



The Impact of Entrepreneurship Education Quality On Entrepreneurial Intention

*Zafer Adıgüzel**

*Nisa Nur Musluhittinoğlu**

This study examines the quality and impact of entrepreneurship education provided to university students. Over the years, the number of young entrepreneurs starting their own businesses has increased as a result of this education, which has in turn had a positive impact on employment and economic growth. The advantages and disadvantages offered by starting one's own business affect each individual's intentions in different ways. This study has found that both entrepreneurship education and entrepreneurship advantages positively affect young people's intentions to start their own businesses. The study further found that the negative aspects of entrepreneurship instill negative imagine in young people's minds and decrease their intentions to start their own businesses. During the study's implementation, questionnaires were collected from 650 university students. SPSS 25 and AMOS were used to analyze the data. A factor analysis and reliability analysis were initially performed after which a correlation analysis was conducted to examine the relationships between variables. While testing hypotheses, we performed a regression analysis and sobel test to measure the mediating variable's effect.

Keywords: Quality of University Education, Entrepreneurship Advantages, Entrepreneurship Disadvantages, Entrepreneurial Intention

* Assoc. Prof., Istanbul Medipol University, Medipol Business School, zadiguzel@medipol.edu.tr, ORCID: 0000-0001-8743-356X

** Undergraduate Student, Istanbul Medipol University, Humanities and Social Sciences, n.musluhittin@gmail.com, ORCID: 0000-0001-7547-9480

Öz

Üniversitelerde verilen girişimcilik eğitimleri sayesinde kendi işlerini kuran girişimcilerin sayısında artış gözlenmektedir. Bu durum hem istihdam açısından hem de ekonomiye katkı açısından önemlidir. Öğrencilerde girişimcilik niyetinin oluşması ve girişimcilik alanında faaliyetler gösterebilmeleri için verilen eğitimin içeriği bu açıdan çok önemlidir. Aynı zaman da girişimciliğin avantajlı ve dezavantajlı yönleriyle, bireylerin niyetlerini farklı yönlerden etkilediği kabul edilebilmektedir. Önemli olan girişimcilikte yaşanabilecek dezavantajlı durumların nasıl yönetilebileceği konusunda gençlerde farkındalık oluşturabilmektir. Çalışmanın amacı kapsamında üniversitelerde eğitim gören gençlere girişimcilik eğitimi verilmesi durumunda hem verilen eğitimin kalitesi hem de eğitimin öğrencilere etkisi incelenmektedir. Araştırmanın amacı kapsamında 650 üniversite öğrencisinden anketler toplanmıştır. Verilerin analiz edilmesin de SPSS 25 ve AMOS programları kullanılmıştır. Öncelikle faktör analizi ve güvenilirlik analizi yapılmış, bu analizlerden sonra sırasıyla korelasyon, regresyon analizi ve aracı değişken etkisinin analizi için de sobel testi yapılmıştır. Araştırma sonucunda hem girişimcilik eğitiminin hem de girişimcilik avantajlarının, gençlerin girişimcilik niyetlerini olumlu yönde etkilediği açıklanabilmektedir. Girişimciliğin dezavantajlı yönlerinin gençlerde olumsuz bir düşünce oluşturduğu ve girişimcilik niyetlerini ortadan kaldırdığı sonucuna varılmaktadır.

Anahtar Kelimeler: Üniversite Eğitiminin Kalitesi, Girişimcilik Avantajları, Girişimcilik Dezavantajları, Girişimcilik Niyeti

Introduction

The word entrepreneurship has a deep-rooted, multidisciplinary history, as it is also addressed in areas such as psychology, history, economics, and business management. Entrepreneurship increased in important situations and projects during the Middle Ages. In the modern period, however, entrepreneur are not subject to the same risk that they had been previously; they simply obtain the necessary output by using information. Entrepreneurship in the 1700s, however, was significantly more risky (Moore, 2003). Since different researchers have handled entrepreneurship in diverse ways, it lacks a truly universal definition. Consequently, researchers frequently encounter different definitions. Entrepreneurship can be defined as the process or activity in which an idea or ideas is transformed into a product or service of added value (Hattab, 2014). According to Shane and Venkataraman (2000), entrepreneurship refers to the discovery, evaluation, and utilization of an opportunity. Similarly, entrepreneurship is defined as establishing and perpetuating a new business and continuity with the underlying goal to turn a profit (Hisrich et al., 2007). Education and cultural makeup are important factors that determine how viable and widespread entrepreneurship in a country is. Economic development is particularly apparent in countries where entrepreneurship prevails. Given this, it is imperative that entrepreneurship teaching students how to create their own forms of

employment be included in university programs. The importance of entrepreneurship increases in tandem with the economic and social benefits it provides. In short, an increase in interest in entrepreneurship is accompanied by an increase in the number of entrepreneurs. Students able to take risks and wanting to attain a certain level of economic welfare by creating their own businesses regard entrepreneurship as an engaging career step (Koe et al., 2012). Here, young people are expected to use the education they have received to enhance their knowledge and skills in identifying the opportunities in front of them. The importance of one's university education is apparent here, as a number of skills need to be developed to find and process information, and young people need guidance on how to seize opportunities (Gaglio & Katz, 2001). Courses in entrepreneurship first began in 1947 when Myles Mace introduced entrepreneurship at the Harvard Business School in the USA (Bozkurt & Alparslan, 2013). In other words, entrepreneurship education traces its roots to America (Do Paço et al., 2015). Entrepreneurship education in developed countries (e.g., the USA and Canada) has increased since 1940. The first academic courses in the field of entrepreneurship started in the 1960s and increased gradually after 1965. In 1993, more than 400 American universities began offering entrepreneurship classes at different levels. In the 2000s, entrepreneurship classes were given at nearly 2,000 universities and several scientific studies were carried out on this subject (Bozkurt & Alparslan, 2013). Entrepreneurship individuals have an unlimited number of competencies and are able to perceive and implement alternative solutions. This study first engages in a theoretical discussion of the quality of university education together with the advantages and disadvantages of entrepreneurship training on young individual's intention to start their own business. Afterward, the data collected from university youth are analyzed as outlined in the methodology section and the study concludes with a related discussion.

Entrepreneurship Intention

Entrepreneurship is an important process aiding individuals to realize their aspirations, thoughts, and dreams (Sasu & Sasu, 2015). This realization is an indication of an individual's commitment to his/her intent and the first step of entrepreneurship. The intentions reflect said individual's attitude toward performing a certain behavior (Kuehn, 2008). Millman et al. (2010) state that entrepreneurship intentions are one of the main factors in entrepreneurship studies. As stated by Kanonuhwa and Chimucheka (2016), intentions must be examined, as it is impossible to determine the precise number of students who are natural entrepreneurs and/or want to be an entrepreneur. Since actions themselves depend on their actor's intentions, it is natural that the factors leading to entrepreneurship be examined. Fatoki (2010) proposes that in order for one to determine his/her entrepreneurship intent, individuals should be directed to those specific factors impacting their intention to start a business. This proposal entertains the notion that

intentions are integral to understanding behaviors. However, although entrepreneurial intention is a consistent predictor of real behavior, the actual behavior that emerges may differ from the intended behavior (Kuehn, 2008). Therefore, intent should be used only as a predictive criterion. More importantly, self-efficacy can affect an individual's beliefs and intentions differently from their track record in achieving their individual goals (Carr & Sequeira, 2007). A supportive university environment also affects students' interest in entrepreneurship. In particular, research shows that universities in developing countries are weak in supporting students in developing entrepreneurial skills and talents as a result of lacking resources (Matlay et al., 2012). The current study examines the effects of university education quality, entrepreneurship advantage, and entrepreneurship disadvantage in order to analyze whether they have an effect on young people's entrepreneurial intention.

Quality of University Education

Education is a critical step propelling individuals to entrepreneurship for different reasons (Sánchez, 2011). First, just education enables individuals to develop their sense of freedom, self-control, and self-confidence, so does it also allow individuals to discover and experience different career paths. High-quality education is considered an important factor in inciting creativity in young people and ensuring that they have a vision. One of the most important aspects of education is that it provides students with information that they can use during their future careers. One criterion necessary to being successful in a new enterprise is the ability to put the knowledge and skills one has learned during university into practice (Do Paço et al., 2015). The emergence and spread of entrepreneurship has naturally led to an increase in the number of entrepreneurship courses offered by institutions of higher education. As a result of the new jobs created and economic growth precipitated, awareness of and interest in entrepreneurship has increased considerably in recent years. There is a direct proportion in the increase of entrepreneurs with the amount of entrepreneurship training provided, and this has allowed such programs to be economically profitable (Rauch & Hulsink, 2015). Hansemark (2003) argues that education would traditionally only refer to the transformation of talent into knowledge. Therefore, it would be helpful to regard entrepreneurship education as a model function for changing expectations and behaviors. Entrepreneurship education gives students the potential to procure a new job and eliminates the fear of unemployment (Raposo & Do Paço, 2011). In addition, De la Cruz Sánchez-Escobedo et al. (2011) found that being in such education programs significantly motivates students to create new jobs while increasing acumen of starting a new business venture. This study examines the effects of university education quality on entrepreneurship advantages, entrepreneurship disadvantages, and intention to start one's own business enterprises.

H1: The quality of university education has a positive effect on students' entrepreneurial advantages.

H2: The quality of university education has a negative effect on eliminating students' entrepreneurship disadvantages.

H3: The quality of university education has a positive effect on students' intention to start their own business enterprises.

Entrepreneurship Advantage

The reason that entrepreneurship has such a great impact on economic development is that both production and the value added cycle are shaped through innovation (Storey, 2016). Consequently, countries have made innovation a strategic target for their society and economies. The ability to adapt to innovation is equally high in economies with high levels of entrepreneurship. This takes economies with high levels of entrepreneurship a step further in global competition. Entrepreneurs not only speed up the development of new ideas but also cause new industries to emergence (Storey & Greene, 2010). As entrepreneurship creates sectors with high growth potential, it also substantially accelerates economic development (Uluyol, 2013). The intention of the entrepreneur to gather resources and evaluate the resources on the basis of a business idea is valid not only for economic resources but also for the country's human resources (Bridge & O'Neill, 2012). In this context, entrepreneurs help the country efficiently use human resources and channel it into production-oriented jobs. The innovation element at the very core of entrepreneurship has necessitated that human resources be adequately used, as this improves the social levels (e.g., education, culture, language,) (Burns, 2016). The positive impact of entrepreneurship on the use of human resources helps reduce public employment's share within total employment. This directs human resources into the market economy, which has a more direct impact on social development (İlhan, 2004). In addition to having a role-model effect, the existence of successful entrepreneurs can positively affect how society views entrepreneurship (Kuratko, 2016). This effect allows the potential failures of enterprising individuals to be more easily tolerated by society and especially by those in their social circles. This will facilitate the development of the country's entrepreneurial ecosystem and precipitate a climate of social change. In light of this, this study will examine the effects of entrepreneurial advantage both independent and mediation variables on entrepreneurial intent. Accordingly, the following hypotheses were developed and tested:

H4: Entrepreneurial advantage has a positive effect on entrepreneurial intentions.

H6: Entrepreneurial advantages have a mediating effect on the relationship between university education quality and entrepreneurial intention.

Entrepreneurship Disadvantage

Determining and explaining those factors affecting people's decision should be done prior to initiating the decision-making process, as doing so is an important stage where entrepreneurs put their thought into practice (Von Graevenitz et al., 2010). When successful entrepreneurs were asked for their reasons for having started a business, asking them why allows researchers to listen to their story from their own mouths. Researching the reasons for being an entrepreneur has taken on an interdisciplinary character, and the previous studies have been shaped considering multiple disciplines. By asking participants why they became entrepreneurs, researchers are able to focus on the specific factors that led up to their decision. Accelerating economic growth through new companies and technologies, new actors' entrance into the market, creating growth synergies in an economy also promote competition one of the conditions necessary to promote entrepreneurship (Özkan et al., 2003). While entrepreneurial enterprises integrate certain innovations into their processes in order to differentiate their products or services and keep them in the market, businesses currently operating in the market will also look for new organizations and review their organizations in order to stay abreast with developments and compete with established and upcoming rivals (Schaper et al., 2010). If they are unable to survive, they will be forced to leave the market and leave their workers unemployed (Parker, 2018). Increasing the competition encourages more productive firms to appear in the market where those firms unable to keep up with the resulting increase in quality and added production value exit the market one by one (Kirzner, 2015). Although studies mostly reveal that new initiatives are instigated by either so called pushing or pulling effects, several factors, such as current lifestyle and individual characteristics, have an implicit effect (Martin, 1984; Boyd, 2000). Negative factors such as job dissatisfaction, career dilemma, and job loss sometimes force individuals to terminate their entrepreneurship activities while they are still in their nascent period (De Vries, 1977). Within the greater context of the research model, we have set out to examine the effect of the quality of students' university education on entrepreneurship disadvantage and the effect of entrepreneurship disadvantage on participants' intention to start their own business. Accordingly, the following hypotheses were developed and tested:

H5: Entrepreneurial disadvantage has a positive effect on entrepreneurial intentions.

H7: Entrepreneurial disadvantages have a mediating effect on the relationship between university education quality and entrepreneurial intention.

METHODOLOGY

Questionnaires were collected from 650 university students attending both foundation and state schools. SPSS 25 and AMOS were used to analyze the data. We first performed a factor and reliability analysis followed by a regression analysis to test correlation and hypotheses. We also performed a Sobel test to analyze mediating variables. Survey questions contained of questions pertaining to four variables. **University Education**

Quality: The Quality of University Education Scale by Gavurová et al. (2018) was used. **Entrepreneurship Advantages:** The scales of Bozkurt (2006) and of Bozkurt and Alparslan (2013) was used with the sample population. **Entrepreneurship Disadvantages:** The scales by Burnham and Gullone (1997), Wolpe and Lang (1969), and Karakece (2020) was used. **Entrepreneurial Intention:** Important studies referenced in previous research were taken into consideration, such as Liñán and Chen (2009), Palalić et al. (2017), and Covin and Slevin (1989). The questions used in the study were included in the analysis. After these scales were adapted in Turkish, a sample study was conducted with 100 students. After the questions were deemed to be appropriate, questionnaires were distributed to the sample population.

Research Goal

In this study 650 (368 men, 282 women) university students enrolled in different schools and departments of the universities under study answered the questionnaire. The sample population consists of 3rd and 4th year students taking a course on entrepreneurship. Our reason for selecting university students is because we desired to examine how young people’s perspectives on entrepreneurship advantage and disadvantage affected their entrepreneurial intentions.

Research Framework

Carrying out a quantitative research, it may be necessary to have a research model in order to analyze the data obtained and to show the results of the hypotheses postulated as a result of the analyzes. For this reason, a research model was created based on the literature review to show how variables affected the direction (Thomas et al., 2015).

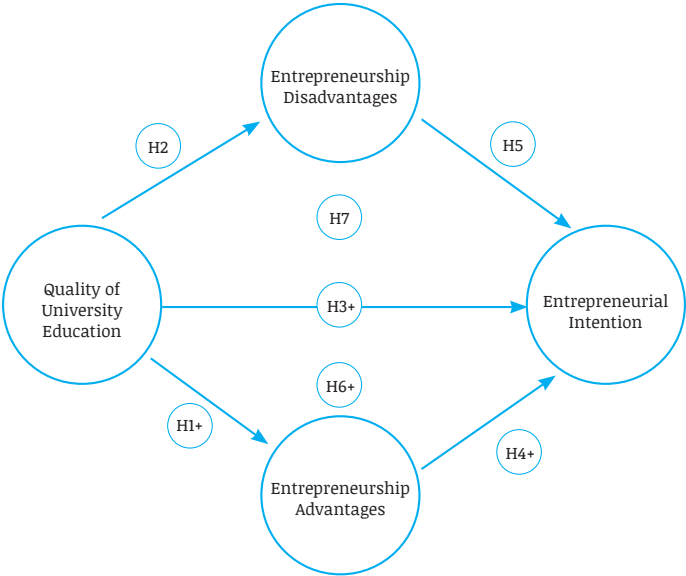


Figure 1. Research Model

Analysis

We performed a Kaiser-Meyer Olkin (KMO) and Bartlett test to determine whether data were suitable for factor analysis. A KMO value of 0.884 and Bartlett's value of 0.000 for $p \leq 0.05$ indicate that the data are suitable for factor analysis (Kline, 2014). The factor analysis resulted in twenty-one questions spread over four factors:

Table 1. Rotated Component Matrix^a

	Rotated Component Matrix ^a			
	Component			
	1	2	3	4
GN3. I am working on becoming a successful entrepreneur.	.917			
GN10. I'm thinking of being an entrepreneur after I graduate.	.884			
GN4. I participate in training programs on entrepreneurship.	.881			
GN5. I would rather be an entrepreneur than have a job.	.878			
GN2. I prefer keeping the money I earn as an entrepreneur as capital.	.871			
GN6. I am eager to start my own business.	.869			
GN8. I'm seriously thinking of starting a business.	.866			
GN7. It's my aim to start a business in the future.	.843			
GN9. I intend to start a business one day.	.791			
GN1. I've been interested in entrepreneurship for as long as I have known myself.	.758			
UK2. The education I've received at university is very high in quality.	.813			
UK3. I believe that the information I've learned from my course studies will help me in entrepreneurship.	.779			
UK1. I think my country offers a high-quality university education.	.773			
UK4. University-sponsored training programs, seminars, and assemblies on entrepreneurship encourage students to entrepreneurship.	.746			
GA5. Entrepreneurship allows me to have interesting business opportunities.		.857		
GA4. Entrepreneurship ensures career development.		.820		
GA6. Entrepreneurship enables people to use their own talents.		.817		
GD1. The disadvantages of entrepreneurship outweigh advantages.			.682	
GD2. Entrepreneurship does not provide a regular income.			.667	
GD3. Having a family is second place to business in entrepreneurship.			.665	
GD4. Society does not hold entrepreneurship in high regard.			.653	

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 5 iterations.

UK: Quality Of University Education, GA: Entrepreneurship Advantages, GD: Entrepreneurship Disadvantages, GN: Entrepreneurial Intention

Confirmatory Factor Analysis: Hidden structures represented by a large number of measured variables or represented by a large number of observed variables are also used to identify statistical analysis (Hoyle, 2000; Thompson, 2004).

Model Fit: As generally seen values accepted for model fit; $X^2/df=2.541<5$, $0.85<GFI=0.877$, $0.90 <IFI = 0.923$, $0.90 <NFI=0.918$, $0.90<CFI=0.923$, $RMSEA=0.060 <0.080$, according to the model. The CFA confirmed the EFA's results (Harrington, 2009; Brown & Moore, 2012).

Reliability analysis: It is important to define the internal consistency, taking into account the average relationship between the scales representing the variables. Cronbach alpha values of 0.70 and above are generally considered sufficient in social sciences (Nunnally, 1994; George & Mallery, 2016).

Table 2. Reliability Analysis

Variables	Number of Questions	Cronbach Alpha (α) Values	AVE	CR
Entrepreneurial Intention	10	.962	0.73	0.97
Quality of University Education	4	.800	0.61	0.86
Entrepreneurship Advantages	3	.838	0.69	0.87
Entrepreneurship Disadvantages	4	.790	0.45	0.76

A correlation analysis is carried out to analyze the direction of the relationships between the variables examined in the research model (Myers et al., 2010; Cohen et al., 2013). The relationships between variables are between -1 and +1 in such analyses (Wilks, 2015). Pearson correlation coefficient was used in this research, as it is frequently used in similar studies. AVE and CR values were calculated to assure validity of discrimination. AVE values greater than 0.50 and CR values greater than 0.70 confirmed discrimination validity.

Table 3. Correlations

	Quality of University Education	Entrepreneurial Intention	Entrepreneurship Advantages
Entrepreneurial Intention	.130**		
Entrepreneurship Advantages	.238**	.217**	
Entrepreneurship Disadvantages	-0.039	0.016	-.051*

The correlation analysis revealed that while entrepreneurship disadvantage has only a significant and negative relationship with entrepreneurship advantage, it does not have a significant relationship with the other variables. A regression analysis was performed to test the hypotheses after the correlation analysis. Table 4 shows the regression analysis results.

Table 4. Regression Analysis Results

IV	DV	Standard β	Sig.	Adjusted R Square	F Value
Quality of University Education	Entrepreneurship Advantages	.238***	.000	.056	107.959
Quality of University Education	Entrepreneurship Disadvantages	-.039	.096	.001	2.777
Quality of University Education	Entrepreneurial Intention	.130***	.000	.016	30.980
Entrepreneurship Advantages	Entrepreneurial Intention	.217***	.000	.046	88.722
Entrepreneurship Disadvantages	Entrepreneurial Intention	.016	.498	.000	0.459

*: p<0.05

**:p<0.01

***:p<0.001

The regression analysis revealed that university education quality positively affects entrepreneurship intent and the awareness of entrepreneurship advantages. At the same time, the entrepreneurial advantage positively affects entrepreneurial intent. Table 5 shows whether the hypotheses are supported based on the results of the regression analysis.

Table 5. Hypotheses Results

Hypotheses	Supported / Not Supported	Level of Significance (Sig.)
H1: <i>The quality of university education has a positive effect on students' entrepreneurial advantages.</i>	Supported	P<0.001
H2: <i>The quality of university education has a negative effect on eliminating students' entrepreneurship disadvantages.</i>	Not supported	
H3: <i>The quality of university education has a positive effect on students' intention to start their own business enterprises.</i>	Supported	P<0.001
H4: <i>Entrepreneurial advantage has a positive effect on entrepreneurial intentions.</i>	Supported	P<0.001
H5: <i>Entrepreneurial disadvantage has a positive effect on entrepreneurial intentions.</i>	Not supported	

As seen, H1, H3, and H4 are supported. However, H2 and H5 were not substantiated. Table 6 shows the regression analysis results of the mediator variable.

Table 6. The Effect of the Mediation Variable (MV) Results

	IV	DV	Standard β	Sig.	Adjusted R Square	F Value
Regression	Quality of University Education	Entrepreneurial Intention	.083***	.000	.016	30.980
	Entrepreneurship Advantages (MV)		.197***	.000	.053	50.850
Regression	Quality of University Education	Entrepreneurial Intention	.131***	.000	.016	30.980
	Entrepreneurship Disadvantages (MV)		.021	.367	.016	15.896

*: p<0.05

** :p<0.01

***:p<0.001

Various tests have been developed to determine the effect of mediating variables. One of the most important of these tests is the Sobel test (Sobel, 1982). Standard error values and uncorrected regression coefficients are used in the Sobel test. Statistically based methods began to become widespread in calculating the mediating variable effect following MacKinnon, Warsi, and Dwyer (1995).

Table 7. Sobel test:

Relationship between university education quality and entrepreneurial intention: Analysis of the mediating effect of entrepreneurial advantages (Sobel test)						
		Input:	.083***	Test statistic:	Std. Error:	p-value:
Quality Of University Education (IV):	a	0.046	Sobel test:	6.73314137	0.00204273	0
Entrepreneurship Advantages (MV)	b	0.299	Aroian test:	6.71647369	0.0020478	0
	Sa	0.004	Goodman test:	6.74993376	0.00203765	0
Entrepreneurial Intention (DV)	Sb	0.036				

In order to determine whether the mediation has variable effect, the p value should be less than 0.05 in the Sobel test. If the p value is less than 0.05, it is deemed to have a mediating effect.

Relationship between university education quality and entrepreneurial intention: Analysis of the mediation variable effect of entrepreneurial disadvantages (Sobel test)						
		Input:		Test statistic:	Std. Error:	p-value:
Quality Of University Education (IV):	a	-0.008	Sobel test:	0.7938223	0.00032249	0.42729889
Entrepreneurship Disadvantages (MV)	b	0.032	Aroian test:	-0.69771347	-0.00036691	0.4853564
	Sa	0.005	Goodman test:	0.9450742	-0.00027088	-0.344621
Entrepreneurial Intention (DV)	Sb	-0.035				

In order to determine whether the mediation has variable effect, the p value should be less than 0.05 in the Sobel test. If the p value is less than 0.05, it is deemed to have a mediating effect.

Hypothesis results;

Table 8. Supported / Unsupported Research Hypotheses

Hypotheses	Supported / Not Supported	Level of Significance (Sig.)
H6: Entrepreneurial advantages have a mediating effect on the relationship between university education quality and entrepreneurial intention.	Supported	P<0.001
H7: Entrepreneurial disadvantages have a mediating effect on the relationship between university education quality and entrepreneurial intention	Not supported	

The regression analysis and Sobel test revealed that H6 was substantiated but that H7 was not. Consequently, it is impossible to conclude whether entrepreneurship intent has a positive or negative effect on entrepreneurial disadvantage.

DISCUSSION

Research shows that the spread of entrepreneurship education has increased interest in entrepreneurship (Rauch & Hulsink, 2015). Solomon et al. (2008) stated that entrepreneurship education is gradually increasing in universities worldwide. Entrepreneurship education increases participants' awareness to entrepreneurship. Such training programs reveal the entrepreneurial skills and values of individuals, gain experience in managing businesses, and contribute to personal and social development (Bagheri & Pihie, 2014). The number of studies investigating entrepreneurship education's effect one's likelihood to become an entrepreneur have witnessed an increase recently. Do Paço et al. (2015) associated psychological attitudes and behaviors with entrepreneurship and compared the entrepreneurship trends of girls attending business school and men attending sports school. As entrepreneurship education is more extensively incorporated in the curriculum, female students in the business school are expected to have a greater disposition toward entrepreneurship. However, the researchers found that male students studying at the sports school who had not received any entrepreneurship training were more proactive in their attempts to start a business. This indicates that other factors are effective in determining one's likelihood to engage in entrepreneurship. The results of the current research, however, reveal that having an awareness of the advantages and disadvantages of entrepreneurship impacts young people's decisions. The male and female participants had different expectations and thoughts, especially when they pertained to taking economic and financial risks. In their study, Rauch and Hulsink (2015) compared students in an entrepreneurship master's program with those who in a supply chain management master's program in order to test the effectiveness of entrepreneurship education. Their research found that the attitudes and behavioral controls of the students in the entrepreneurship program had increased and that they were more likely to engage in entrepreneurship following the program. They also found that this tendency

mediated the effect of entrepreneurship education on creating new jobs. The results of our own analyses indicate that entrepreneurship education positively affects students' entrepreneurship intent. Karimi et al. (2012) examined the entrepreneurship tendencies of 205 students who had taken entrepreneurship courses in six Iranian universities. These researchers found that entrepreneurship education programs positively and significantly affected students' social perception and behavioral controls. Given all this, we can conclude that the number of individuals wanting to become entrepreneurs has increased as entrepreneurship education has become more prevalent in universities.

CONCLUSION

Many studies address the need to create new educational concepts for globalization processes and the impact of the economic crisis (Gutiérrez & Garzón Baquero, 2017; Korent et al., 2015). It is extremely difficult to reveal and support business development concepts and requires a systematic approach as well as corporate cooperation (Staniewski & Awruk, 2015). These concepts are determined by the type of education system and the goals it sets. Training content should be compatible with goals and needs. A noticeable distinction between entrepreneurship knowledge and students' skills before and after education is inevitable. The study also enables us to see differences in students' perspectives. There are some skills accepted in entrepreneurship, namely, good communication, self-expression, learning ability, teamwork ability, providing reliability, risk taking, numerical intelligence, ethical and moral behavior, and following up on science and technology. While designing training programs in the field of entrepreneurship, it is necessary that businesses' characteristics be conveyed. Pincus et al. (2017) stated that financial processes and technological changes have an impact on universities' education systems. Technological advances advance academic research and improve results' dissemination.

Regarding the positive effects of technological progress, it is also necessary to make curricular and methodological adjustments. Since new generations of technology are released almost every year, appropriate educational methods should be developed. Consequently, it may be useful to investigate how technological changes have impacted learning and educational methods integrating technology should serve as an example for subsequent entrepreneurship training programs. Prabhu et al. (2012) state that entrepreneurs prefer to develop their own solutions to problems before seeking advice from others. Therefore, independence is considered a strong need and incentive to start a business. The results obtained in this study are similar; both the entrepreneurship education received by young people and the advantages inherent in the field positively affect students' entrepreneurship intent. Improving educational quality may also lead to a significant increase in the number of entrepreneurs. As a result, entrepreneurship education and awareness to its advantages should be provided to university students in order to increase employment opportunities.



GENİŞLETİLMİŞ ÖZET

İNCELEME / ARAŞTIRMA

Üniversitelerde Verilen Girişimcilik Eğitiminin Kalitesinin Girişimcilik Niyeti Üzerindeki Etkilerinin İncelenmesi

Zafer Adıgüzel*

Nisa Nur Musluhittinoğlu*

Giriş

Girişimcilik kelimesi köklü bir geçmişe sahip ve multidisipliner olmakla birlikte, aynı zamanda psikoloji, tarih, iktisat, işletme yönetimi gibi alanlarda ele alınmaktadır. Orta çağda girişimcilik, önemlilik arz eden durum ve projelerde ortaya çıkmıştır. Fakat bu dönemde farklı olarak risk girişimciye ait değildir, girişimciler sadece bilgiyi kullanarak gerekli çıktıyı elde ederler. Risk kavramının girişimciliğe ait olması 1700'lü yıllarda görülmektedir (Moore, 2003). Girişimcilik, araştırmacılar tarafından farklı şekillerde ele alındığı için tam olarak evrensel bir tanımı yoktur. Bu nedenle, birçok araştırmacı tarafından yapılan farklı girişimcilik tanımlarıyla karşılaşılmaktadır. Girişimcilik, bir fikrin veya düşüncenin katma değeri olan bir ürün veya hizmete dönüştürüldüğü süreç, faaliyet veya aktivite olarak tanımlanabilir (Hattab, 2014). Shane ve Venkataraman (2000)'a göre girişimcilik, bir fırsatın keşfi, değerlendirilmesi ve kullanılması olarak belirtilmiştir. Aynı zamanda, girişimcilik kar elde etme amacıyla yeni bir iş kurma ve işin devamlılığı şeklinde tanımlanmaktadır (Hisrich et al., 2007). Girişimciliğin bir ülkede yaygın olmasının sağlanabilmesi için eğitim ve kültürel yapı ön plana çıkmaktadır. Özellikle, girişimciliğin yaygın olduğu ülkelerde ekonomik açıdan gelişmişlik görülebilmektedir. Bu nedenle üniversitelerde gençlere yönelik verilen eğitimlerde girişimciliğin ön plana

* Doç. Dr., İstanbul Medipol Üniversitesi, İşletme ve Yönetim Bilimleri Fakültesi, zadiguzel@medipol.edu.tr, ORCID: 0000-0001-8743-356X

** Lisans Öğrencisi, İstanbul Medipol Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, n.musluhittin@gmail.com, ORCID: 0000-0001-7547-9480

çıkması, gençlerin kendi istihdamını yaratması açısından önemlidir. Girişimciliğin önemi, sağladığı ekonomik ve sosyal yarar ile daha da artmaktadır. Girişimciliğe olan ilginin artması girişimci sayısındaki artışı da beraberinde getirmektedir. Risk alabilen ve kendi işini kurarak ekonomik bir refah seviyesinde olmak isteyen öğrenciler arasında girişimcilik oldukça ilgi çekici bir kariyer adımı olarak görülmektedir (Koe et al., 2012). Bunun içinde gençlerin aldıkları eğitimle birlikte önlerindeki fırsatları belirleme konusundaki etkinlik ve becerilerini geliştirmeleri beklenmektedir. Üniversitede alınacak eğitimin önem derecesinde tam burada çıkmaktadır: bilgiyi bulmak ve işlemek için bir takım becerilerin geliştirilmesi gerekmekte, aynı zamanda fırsatları yakalama açısından gençlerin yönlendirilmesine ihtiyaç vardır (Gaglio & Katz, 2001). Girişimcilik alanındaki dersler ilk kez 1947 yılında, Myles Mace'nin ABD'deki Harvard Business School'da girişimciliği tanıtmaya başlamıştır (Bozkurt & Alparslan, 2013). Yani girişimcilik eğitiminin kökeni Amerika'ya uzanmaktadır (Do Paço et al., 2015). 1940 yıllından beri gelişmiş ülkelerde (Amerika, Kanada gibi) girişimcilik eğitimi artış göstermektedir. 1960'lı yıllarda girişimcilik alanındaki ilk akademik dersler başlamış ve 1965'li yıllarda ise yaygınlaşmaya başlamıştır. 1993 yılında 400'den fazla ABD üniversitesinde farklı düzeylerde girişimcilik dersleri verilmeye başlanmıştır (Karadeniz, 2010). 2000'li yıllarda ise 2000'e yakın üniversitede girişimcilik dersleri verilmektedir ve bu konuda bilimsel çalışmalar yapılmaktadır (Bozkurt & Alparslan, 2013).

Metodoloji

Araştırmanın amacı kapsamında 650 üniversite (Vakıf ve Devlet) öğrencisi ile anket çalışması yürütülmüştür. SPSS 25 ve AMOS Programı kullanılarak elde edilen veriler değerlendirilmiş ve analizler yapılmıştır. 5'li Likert ölçeğinin kullanıldığı sorularda faktör analizi ve güvenilirlik analizi yapıldıktan sonra, değişkenler arasındaki ilişkilerin incelenmesinde korelasyon analizi; hipotezlerin test edilmesinde regresyon analizi ve aracı değişken etkisinin ölçülmesinde sobel testi yapılmıştır.

Araştırma Amacı

Bu çalışmada Anketi, üniversitelerin çeşitli fakültelerinde ve bölümlerinde okuyan 650 (368 erkek, 282 kadın) üniversite öğrencisi cevaplamıştır. Örneklem kitlesini üniversite öğrencilerinin oluşturmasının sebebi, gençlerin üniversitede aldıkları eğitimle birlikte girişimcilik avantajı ve dezavantajına bakış açılarının girişimcilik niyetlerini nasıl etkilediği konusunda araştırma yapılmak istenmesidir.

Tartışma

Yapılan araştırmalar girişimcilik eğitimlerinin yaygınlaşmasının, girişimciliğe olan ilgiyi olumlu yönde arttırdığını ortaya koymaktadır (Rauch & Hulsink, 2015). Hamidi

et al. (2008) çalışmalarında, dünya genelinde üniversitelerde girişimcilik eğitiminin giderek arttığını belirtmişlerdir. Girişimcilik konusunda verilen eğitimler girişimciliğe olan duyarlılığı arttırmaktadır. Bu eğitimler bireylerin girişimsel becerilerini, değerlerini ortaya çıkarmakta, işletmeleri yönetmek konusunda tecrübe kazandırmakta, kişisel ve sosyal açıdan gelişime katkı sağlamaktadır (Bagheri & Lope Pihie, 2014). Girişimcilik eğitiminin, girişimcilik eğilimi üzerine etkisini araştıran çalışmalar son zamanlarda artış göstermiştir. Do Paço et al. (2015) çalışmalarında, psikolojik tutum ve davranışları girişimcilikle ilişkilendirmiş, ve işletme okulundan katılan kızlar ile spor okulundan katılan erkekler arasındaki girişimcilik eğilimini karşılaştırmışlardır. Girişimcilik eğitiminin daha kapsamlı bir şekilde müfredata dahil olduğu işletme okulunda kız öğrencilerin, girişimciliğe olan eğiliminin daha yüksek olması beklenirken; sonuç, spor okulunda okuyan ve herhangi bir girişimcilik eğitimi almamış olan erkek öğrencilerin bir işe başlama faaliyetlerinin daha fazla olduğu ortaya çıkmıştır. Bu durum girişimcilik eğilimini belirlemede diğer faktörlerin de etkili olduğu sonucunu ortaya koymuştur. Yapmış olduğumuz araştırma sonuçlarına bakıldığında özellikle girişimciliğin avantajları ve dezavantajlarının gençler üzerinde etkili olabildiği anlaşılabilmektedir. Özellikle ekonomik açıdan ve finansal açıdan risk almanın da zor olduğu koşullar içinde belirgin bir şekilde kadınlarda ve erkeklerde farklı düşüncelerin ortaya çıktığı görülebilmektedir.

Sonuç

Teknolojik ilerlemeler, akademik anlamda yapılan araştırmaların yapısını ve araştırma sonuçlarının yayılmasını daha ileri bir aşamaya geçmesini sağlamaktadır. Teknolojik ilerlemenin olumlu yöndeki etkilerine istinaden aynı zaman da, eğitim içeriğinde (müfredat) ve eğitim süreçlerinde değişikliklerin olması gerekmektedir. Çünkü her yıl neredeyse yeni bir jenerasyonun ortaya çıkması doğal bir süreç haline gelmişken, gençlere yönelik eğitim yöntemlerinin de geliştirilmesi gerekmektedir. Bu nedenle teknolojik değişikliklerin öğrenme üzerindeki etkisinin araştırılması yararlı olabileceği gibi teknoloji sayesinde geliştirilen eğitim yöntemlerinin, girişimcilik eğitimlerinin nasıl geliştirilmesi gerektiği konusunda örnek olması gerekmektedir. Panc et al. (2012) çalışmalarında girişimcilerin, başkalarından tavsiye almadan önce yaşadıkları sorunlarla ilgili olarak kendi çözümlerini bulmayı tercih ettiklerini belirtmektedirler. Bu nedenle, bağımsızlık güçlü bir ihtiyaç ve bir işe başlamak için güçlü bir teşvik olarak kabul edilmektedir. Araştırmada elde edilen sonuçlarda bu yöndedir, gençlerin aldıkları girişimcilik eğitimleri ve girişimcilik alanında keşfedilen avantajlar, girişimcilik niyetini olumlu yönde etkilemektedir. Girişimcilik alanındaki eğitimlerin kalitesi girişimcilerin sayısını da belirgin bir şekilde artırabilmektedir. İstihdam imkanlarının artırılması yönünde, girişimcilik eğitimlerinin ve girişimcilik avantajlarının üniversitelerde gençlere sağlanması gerekmektedir.

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