, have a large number of areas where entrepreneurship activities can be carried out within the health industry. Therefore, it is important for both male and female students to be supported in socio-cultural sense to increase their self-confidence in becoming entrepreneurs.

When compared according to the preference of the department, it is determined that there is a significant difference in the dimensions of tolerance to uncertainty, self-confidence, innovation and risk taking. For the dimension of tolerance to uncertainty, it has been determined that the average of those who choose due to interest to work, family needs and other reasons is higher. Therefore, it can be argued that these students can exhibit successful entrepreneurship because they are willing to challenge with unknown. There is a significant difference in the dimension of self-confidence. The reason for this difference derives from students who prefer the department with the ease of finding a job have lower levels. Individual whose self-confidence level is low may choose to work under the supervision of others. In terms of innovation, there is a significant difference between those who choose department with family request and easiness of finding work. Because students prefer the department with family request have a higher average. It is found that those who preferred the department with family request had a higher risk taking tendency than the others. Family support and orientation can bring individuals feel stronger and therefore they can be brought closer to being able to take risks.

According to comparison based on the class there is a significant difference only in the dimension of the need for achievement. This difference is due to the fact that the average of the students in the first grade is high. These students probably are enthusiastic about the study areas and willing to be successful and have hopes for the future. So, they have also motivation for study and being good.

There is a significant difference in the level of risk taking according to mother's occupation, but no difference is detected with respect to the father's occupation. Students whose mothers have their own jobs have a tendency to take a higher risk. It has also been revealed in other studies (Crant, 1996; Saraçoğlu et al. 2010; Gürel et al. 2010; Basu and Goswami, 1999) that entrepreneurial parents cause difference in tendency of the child/children to entrepreneurship.

These findings suggest that students are generally considered to have entrepreneurial tendency, but that tendency may differ when uncertainty conditions are concerned. The individuals who have not yet passed into business decide on the possibilities they have in the light of the information they receive from education and environment. In order to reduce this negativity, the necessary precautions should be determined and environments should be created to enable individuals to act. At the same time the changes that will take place in the cultural context should be socially supported in order to raise more open-minded individuals who can be entrepreneur.

This study was conducted on a limited sample and a limited time period. Implementation of the research on wider and different sample groups is important in terms of giving different results and generalization.

Encouraging entrepreneurship in higher education institutions (medical, nursing, pharmacy, dentistry, physiotherapist) who are educating health professionals can help individuals to develop themselves better, increase the quality of general health service in the country, and on a global scale will lead to products and services in the health care industry gaining competitive advantages such as quality, design, organization, healthcare customer satisfaction etc. The development of entrepreneurial aspects of the students in the curricula of the health sciences departments or the inclusion of the courses in the curriculum that would earn the notion of entrepreneurship may increase the number of entrepreneurs in the field of health industry in the future in Turkey. In this way the emergence of new ideas, health products and services can move Turkey to the leading position.

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