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## EXAMINATION OF ENTREPRENEURSHIP TENDENCIES WITHIN THE CONTEXT OF SOCIAL STATUS VARIABLES: A PRACTICE ON UNIVERSITY STUDENTS

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### Abstract

The aim of this study is to examine the relationship between social status variables that university students have and their entrepreneurship tendencies. The research was practised on 377 associate degree and undergraduate students studying at University. The respondents were selected by using easy sampling method which is one of the non-random sampling methods. Online survey method was practised on respondents.

As a result of analysis, it is revealed that students are more control-oriented, but they have a lack of tolerance to uncertainty. Entrepreneurship tendencies of participants have significant differences towards gender, education level, work experience, participation in any project and entrepreneurship competition, the idea of starting a business, the location of the region they come from, their father's occupation and education level.

**Keywords:** Entrepreneurship, Entrepreneurship Tendency, Entrepreneur, Social Status.

### 1. Introduction

It has been assumed for years that industrialization and economic development are based on mass production. Big companies are seen as having an outstanding productivity and also as the driving force behind the technological development. Among social scientists it is accepted that large scale production and a social order that includes collective elements lead to economic development. Kenneth Galbraith, who is one of the most effective thinkers, submits important causes for a big business centered economy policy in his 1956 dated American Capitalism and especially in 1967 dated New Industrial State books. Galbraith claims that innovator activities and developments in products and processes can be realized the most productively within a big business structure. However as a result of economic turmoil seen in world economy in 1970s, first signals that show big business systems are not always preferable are received. A lot of big business faces with serious economic problems. As a result of this, economic activities transfer from big business to small business (Topkaya, 2013).

Today it is seen that as a result of condensation of integration movements with the world, production structures and product features change. The increasing competition encountered in our day with the globalization process, places entrepreneurship a great importance in respect to its value on the market by having flexible production conditions, being able to follow innovations and having creative qualifications. With their success in being adapted to changing market, importance of entrepreneurship and entrepreneur concepts have raised in recent years. Entrepreneur- entrepreneurship concept has a key importance for our country's economy as it is for world economy because a big part of the business is formed by small and medium sized enterprises that are run by entrepreneurs entrepreneurs (Quadrini, 1999; Zahra, & Hayton, & Salvato, 2004). Due to their role in creating employment and shares within the business, entrepreneurs are dynamic and driving force in economic sense; and this is a fact that related to their contribution to economic development, opportunity to create employment, fair distribution of income, business intensity formed within the frame of gaps in the market and this business' success (Bayrakdar, 2011) Also entrepreneurship helps career development of newly graduates and enables for them to find jobs by creating new business areas (Ghazai, Ibrahim and Zainol, 2013).

Increasing importance of entrepreneurship makes the examination of factors that affects the entrepreneurship important. "Is it possible to be born as an entrepreneur? Or is it possible to become an entrepreneur? What are the effects of environment, school, family, the type of occupation, income state, and character to the entrepreneurship?". Finding answers to such kind of questions and to find measurable results will allow for a more productive generation and contribute to country's economic and social

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development. In our study entrepreneurship tendencies are examined within the context of social status variables, which is supposed to be one of the effected factors, and findings are revealed.

## **2. Entrepreneur And Entrepreneurship Concept**

To place entrepreneurship in clear definition borders is extremely hard. It is seen that, this for the first time in mediaeval used word comes from “*entreprendre*” root and means “to undertake”, “to take up”. The term entrepreneurship was firstly used in 17<sup>th</sup> century in French military terminology. This word was used to refer people that undertake to guide long military journeys. Again this term was used in business world for the first time in 18<sup>th</sup> century by Ireland origin, resident in France economist Richard Cantillon. The *entrepreneurship* concept that comes from “*intare*” root in Latin, comes from enter and pre roots and means firstly enterer, starter. Güney, 2008 (as cited in Marangoz, 2012). Entrepreneur (promoter) stated as “*a person or a businessman who basically provides production factors by undertaking profit and loss possibility and reunite them in order to produce goods and services for supplying the needs of others.*” (Şimşek and Çelik, 2008) In another definition entrepreneur defined as a person who develops goods or processes that society needs but has no supply for it. Entrepreneur is in fact an innovator who markets innovation (AIT).

Tutar and Küçük (2003) stated that the “entrepreneur” concept is generally approached from two different viewpoints. According to the first approach, it is defined as an economic, technic and legal structure in which production factors are gathered with the aim of producing or marketing good and service and as a result of the production process earning money by selling goods and services. In the second approach however it is expressed in an abstract way as an activity including entrepreneurs’ efforts in order to establish a business and the difficulties they face with (as cited in Kaya, 2007). Entrepreneurship can be defined as an act that puts what people think, dream of, wish for becoming true into practice in real life and make them cease to be dreams with self-sacrifice and determination without facing obstacles before it (Güner and Korkmaz, 2011).

In many studies, the characteristics that an entrepreneur should possess have been specified, but there is no generally accepted and a consensus reached characteristics list. When typical characteristics of a successful entrepreneur is examined; characteristics like his/her ability to take risk, his/her knowledge about market operability, inventiveness, ability to produce technical and unknown info, ability for marketing and business management, ability to cooperate are mentioned (Iraz, 2010). Döm (2008) states successful entrepreneurship characteristics as being attached to the work and tasks, ability to live with uncertainty and take risks on medium-level, taking opportunities, being objective, need to feedback, optimism, manner towards money, proactive management, being independent, need to success and internal locus of control.

## **3. Social Status And Its Relation With Entrepreneurship**

Social status or position points to a place in social classification (Gönüllü, 2001). Batur (2010) defines it as a place or situation to which people around a person consider it is objectively appropriate for him/her in society. In every society, status can be in different values; but in general occupations that have a prestige for society also brings a prestigious status with them. In social structure everybody has more than one status. Status is a collection of rights and duties. *Status separates into two* (Gönüllü, 2010: 194-195); ascribed and achieved status. Ascribed (attributed) refers to a status attained without the necessity of any personal attempt and ability while achieved (succeeded) refers to a status achieved by a certain attempt and personal ability.

According to Weber social status corresponds to the resolution that is made according to prestige factors in society such as honor, title. According to some existing cultural codes in the society, value and recognition given to some social positions are higher than other positions. For instance, while being educated is a high value, lack of education is a lower value. So, social status and prestige of an educated person is higher than the uneducated one. In a society there can be a lot of status such as language usage, dressing, entreating or being a member of a group. There can be a prestige difference between the accents of an existing language. For instance, to speak with Istanbul accent in Turkey or Oxford accent in England is a higher status criterion. After all, different status occurs according to the given value to the occupation, life style and cultural differences (Ergur et al., 2012).

Entrepreneurship has a relationship with economy and also with sociology. Sociologically entrepreneurship is not seen only as an economic value but also a social and cultural phenomenon. Besides its role in the economic process, it is accepted as an innovator process starter in social structure. Formation of entrepreneurial spirit and cultural patterns are seen as a derivative of the social structure. Social surroundings/cultures that entrepreneur (ship) takes its roots, nature of the entrepreneur and its innovative potential are the subjects that sociological view focuses on. Also because of the fact that entrepreneurs form a category or class that creates differentiation, a lot of sociologists see entrepreneurs as representatives of the dominant class or a part of the high class. In their class analyses, entrepreneur class seen as a part that directs

society not only with its economic but also social and political aspects, carries the society and is determinative in social differentiations (Aytaç and İlhan, 2007).

Entrepreneurs are products of the socio-economic environment in which they live in. Although entrepreneurship is related to personal ability and education of a person, organizational culture and environmental factors also affect behavior and decisions of the entrepreneur. Factors that affect entrepreneurship are culture and education, family and social environment, physiological factors, legal, political, administrative factors, financial environment and religion factors (Marangoz, 2012: 18). Social status is one of the factors that affect entrepreneurship. There have been many studies on the relation of social status subject with entrepreneurship like (Begley & Tan, 2001; Krueger & Brazeal, 1994; Nga & Shamuganathan, 2010; Packalen, 2007; Smith, 1967). Krueger and Brazeal, (1994) and Marangoz, (2012) say that social status is one of the factors that affect entrepreneurship. A study shows that social status affects education and occupation status and directly or indirectly affects the entrepreneurship tendency. For example, occupational distribution of social status of women around the world, women are generally classified as "student, housewife, and servant" (Batur, 2010: 34-36). A study made in India reveals that religion factor has an effect on entrepreneurship. Having no interclass transition is also one of the factors that affects and limits the entrepreneurs in India (Audretsch and Meyer, 2009).

Entrepreneurial spirit can genetically exist in persons but it is also accepted that elements such as family, environment, educational background, etc. are important determinants. Arslan (2002) inferred that college students with high level income have a higher tendency to entrepreneurship; again college students in this group tend to establish their own business. It is revealed that there is no significant relationship between the independent work of the family and entrepreneurship tendencies.

#### **4. Literature Review**

In literature, there are various studies (Uluyol, 2013; Naktiyok and Timuroglu, 2009; Bozkurt and Alparslan, 2013; Akçakanat, Mücevher and Çarıkçı, 2014) made towards examination of college students' entrepreneurship tendencies. Some of the other studies are referred as below.

Örücü and Sakallı (2016) aims to determine the entrepreneurship levels of college students who take entrepreneurship class and at bachelor degree. The study shows that there is no meaningful difference found between the units that students receive education, their father's occupation, the ones that take entrepreneurship class and those who do not. However there is no meaningful difference on the level of entrepreneurship found between the ones that say yes to "I can establish my own business" proposition and those say no.

Akın and Demirel (2015) aims to determine the effect of taking entrepreneurship lesson on student's perception towards entrepreneurship. According to study results, entrepreneurship education effect students' perception towards entrepreneurship positively and it directs them to intend to establish their own business.

Yüksel, Cevher and Yüksel (2015) and Demir et al. (2015) aim to determine entrepreneurship tendencies based on personal characteristics of college students. According to Yüksel, Cevher and Yüksel (2015)'s results, while participants indicate "creativity" as the most fundamental characteristic of an entrepreneur must have, they indicate "endurance to stress" as a characteristic that an entrepreneur should not have. A meaningful relationship is found between participants' entrepreneurship tendencies, gender variable and family occupations.

In Başaran and Can (2015)'s study that aims to determine whether vocational high school students have entrepreneur characteristics or not; it is analyzed that taking an entrepreneurship class effects students positively and entrepreneurship abilities of students such as risk taking, creativity, communication and self-esteem are high.

Köksal and Penez (2015) and Karabulut (2009) researched the college students' entrepreneurship tendencies. According to Köksal and Penez (2015), there is a meaningful relationship found between gender, university, age, having an entrepreneur family member or a relative, having any attempt for entrepreneurship, having any business idea, possibility of establishing a new business within 1 year after the graduation variables and entrepreneurship tendency. However there is no meaningful relationship found between the house family lives and father's occupation variables. It is indicated that male college students have a higher tendency to entrepreneurship while female college students have a tendency to education services. It is also states that students with a business idea have a high tendency of entrepreneurship.

Kılıç, Kekik and Çalış (2012) and İrmış and Barutçu (2002) aim to determine college students' entrepreneurship characteristics. Kılıç, Kekik and Çalış (2012) indicated that there is a meaningful relationship between students' innovation characteristics and their gender and revealed that male students have a more innovative structure than female ones. A positive relationship is analyzed between students'

monthly income and innovation, self-esteem, time serving, risk taking, outgoing characteristic and faith in success.

### 5. Aim And Subject Of Research

The impact of globalization is not just about businesses, but about people as well. To be different, innovative become as one of the popular and coercive elements of the time. Starting from this point of view, examining social status variables college students have and their entrepreneurship tendencies in university period during which education life lives more freely constitutes this study's subject. This study aims to examine the entrepreneurship tendencies of students within the context of social status variables.

### 6. Methodology

The universe of the research consists of students from the associate degree and bachelor degree programs studying at Alanya Alaaddin Keykubat University. According to the data, frequencies related to the number of students are shown in Table 1.

Table 1: Number Of The Students

Module Name	Daytime Education			Evening Education			Total		The Overall Total
	Male	Female	Total	Male	Female	Total	Male	Female	
Faculty of Business Administration Tourism	653	402	1055	615	324	939	1268	726	1994
Vocational School	406	323	729	374	211	585	780	534	1314

In this case, the research universe consists of 3308 students studying at Alanya Alaaddin Keykubat University. The following form is used to calculate the research sample.

$$n = \frac{N \cdot p \cdot q}{d^2 \cdot (N - 1) + t^2 \cdot p \cdot q} = \frac{3308 \cdot 1,96^2 \cdot 0,5 \cdot 0,5}{0,05^2 \cdot (3308 - 1) + 1,96^2 \cdot 0,5 \cdot 0,5} \cong 344$$

Within 95% confidence interval and 5% error margin, if the p (observed frequency of observed event) and q (observed event frequency) values are 0.50, the sample size is determined as 344 from 3308 universe sizes. Survey method is used from the data collection techniques in the research. In the questionnaire, there are 28 items of 5-points Likert type that measure the entrepreneurship tendencies of the students and also, questions about social status variables. The scale items related to entrepreneurship tendencies were subjected to factor analysis in article work by Iscan and Kaygin (2011). Thus, the questionnaire contains a total of 45 questions and propositions. The obtained data are analyzed by SPSS. Frequency analysis, factor analysis, t-test, ANOVA analysis are used in the research.

Our study will seek answers to these hypotheses below:

H1: Participants' gender varies depending on entrepreneurial intentions.

H2: Participants' educational status varies depending on entrepreneurial intentions.

H3: Participants' work experiences vary depending on entrepreneurial intentions.

H4: Participants taking place in a project varies depending on entrepreneurial intentions.

H5: Students participating in an entrepreneurship contest varies depending on entrepreneurial intentions.

H6: Participants' opinion on whether they intend to set up a business in the future varies depending on entrepreneurial intentions.

In the research, easy sampling method was chosen from non-random sampling methods. An online survey was practised and 377 students were reached.

#### 6.1. Analysis Results

Table 2 shows the responses of the students who participated in the survey to the demographic questions. 54.9% of the students are men and 45.1% of the students are women. 52.8% of the students stated that they are in the faculties and 47.2% of them are in vocational schools. In terms of their high school graduates; It was seen that the students graduated mostly from vocational high school (39%) and high school (37,7%). It was analyzed that the students who participated in the survey came from the district center with 46.7% and from center of Antalya with 17%. The majority of the students (82.8%) have found that they have work experience priory.

Table 2: Demographics

Variable	Freq.	%	Variable	Freq.	%
Sex			The City Came		
Female	170	45,1	Antalya	64	17
Male	207	54,9	Istanbul	46	9,6
			Ankara	27	7,2
University					
Faculty	199	52,8	Izmir	19	5
Vocational School	178	47,2	Bursa	18	4,8
			Hatay	14	3,7
Job Experiment					

Yes	312	82,8	Aydin	12	3,2
No	58	15,4	Tekirdağ	10	2,6
Graduated High School			Adana	9	2,4
Vocational High School	147	39	Balikesir	8	2,2
Lycee	142	37,7	Manisa	7	1,9
Anatolian High School	70	18,6	Samsun	7	1,9
Private Anatolian High School	4	1,1	Konya	6	1,6
Private Lycee	3	,8	Kocaeli	6	1,6
Private Science High School	2	,5	Eskisehir	6	1,6
Other	8	2,1	Azerbaycan	5	1,3
			Canakkale	4	1,1
The Position Of The Region Where They Arrive					
City Center	154	40,8	Mersin	4	1,1
District Center	176	46,7	Tokat	3	,8
Town	23	6,1	Zonguldak	3	,8
Village	21	5,6	Afyon	3	,8
Invalid	3	,8	Other	96	25,5
Total	377	100	Total	377	100

Table 3: Family Findings

Variable	Freq.	%	Variable	Freq.	%
School Where The Mother Graduated			School Where The Father Graduated		
Primary School	186	49,3	Primary School	124	32,9
Secondary School	78	20,7	Secondary School	72	19,1
Lycee	76	20,2	Lycee	104	27,6
Associate Degree	3	,8	Associate Degree	10	2,7
Bachelor Degree	22	5,8	Bachelor Degree	47	12,5
Postgraduate	7	1,9	Postgraduate	4	1,1
Unanswered	5	1,3	Unanswered	16	4,2
Mother's Present Job			Father's Present Job		
Officer	15	4	Officer	32	8,5
Labor	23	6,1	Labor	80	21,2
Own Business	26	6,9	Own Business	118	31,3
Housewife	280	74,3	Retired	97	25,7
Retired	22	5,8	Unemployed	14	3,7
Unemployed	3	,8	Other	28	7,4
Other	6	1,6	Unanswered	8	2,1
Unanswered	2	,5			
Monthly Net Income Range Of The Family					
1.000 TL and below	80	21,2	2.501-3.000 TL	28	7,4
1.001-1.500 TL	106	28,1	3.001-3.500 TL	23	6,1
1.501-2.000 TL	56	14,9	3.501-4.000 TL	13	3,4
2.001-2.500 TL	31	8,2	4.001 TL and above	32	8,5
Unanswered				8	2,1
Total				377	100

Table 3 contains the findings of the participants' families. According to this, it is seen that mostly 49.3% of the participant's mothers and 32.9% of their fathers graduated from primary school. Subsequently, 20.7% of the mothers stated that they are middle school graduates, 20.2% of them are high school graduates and 27.6% of the fathers are high school graduates and 19.1% are middle school graduates. It is seen that most of the participants' mothers (74.3%) are mostly housewives and fathers (31.3%) are doing their own work. Also, 25.7% stated that their father was retired and 21.2% were labors. According to monthly incomes of the families, the majority (28.1%) have income between 1.001-1.500 TL. Monthly incomes of 1.000 TL and less are seen as 21.2% and those between 1.501-2.000 TL as 14.9%.

Table 4 provides information about entrepreneurship for students who participated in the survey.

Table 4: Findings Related With Entrepreneurship

Variable		Freq.	%
Do you have any work experience?	Yes	312	82,8
	No	58	15,4
Have you been on any project?	Yes	121	32,1
	No	253	67,1
Have you participated in any entrepreneurship contest?	Yes	29	7,7
	No	344	91,2
In which areas do you think to work after graduation?	A prestigious job in the public	98	26
	Any job in the public	27	7,2
	A prestigious job in the private	119	31,6
	Any job in the private sector	20	5,3
	My own business	111	29,4

	I don't intend to work	1	,3
Do you have a business idea that you think to build in the future?	Yes	299	79,3
	No	77	20,4
	Never	11	2,9
	%10	6	1,6
	%20	12	3,2
	%30	17	4,5
	%40	45	11,9
Possibility of setting up a business in the future?	%50	72	19,1
	%60	39	10,3
	%70	57	15,1
	%80	54	14,3
	%90	35	9,3
	%100	27	7,2

According to Table 4, it is seen that 82.8% of the participants have work experience and 15.4% have not work experience. 67.1% of respondents stated that they have involved in a project and 32.1% have not. 91.2% of the students stated that they have already participated in an entrepreneurship competition. The majority of participants (31.6%) stated that they wanted to work in a prestigious position in the private sector after graduation. Afterwards, 29.4% want to build their own business and 26% want to work in a prestigious business on the public sector. 79.3% of the respondents indicated that they have a business idea that they think is about to establish in the future. Approximately 75% of those who have a business establishment idea appear to be over 50% of the probability of setting up a business.

Table 5 contains the weighted average and standard deviation distributions of the 28 items that were collected under 6 factors of entrepreneurship tendencies of the participants.

Table 5: Factors Related to Entrepreneurship Tendencies and Weighted Average and Standard Deviation Distributions of Factor Variables

Variable	Mean	Std.
<b>Self Confidence</b>	3,97	,779
I see myself determined to reach big goals.	3,99	1,030
I am self-reliant on my ability to succeed.	4,26	,906
I can cope with the difficulties I face with my intelligence and my capacity.	4,19	,887
The entrepreneurial word defines me.	3,43	1,075
<b>Innovation</b>	3,85	,685
Even if other people do not see anything unusual around me, I can perceive business opportunities.	3,59	1,032
I always believe there are better ways than existing methods.	4,10	,925
I have the ability to put forward ideas that will make a difference on a topic.	3,83	,932
I have the ability to produce new, interesting, even crazy ideas.	3,62	1,072
I am not afraid to change the way things are done.	3,79	1,128
People are affected by entrepreneurs.	4,16	1,020
<b>The Need Of Success</b>	3,92	,734
I like competition because competition helps me to work more.	4,06	1,167
I do something to make it perfect not just to have done it.	4,06	1,053
I want to set up my own business in the coming years.	4,18	1,121
Nothing in life can take the place of great achievements.	3,75	1,319
If I do not feel I have been successful, I do not like to do that work, even if it has a high salary.	3,57	1,273
<b>Locus of Control</b>	4,06	,642
Instead of waiting for something to happen or watching it, I'd rather do something myself.	4,07	,914
Any development I have to deal with the work I do is under my control.	3,81	,970
I control my own movements myself.	4,30	,937
I am more successful when no one else is watching me	4,22	,973
Working in your own business is more enjoyable than working in someone else's job.	4,29	1,063
The consequences of events in my life are not luck and bad fate. I influence them.	3,63	1,116
<b>Risk Taking</b>	3,84	,724
I see myself as someone who can take risks.	3,78	1,115
I do not hesitate to invest money in a partnership that I can calculate that it can make profit.	3,66	1,133
I am willing to take great risks to rise.	3,74	1,118
It is necessary to do the right job at the right time for success.	4,44	,862
Entrepreneurship is necessary even in crises.	3,55	1,268
<b>Tolerance To Uncertainty</b>	2,20	1,204
It does not matter to me that the job is continuous and secure.	2,33	1,456
I enjoy working on irregular terms.	2,07	1,385

According to Table 5, there appear to be differences between arithmetic mean of factors and proposals. When the arithmetic mean of each factor is taken in itself, It is seen that; "Self-Confidence = 3.97"; "Innovation = 3.85"; "Locus of Control= 4,06"; "Risk Taking = 3.84" and "Tolerance To Uncertainty = 2.20". In this context, it can be said that the participants have the highest rate of "Locus of Control" factor but not to

"tolerance to uncertainty". Participants scored high the "you have to do the right job right for success " item with a 4,44 mean. It was seen that participants also attended at least the item "I enjoy working on irregular conditions". It is seen in Table 5 that the respondents scored high to the factors related to entrepreneurship tendencies. These results are similar to the findings of Akcakanat (2014), Uluyol (2013), Demir et al. (2015) and Bozkurt and Alparslan (2013).

Table 6: Reliability Analysis Results of The Factors

Factors	Number of Factor Variables	Mean	Std.	Cronbach Alpha	Reliability Level
Self Confidence	4	3,97	,779	,648	Quite
Innovation	6	3,85	,685	,642	Quite
The Need Of Success	5	3,92	,734	,673	Quite
Locus of Control	6	4,06	,642	,664	Quite
Risk Taking	5	3,84	,724	,652	Quite
Tolerance To Uncertainty	2	2,20	1,204	,852	Highly

According to the Cronbach Alpha values in Table 6, all the factors were found to be quite reliable. The 5-point Likert scale of all factors was found to be reliable with the Cronbach Alpha reliability analysis result (0,792) and the 28 variables with Cronbach Alpha reliability analysis result (0,899).

Table 7: T-Test Results by Participants' Gender

Factors	Female (n=170)		Male (n=207)		t	Sig.
	Mean	Std.	Mean	Std.		
Self Confidence	3,90	,720	4,02	,822	-1,501	0,134
Innovation	3,79	,639	3,90	,718	-1,483	0,139
The Need Of Success	3,92	,750	3,93	,721	-,115	0,908
Locus of Control	4,09	,650	4,03	,635	,775	0,439
Risk Taking	3,72	,748	3,93	,690	-2,836	<b>0,005</b>
Tolerance To Uncertainty	2,04	1,114	2,33	1,260	-2,407	<b>0,017</b>

Table 7 shows the results of the t-test on whether the participants show a significant difference in the 95% confidence interval according to gender. Accordingly, it appears that there are significant differences ( $p < 0.05$ ) between male and female students in terms of "risk taking" and "tolerance to uncertainty" factors. It can be said that male students are more successful than female students in two factors according to means are. **H1 hypothesis is partially accepted** for the "risk taking and tolerance to uncertainty factors and findings are similar to the results of (Irmis and Barutcu, 2012); (Yuksel, Cevher and Yuksel, 2015); (Naktiyok and Timuroglu, 2009); (Koksal and Penez, 2015); (Kilic, Keklik & Calis, 2012) on sex. It has been analyzed that males are more innovative and risk-taking than females. On the other hand (Demir et al., 2015) and (Akcakanat, Mucevher and Carikci, 2014) did not find a significant relationship between gender and entrepreneurship tendencies.

Table 8: T-Test Results by Participants' Educational Status

Factors	Faculty (n=199)		VOC (n=178)		t	Sig.
	Mean	Std.	Mean	Std.		
Self Confidence	3,97	,743	3,96	,819	,109	0,913
Innovation	3,87	,672	3,83	,700	,477	0,633
The Need Of Success	3,89	,719	3,96	,750	-,836	0,404
Locus of Control	4,03	,624	4,09	,661	-,818	0,414
Risk Taking	3,82	,742	3,85	,705	-,316	0,752
Tolerance To Uncertainty	2,33	1,197	2,05	1,199	2,232	<b>0,026</b>

Table 8 shows the results of t-test on whether attendant's participation in factors is statistically significant compared to educational status. Accordingly, it is seen that there is a significant difference ( $p < 0,05$ ) between the faculty and VOC students in the context of "tolerance to uncertainty" factor and **H2 hypothesis is accepted**. When arithmetic average is taken into account, it can be said that the faculty students are more successful in the "tolerance to uncertainty" factor than the VOC students are.

Table 9: T-Test Results of Participants' Work Experiences

Factors	Having Work Experiences (n=312)		Have not (n=58)		t	Sig.
	Mean	Std.	Mean	Std.		
Self Confidence	4,01	,784	3,69	,712	2,929	<b>0,004</b>
Innovation	3,90	,660	3,62	,734	3,006	<b>0,003</b>
The Need Of Success	3,96	,692	3,71	,913	2,023	<b>0,047</b>
Locus of Control	4,09	,602	3,87	,823	2,389	<b>0,017</b>
Risk Taking	3,88	,716	3,61	,746	2,563	<b>0,011</b>
Tolerance To Uncertainty	2,20	1,213	2,16	1,122	,213	0,831

Table 9 shows the results of the t-test on whether the participation of the factors is significantly different from the work experience. Accordingly, it appears that there are significant differences ( $p < 0.05$ ) between students with and without work experience in terms of "self-confidence", "innovation", "need of



success", "locus of control" and "risk taking" factors. According to the means, it can be said that the students with work experience are more successful in the context of these five factors than the ones who do not have work experience. **H3 hypothesis is accepted** and our findings support the findings of (Akcanat, Mucevher and Carikci, 2014).

Table 10: T-Test Results on Participants Taking Place in a Project

Factors	Taking Place (n=121)		Don't Take Place (n=253)		t	Sig.
	Means	Std.	Mean	Std.		
Self Confidence	4,16	,752	3,87	,777	3,441	<b>0,001</b>
Innovation	4,02	,685	3,77	,670	3,427	<b>0,001</b>
The Need Of Success	4,01	,735	3,88	,730	1,612	0,108
Locus of Control	4,11	,629	4,03	,649	1,146	0,253
Risk Taking	3,96	,741	3,77	,710	2,378	<b>0,018</b>
Tolerance To Uncertainty	2,47	1,296	2,07	1,134	2,903	<b>0,004</b>

Table 10 shows the t-test results of whether the students' participation in the factors showed a significant difference in the 95% confidence interval according to whether they participated in any project or not. According to this, **H4 hypothesis is accepted** and it is seen that there are significant differences ( $p < 0.05$ ) between students who take place in the project and those who do not in the context of "self-confidence", "innovation", "risk taking" and "tolerance to uncertainty" factors. When we look at the arithmetic means, it can be said that the students who are on a project are more successful in the context of these four factors than the ones who are not.

Table 11: T-Test Results Regarding Students Participating in an Entrepreneurship Contest

Factors	Participants (n=29)		Non-participants (n=344)		t	Sig.
	Means	Std.	Means	Std.		
Self Confidence	4,27	,877	3,93	,767	2,274	<b>0,024</b>
Innovation	4,23	,760	3,82	,672	3,173	<b>0,002</b>
The Need Of Success	4,02	,815	3,91	,730	,752	0,453
Locus of Control	4,18	,716	4,05	,638	1,046	0,296
Risk Taking	4,04	,728	3,82	,723	1,574	0,116
Tolerance To Uncertainty	2,79	1,353	2,15	1,177	2,774	<b>0,006</b>

Table 11 shows the t-test results of whether the students' participation in the factors showed a significant difference in the 95% confidence interval according to whether they participated in any entrepreneurship contest. Accordingly, **H5 hypothesis is accepted** and it appears that there are significant differences ( $p < 0.05$ ) between students who participate in and do not participate in an entrepreneurship competition in terms of "self-confidence", "innovation" and "tolerance to uncertainty". It can be said that the students participating in an entrepreneurship competition are more successful in the context of these three factors than the non-participating students.

Table 12: T-Test Results of Participants' Opinion on Whether They Intend to Set up a Business in the Future

Factors	Considering (n=299)		Disregarding (n=77)		t	Sig.
	Means	Std.	Means	Std.		
Self Confidence	4,02	,768	3,77	,798	2,514	<b>0,012</b>
Innovation	3,92	,676	3,57	,650	4,172	<b>0,000</b>
The Need Of Success	3,99	,742	3,67	,649	3,486	<b>0,001</b>
Locus of Control	4,10	,658	3,90	,555	2,343	<b>0,020</b>
Risk Taking	3,90	,721	3,57	,682	3,591	<b>0,000</b>
Tolerance To Uncertainty	2,25	1,221	2,01	1,128	1,590	0,113

Table 12 shows the results of t-test on whether students' participation in the factors showed a meaningful difference compared to whether they intend to establish a business in the future. According to this, **H6 hypothesis is accepted** and it is seen that there are significant differences ( $p < 0.05$ ) between the students who think and do not think about establishing a business in the context of "self-confidence", "innovation", "need of success", "locus of control" and "risk taking" factors. Koksall and Penez (2015), and the Orucu and Sakalli (2016) found significant differences between entrepreneurship tendencies and levels of "I can work after graduation". By looking at the means in Table 12, it can be said that students who consider setting up a business in the future are more successful in the context of these five factors than students who do not.

Table 13: Variance Analysis Results

Variables	Freq.	Factors					
		Self Confidence	Innovation	Need of Success	Locus of Control	Risk Taking	Tolerance to Uncertainty
Location of Region		$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
District Center	176	3,91	3,82	3,94	4,06	3,82	2,08
City Center	154	4,01	3,88	3,90	4,04	3,87	2,39
Town	23	4,15	3,96	3,93	4,14	3,90	2,24
Village	21	4,01	3,88	4,14	4,29	3,72	1,76
Anova		p=,447	p=,721	p=,547	p=,347	p=,795	p=,038*



Father's Job	Freq.	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Own Business	118	4,09	3,94	4,05	4,07	3,94	2,28
Retired	97	3,83	3,83	3,93	4,01	3,71	2,35
Labor	80	4,02	3,94	3,96	4,17	3,87	1,95
Officer	32	3,86	3,55	3,59	3,84	3,69	2,30
Unemployed	14	3,89	3,92	3,51	3,92	3,94	2,21
Other	28	4,02	3,73	3,90	4,13	3,83	2,02
Anova		p=,187	p=,054	p=,011*	p=,162	p=,216	p=,273

  

Father's Educational Level	Freq.	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Primary	124	3,98	3,84	3,97	4,07	3,85	2,11
Secondary	72	3,99	3,90	4,01	4,09	3,92	2,31
High School	104	4,00	3,88	3,90	4,02	3,82	2,11
Associate Degree	10	3,88	3,80	3,14	3,95	3,50	2,80
Bachelor	47	3,88	3,82	3,90	4,03	3,80	2,37
Postgraduate	4	4,38	4,04	4,55	4,33	4,25	2,25
Anova		p=,844	p=,959	p=,007*	p=,892	p=,475	p=,362

\*p<0,05; 1: Strongly Disagree .....5: Strongly Agree

In table 13 results of Variance analysis (ANOVA) regarding participants' participation to factors according to their location of residence, father's occupation and education and whether there is a meaningful difference in %95 confidence interval are placed. It is seen that according to students' location of residence shows a meaningful difference within the context of "tolerance to the uncertainty" factor (p=,038<,05). It can be said that the ones come from city center ( $\bar{X}$ =2,39) are more tolerant to uncertainty than the ones come from village ( $\bar{X}$ =1,76). While analyzing settlement and entrepreneurship Köksal and Penez (2015) and İrmış and Barutçu (2012) did not find any meaningful relationship between these two variables; Akçakanat, Mücevher and Çarıkçı (2014) analyzed that settlement changes according to students' entrepreneurship tendencies. It is seen that participants show a meaningful difference according to their fathers' occupational state within the context of "the need of success" factor (p=,011<,05). When the results of Tukey test, which shows from where the differences are sourced, are examined; a meaningful relationship is found between the ones, whose father runs his own business, and the ones, whose father is an officer. According to this it can be stated that the ones ( $\bar{X}$ =4,05), whose father runs his own business need success more than the ones ( $\bar{X}$ =3,59), whose father is an officer. According to Yüksel, Cevher and Yüksel (2015) family occupation, according to İrmış and Barutçu (2012) father's occupation have a meaningful difference with students' entrepreneurship tendencies. However according to Köksal and Penez (2015) and Örucü and Sakallı (2016) father's occupation does not affect students' entrepreneurship tendencies. It is seen that the students participate in survey show a meaningful difference according to their fathers' educational state within the context of "the need of success" factor (p=,007<,05). When the results of Tukey test, which shows from which couple the differences are sourced, are examined; meaningful differences are found between the ones whose father associate graduate and primary school, secondary school, high school, bachelor graduate, postgraduate graduates. According to this, it can be stated that those whose fathers are associate graduates ( $\bar{X}$ =3,14) need success less than those whose father primary school ( $\bar{X}$ =3,97), secondary school ( $\bar{X}$ =4,01), high school ( $\bar{X}$ =3,90), bachelor ( $\bar{X}$ =3,90) and postgraduate graduates ( $\bar{X}$ =4,55) and answer propositions that are gathered under the factor more unsurely. Also it is seen that factors do not show a meaningful difference according to occupational state of participants' mothers, their present state, families' monthly net income, their ages, their residence and their work area at will after graduation. Naktiyok and Timuroğlu (2009) determine a meaningful relationship between family's income and entrepreneurship tendency. Accordingly when family's income decreases, entrepreneurship tendency also decreases. Kılıç, Keklik and Çalış (2012) determine a positive relationship between student's monthly income and entrepreneurship tendency characteristics. Although a meaningful relationship between age factor and entrepreneurship tendency's all factors is not found in our study, Köksal and Penez (2015) determine meaningful relationships between these two variables.

## 7. Conclusion And Recommendations

As a result of analysis, **all hypotheses (H1, H2, H3, H4, H5 and H6) are accepted** it is seen that students are more control-oriented but have a low tolerance to uncertainty. It is revealed that they do not want to work especially in disorganized conditions. It is seen that male students feel free to take more risks than female students and have a higher tolerance to uncertainty. It is concluded that faculty students have a higher tolerance to uncertainty than Vocational School students. The ones with a job experience are more successful than the ones without a job experience within the context of a lot of factors (self-confidence,

innovation, the need of success, locus of control and risk taking) constitute entrepreneurship tendency. It is concluded that the ones participate in a project have a higher self-confidence, are more innovative, are able to take more risks and have a higher tolerance to uncertainty than the ones do not participate in a project. It is concluded that the ones participate in an entrepreneurship competition have a higher self-confidence, are more innovative and have a higher tolerance to uncertainty than the ones do not participate in a competition. As a result of t-test performed according to students' thoughts about establishing a business, it is revealed that the ones that think of establishing a business are more successful in terms of a lot of factors (self-confidence, innovation, the need of success, locus of control and risk taking). In consequence of Variance analyses, participants' participation to factors show a meaningful difference according to high school they graduated from, their location of residence, fathers' occupation and education state.

In students' participation to factors in the survey there is no meaningful difference found within the context of their mothers' education state, present state, family's monthly net income, age of participants, location of residence and their work area at will after graduation.

Entrepreneurship tendencies of college students include differences according to some social status variables. As a result of findings, students to have a job experience throughout their education period, participate in projects and entrepreneurship competitions will increase their entrepreneurship tendencies and thoughts more. The fact that entrepreneurship education given by universities affect students' entrepreneurship tendencies positively is analyzed in Akın and Demirel (2015); Demir et al., (2015); Başaran and Can (2015); Bozkurt and Alparslan (2013)'s studies. In this sense entrepreneurship education of students should be placed more importance, students should be directed properly and lectures should be arranged the way that increases students' entrepreneurship tendencies.

For further research, researchers can study on the subjects of motivation factors affect entrepreneurship, the examination of the effects of entrepreneurship education throughout university and after graduation and the elements move people away from entrepreneurship, also researchers can intensify their research on different participant groups.

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