



EXAMINING ENTREPRENEURIAL TRAITS OF THE SCHOOL OF PHYSICAL EDUCATION AND SPORTS STUDENTS WITH RESPECT TO CERTAIN DEMOGRAPHIC VARIABLES: CASE OF İSTANBUL GELİŞİM UNIVERSITY

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ABSTRACT

The purpose of this study is to identify entrepreneurial intentions of students of the School of Physical Education and Sports, Istanbul Gelişim University, and determine whether entrepreneurial intentions of students vary based on some demographic variables. To this end, 200 students from the departments of Coaching, Sports Management, Recreation, and Exercise and Sports Science of the School of Physical Education and Sports, Istanbul Gelişim University participated in the study on a voluntary basis. The research data was collected using “the personal information form” and “the Entrepreneurship Scale for University Students” developed by Yılmaz and Sünbül (2009). The SPSS 21 package software was used for data analysis. The survey technique was used for data collection, while the t test and ANOVA were employed for data analysis. Demographic characteristics such as gender, age, department, grade, and branch of sports were associated with entrepreneurial tendencies of the participants and their entrepreneurial levels were revealed.

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INTRODUCTION

There are different definitions of entrepreneurship in the literature. Entrepreneurship may be defined as the process of value creation by investing time and effort and taking physical and social risks to attain economic rewards (Akpınar, 2011). The decision-making stage is the first and the most important step of entrepreneurship (Duygulu, 2008). An entrepreneur is a person who uses his or her productive abilities in order to go beyond the status quo (Titiz, 1999). He or she takes risks by combining various productive factors and participates in the process of production by starting a business to profit at the end (Emsen, 2001). He or she identifies a need and turns it into a business idea, and builds a commercial enterprise by undertaking possible risks (Karahana and Ulusoy, 2011). Entrepreneurship is to constantly create new market opportunities for goods and services, come up with innovations which can meet current needs related to goods and products, and share these innovations with customers (Noruzi, 2010).

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Other definitions of entrepreneurship include to introduce change and innovation after establishing an organization (Morris, Kuratko, and Covin, 2011), and to introduce new products by using resources in a different way after identifying and efficiently acting on opportunities (Stevenson and Jarillo-Mossi, 1986). People need to produce goods and services to maintain their lives and build organizations to ensure the sustainability of this process of production. Such organizations were established through government incentives in the initial years of the Turkish Republic. Initiatives which were not possible for entrepreneurs in this period were ensured by government support. Today, on the other hand, prospective entrepreneurs analyze all conditions and apply the most appropriate entrepreneurial models. Entrepreneurship plays an important role in establishing democracy, ensuring economic development, and creating personal wealth (Top, 2012). The common ground of all definitions related to the concept of entrepreneurship is the process of seizing various opportunities (Dündar and Ağca, 2007). Entrepreneurs stand out from the crowd in that they have leadership skills and a strong imagination, and they believe in their ability to manage other individuals (Bayraktar, 2011). Entrepreneurs introduce

innovations, are ready for competition, and do not refrain from taking risks. The importance of the concept of entrepreneurship has increased with the transition from the industrial society to the information society (Tikici and Aksoy, 2009). Economic and technological advancements of our era have led to an increase in the significance of entrepreneurship. Entrepreneurs are absolutely necessary for a strong economy. A higher number of entrepreneurs means a stronger national economy. Nations require a high number of skillful entrepreneurs in order to develop their economies, improve their competitive position, and increase their wealth. Considering the important place of entrepreneurs in national economy, they must constantly improve themselves, follow various innovations around the world, and be early adopters of such innovations.

The most significant contribution of entrepreneurs in national economy is reduced unemployment. Entrepreneurs, who keep up-to-date at all times to maintain their competitive advantage, play a significant role in a nation's development with new products and services. In this context, the significance of entrepreneurs is measured not with how much money they earn, but how much they contribute to the economy (Durukan, 2007). On the other hand, there has been an increase in recent years in the number of university courses related to entrepreneurship in an attempt to increase entrepreneurial potential through education (Sanchez, 2013). Education is one of the factors which positively affect entrepreneurial skills, and must have be of high quality to improve entrepreneurial skills of students (Bozkurt and Alparslan, 2013). Universities should teach students how to be successful entrepreneurs in their lives after graduation (Yıldırım and Aşkun, 2012). There are studies in the literature suggesting that entrepreneurial education provided in universities is a significant driving force which reveals entrepreneurial potential of students (Bozkurt, Aslan, and Göral, 2011). Studies in the literature show that universities help new graduates start their own business as entrepreneurs (Küttim, Kallaste, Venesaar, and Kiis, 2014). Entrepreneurial education improves the confidence level of students looking to become entrepreneurs (Basu and Virick, 2008). There are three factors which determine whether an individual has entrepreneurial skills: Individual approach, environmental approach, and corporate approach. According to the individual approach, demographic factors such as age, gender, educational level, family, and work experience determine an individual's entrepreneurial potential. The environmental approach suggests that an individual's entrepreneurial level varies depending on their social circle, economic level, cultural conditions, and technological conditions. Finally, the corporate approach considers entrepreneurial activities of the individual's organization, and emphasizes that good managerial skills are necessary to be a good entrepreneur (Köksal and Penez, 2015). Tazegül notes that individuals with high narcissistic tendencies constantly desire to stand out (Tazegül, 2017). For this reason, individuals with high narcissistic tendencies are more likely to become entrepreneurs. Some studies report that higher body perception allows for more effective communication with others, which in turn increases entrepreneurial potential (Tazegül, 2017b; Tazegül and Güven, 2017c).

MATERIALS AND METHODS

Research Model and Hypotheses : This study was performed using the survey model in order to examine entrepreneurial

levels of students from the School of Physical Education and Sports, Istanbul Gelisim University based on gender, age, department, grade, and branch.

The hypotheses of the study are as follows

- H1:** There is a significant difference between genders in terms of entrepreneurial tendencies.
- H2:** There is a significant difference between students from different ages in terms of entrepreneurial tendencies.
- H3:** There is a significant difference between students from different departments in terms of entrepreneurial tendencies.
- H4:** There is a significant difference between students from different grades in terms of entrepreneurial tendencies.
- H5:** There is a significant difference between students from different branches of sport in terms of entrepreneurial tendencies.

Population and Sample

The population of the study consists of students attending the departments of Coaching, Sports Management, Recreation, and Exercise and Sports Science of the School of Physical Education and Sports, Istanbul Gelisim University during the 2017-2018 academic year. The surveys were handed out to 225 students selected randomly after explaining the purpose of the study. 25 survey forms were excluded from the study due to missing or incorrect information. Considering the forms excluded, the sample of the study consists of 200 students.

Data Collection

The research data was collected using survey forms. The survey used in the study consists of two parts. The first part contains questions related to demographic information, while the second part consists of the items of the the Entrepreneurship Scale for University Students developed by Yılmaz and Sünbül (2009) in order to determine entrepreneurial intentions. The five-point Likert scale is used with 1= Never, 2= Rarely, 3= Sometimes, 4= Often, and 5= Always. The reliability analysis showed that the Cronbach's Alpha reliability coefficient of the scale was 0,90.

Data Analysis

The data collected in the study was analyzed using SPSS 21. The t test and ANOVA were employed for data analysis.

FINDINGS

In the findings section, firstly the demographic distribution of the students who participated in the study is discussed, and then analyses were performed in order to determine entrepreneurial tendencies of the participants by demographic characteristics. Table 1 shows the distribution of the data collected from the participants with regard to variables of gender, age, department, grade, monthly income, and branch. As shown in Table 1, 36% of the participants were female and 64% were male. 64% of the participants were in the 18-24 age group, while 35% were in the 24-29 age group. In terms of department, %25 of the participants were in the Sports Management department, 32% were in the Coaching department, 23,5% were in the Recreation department, and 19,5% were in the Exercise and Sports Science department.

Table 1. Demographic Findings of Participants of The Study

Variable		Frequency (n)	Percentage (%)
Gender			
	female	72	36,0
	male	128	64,0
Age			
	18-23	129	64,5
	24-29	70	35,0
	30-35	1	0,5
Department			
	Sports Management	50	25,0
	Coaching	64	32,0
	Recreation	47	23,5
	Exercise and Sports Science	39	19,5
Grade			
	Freshman	29	14,5
	Sophomore	36	18,0
	Junior	105	52,5
	Senior	30	15,0
Monthly Income			
	0-500	27	13,5
	501-999	55	27,5
	1000-1499	57	28,5
	1500 or above	61	30,5
Branch			
	Individual Sports	89	44,5
	Team Sports	111	55,5
	Total	200	100

Table 2. Descriptive Statistics Related to The Items in The Entrepreneurship Scale

QUESTIONS	Student Opinions										x
	Never (1)		Rarely (2)		Sometimes (3)		Often (4)		Always (5)		
	F	%	F	%	F	%	F	%	F	%	
1. I make more effort to improve my past performance in my job.	9	4,5	34	17,0	10	18,9	65	32,5	72	36	3,79
2. I do my best when the task in hand is very difficult.	8	4,0	17	8,5	48	24,0	55	27,5	72	36,0	3,83
3. When I achieve what I want, I usually believe that it is due to my own skills.	8	4,0	11	5,5	65	32,5	71	35,5	45	22,5	3,67
4. My own decisions are effective in my job.	6	3,0	17	8,5	42	21,0	73	36,5	62	31,0	3,84
5. I can start my own business.	2	1,0	19	9,5	54	27,0	64	32,0	61	30,5	3,82
6. If I have to quit my job, I can create options related to work.	5	2,5	11	5,5	64	32,0	79	39,5	41	20,5	3,70
7. I can create options in difficult situations.	3	1,5	20	10,0	36	18,0	85	42,5	56	28,0	3,86
8. I can build friendships with different people.	3	1,5	18	9,0	38	19,0	68	34,0	73	36,5	4,02
9. I do not refrain from trying new things.	9	4,5	38	19,0	36	18,0	62	31,0	55	27,5	3,58
10. I feel the energy to do different things in myself.	2	1,0	16	8,0	55	27,5	77	38,5	50	25,0	3,79
11. I tell my friends about different business projects.	4	2,0	25	12,5	73	36,5	63	31,5	35	17,5	3,50
12. I create areas where I can apply my skills.	3	1,5	20	10,0	59	29,5	81	40,5	37	18,5	3,65
13. I do not hesitate to participate in projects of my friends.	3	1,5	14	7,0	55	27,5	94	47,0	34	17,0	3,71
14. I do not allow external factors to dictate my life.	2	1,0	23	11,5	57	28,5	62	31,0	56	28,0	3,74
15. I believe that I can shape my life with my own decisions.	4	2,0	14	7,0	39	19,5	79	39,5	64	32,5	3,93
16. I do not refrain from taking risks.	2	1,0	22	11,0	53	26,5	66	33,0	57	28,5	3,77
17. I can consider my future and prepare accordingly.	4	2,0	25	12,5	47	23,5	78	39,5	46	23,5	3,69
18. I enjoy working on projects which allow me to try new things.	3	1,5	25	12,5	47	23,5	83	41,5	42	21,0	3,68
19. I enjoy challenging old ideas and practices and seeking the better.	4	2,0	27	13,5	57	28,5	74	37,5	38	19,0	3,58
20. I work on projects which allow me to look from a new perspective.	4	2,0	25	12,5	58	29,0	83	41,5	30	15,0	3,55
21. I try to work with new methods which have not been used by others before.	5	2,5	26	13,0	68	34,0	70	35,0	31	15,5	3,48
22. Every problem can be tackled with sufficient effort.	5	2,5	21	10,5	46	23,0	89	44,5	39	19,5	3,68
23. I am mostly certain that I can realize my plans.	6	3,0	21	10,5	46	23,0	90	45,0	37	18,5	3,66
24. I do not have a difficult time adapting to a new situation and application.	7	3,5	25	12,5	69	34,5	66	33,0	33	16,5	3,47
25. I do not refrain from making mistakes in a subject that I work on.	5	2,5	30	15,0	51	25,5	76	38,0	38	19,0	3,56
26. There are risks involved in every job. I can run every kind of risk in my job.	6	3,0	28	14,0	55	27,5	67	33,5	44	22,0	3,58
27. I look for new methods and techniques which will ensure success.	4	2,0	29	14,5	46	23,0	76	38,0	45	22,5	3,65
28. I can seize opportunities that arise.	4	2,0	20	10,0	53	26,5	71	35,5	52	26,0	3,74
29. I can utilize my resources and become effective.	4	2,0	20	10,0	54	27,0	85	42,5	37	18,5	3,66
30. I do my job with enthusiasm and in determination.	1	0,5	22	11,0	53	26,5	83	41,5	41	20,5	3,71
31. I am open to changes in my job and projects.	3	1,5	14	7,0	46	23,0	85	42,5	52	26,0	3,85
32. I have a strong sense of creativity in my job.	1	0,5	17	8,5	37	18,5	74	37,0	71	35,5	4,15
33. I can work with any team or person when performing a task.	5	2,5	13	6,5	44	22,0	79	39,5	59	29,5	3,87
34. I do not refrain from assuming leadership in a job or practice.	3	1,5	18	9,0	43	21,5	70	35,0	66	33,0	3,89
35. I can make efficient decisions related to the future of my job.	1	0,5	13	6,5	46	23,0	85	42,5	55	27,5	3,90
36. I have strong motivations and intentions for different jobs.	7	3,5	13	6,5	31	15,5	90	45,0	59	29,5	3,91

The majority of the participants (52,5%) were Juniors. 14,5% were Freshmen, 18% were Sophomores, and 19,5% were Seniors. 13,5% of the participants had a monthly income in the TL 0-500 range, 27,5% had a monthly income in the TL 501-999 range, 28,5% had a monthly income in the TL 1000-1499

range, while 30,5% had a monthly income over TL 1500. 44,5% were engaged in individual sports, while 55,5% were engaged in team sports. As shown in Table 2, the students attending the School of Physical Education and Sports, Istanbul Gelisim University had an average score of 3,726

from the scale. This result shows that the participants had entrepreneurial tendencies. The students attending the School of Physical Education and Sports, Istanbul Gelişim University generally scored high in 'the Entrepreneurship Scale for University Students'. In other words, it is possible to say the students had high entrepreneurial tendencies. The 31st item, "I am open to changes in my job and projects", had the highest average with 4,15. The 8th item, "I can build friendships with different people", had the second highest average with 4,02 points. The 24th item, "I do not have a difficult time adapting to a new situation and application" had the lowest average with 3,47, while the 21st item, "I try to work with new methods which have not been used by others before", had the second lowest average with 3,48.

The "p" value was smaller than 0.05. As shown in Table 4, the students in the 18-23 age group had higher entrepreneurial tendencies compared to the students in the 24-29 age group. For this reason, the hypothesis that "There is a significant difference between students from different ages in terms of entrepreneurial tendencies" was accepted. Table 4 shows the fact that participants in the 18-23 age group had higher entrepreneurial tendencies compared to other age groups. The one-way ANOVA performed to determine whether there was a significant difference between departments in terms of scores obtained from the entrepreneurship scale showed that there was no statistically significant difference between the groups. The "p" value was greater than 0.05. In this context, it is safe to say that department had no significant effect on

Table 3. T Test Results for The Gender Variable

	Gender	N	X	SD	f	p
The Entrepreneurship Scale for University Students	Female	72	3,570	,493	2,39	,002
	Male	128	3,813	,591		

Table 4. The Results of the one-way Analysis of Variance for the age Variable

	Age	N	X	SD	f	p	Significant difference
The Entrepreneurship Scale for University Students	18-23	129	3,817	0,543	4,951	,008	(18-23 age group)-
	24-29	70	3,563	0,586			(24-29 age group)
	30-35	1	3,305				

Table 5. The Results of The One-way Analysis of Variance for The Department Variable

	Departments	N	X	SD	f	p
The Entrepreneurship Scale for University Students	Sports Management	50	3,730	0,572	1,461	,226
	Coaching	64	3,622	0,680		
	Recreation	47	3,849	0,420		
	Exercise and Sports Science	39	3,741	0,507		

Table 6. The Results of The One-way Analysis of Variance for The Grade Variable

	Grade	N	X	SD	f	p	Significant difference
The Entrepreneurship Scale for University Students	Freshman	29	3,625	0,553	14,855	,002	(Freshman) -
	Sophomore	36	3,244	0,579			(Sophomore)
	Junior	105	3,900	0,494			(Sophomore) - (Junior)
	Senior	30	3,789	0,485			(Sophomore) - (Senior)

Table 7. T Test Results for The Branch Variable

	Gender	N	X	SD	f	p
The Entrepreneurship Scale for University Students	Individual Sports	89	3,801	,519	1,755	,088
	Team Sports	111	3,665	,602		

The independent samples t test performed to determine whether there was a significant difference between two genders in terms of scores obtained from the entrepreneurship scale showed that there was a statistically significant difference between the genders. The "p" value was smaller than 0.05. Therefore, there was a difference between male participants and female participants in terms of entrepreneurial level. Table 3 shows this difference clearly. It is safe to say based on the data shown in Table 3 that male participants had higher entrepreneurial tendencies compared to female participants. For this reason, the hypothesis that "There is a significant difference between genders in terms of entrepreneurial tendencies" was accepted. The one-way analysis of variance (ANOVA) performed to determine whether there was a significant difference between age groups in terms of scores obtained from the entrepreneurship scale showed that there was a statistically significant difference between the groups.

entrepreneurial tendencies of the students attending the School of Physical Education and Sports. For this reason, the hypothesis that "There is a significant difference between students from different departments in terms of entrepreneurial tendencies" was rejected. The one-way ANOVA performed to determine whether there was a significant difference between grades in terms of scores obtained from the entrepreneurship scale showed that there was a statistically significant difference between the groups. The "p" value was smaller than 0.05. As shown in Table 6, the Junior students had significantly higher entrepreneurial tendencies compared to other groups. The Junior students was followed by the Senior students, while the Sophomore students had the lowest scores. Based on this result, the hypothesis that "There is a significant difference between students from different grades in terms of entrepreneurial tendencies" was accepted. The analysis showed that the Junior students had higher entrepreneurial

tendencies compared to other grades. The independent samples t test performed to determine whether there was a significant difference between branches in terms of scores obtained from the entrepreneurship scale showed that there was no statistically significant difference between the genders. The “p” value was greater than 0.05. In this context, there was no difference between participants who were engaged in individual sports and team sports in terms of entrepreneurial tendencies. For this reason, the hypothesis that “There is a significant difference between students from different branches of sport in terms of entrepreneurial tendencies” was rejected.

Conclusion and Recommendations

The purpose of this study was to reveal whether the entrepreneurial level of students attending the School of Physical Education and Sports, Istanbul Gelisim University varied based on their demographic characteristics. The t-test and ANOVA showed that there was a significant difference between genders, age groups, and grades in terms of entrepreneurial tendencies. The t-test and ANOVA also showed that department and branch of sports had no effect on entrepreneurial tendencies of the students. The Entrepreneurship Scale for University Students used in this study has a single-factor construct, and higher scores equal higher entrepreneurial levels. The results obtained in the study show that the students attending the School of Physical Education and Sports, Istanbul Gelisim University have high entrepreneurial tendencies. In our study, male students were found to have higher entrepreneurial tendencies compared to female students. Veciana (2005) reported that males were more determined and eager to start their own business after graduation. This result is consistent with our findings. Male students have higher entrepreneurial tendencies compared to female students. The Puerto Rico data of this study shows that, contrary to our findings, there is no difference between males and females in terms of starting a business. Örucü (2007) examined the association between entrepreneurial tendencies of Senior students from the Balıkesir University and familial factors, and found that male students had higher entrepreneurial tendencies compared to female students. This result is consistent with our findings.

Ayşe Yavuz and H. İbrahim Yavuz (2017) examined entrepreneurial tendencies of Taşkent Vocational High School students, and found no correlation between age and entrepreneurial level. This result is not consistent with our findings. In our study, it was found that students in the 18-24 age group had higher entrepreneurial tendencies compared to other age groups. Ayşe Yavuz and H. İbrahim Yavuz (2017) could not find a correlation between grade and entrepreneurial level. This result is consistent with our findings. In conclusion, entrepreneurial levels of the students attending the School of Physical Education and Sports, Istanbul Gelisim University were examined with respect to demographic variables and it was found that the students had relatively high entrepreneurial tendencies. As stated in the introduction section, entrepreneurship is of great importance for national economy and other factors related to it, and plays a significant role in national development. Entrepreneurs see what others can not and act on available opportunities. In addition to individual gains, entrepreneurs are important for their contributions to the country. They contribute to national economy by introducing innovations in production and technology or maintaining the current status, creating employment opportunities, socializing

the capital, and creating value as a result (Ekmekçi and İrmiş, 2013). Young individuals with entrepreneurial potential must be given opportunities and supported in every way. In this context, the concept of entrepreneurship should be given the necessary importance in universities and included in curricula. The university youth should be encouraged and supported in their entrepreneurial attempts.

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