

## **A Research On Determining The Effects of Entrepreneurship Tendencies of The Students Getting The Entrepreneurship Education: Sample of Honaz Vocational School At Pamukkale University**

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### **Extensive Summary**

#### **1. Introduction**

Entrepreneurship contributes to the vision of the country in many aspects not only helping decrease the effects of unemployment, create new jobs, supply production increase to solve socio-economical problems of developing countries, but also adding to the vision of the country regarding the international platform. One of the foundations adding to the vision of the country is the university. Thus, it is very important to see and lead the university students as potential entrepreneurs in terms of vision and problems of the country.

In the period of developing into information society from industry society, intense competition because of the need to bring that era , technological developments , changes and transformations forces the societies to use the limited resources at their disposal more efficiently and effectively. This obligation makes the entrepreneurs who needs to offer different, innovative goods and / or services go into a fast cycle bringing the factors of production for profit together. The facilities of the entrepreneurs becomes a factor in increasing the Gross national product of the countries in the informal (GDP) growth by providing the rise of production in general ; moreover, it is very important regarding the economies of the countries as they serve as a solution for unemployment by providing recruitment. Therefore, in many countries it is rapidly increasing importance of the entrepreneurship. Recently, the universities have been adding courses to the curriculum for entrepreneurship education as an indicator of giving

importance and trying to develop the vision and mission of becoming" Entrepreneurial University".

It is very important to look upon each student who steps into college as a candidate of entrepreneurs so that they can be aware of the potential problems that can equip them in the environment they live with the opportunity to convert knowledge and skills in addition to ensuring their growth encouraging creativity (Arslan, 2002, p. 3).

In the studies by Schumpeter, entrepreneurship has been tried to be explained as, innovation and technological inventions and subjects such as new products, new services, new processes, new sources of supply and the creation of new resources to create new markets have been given importance (Müftüoğlu vd., 2004, p. 4).

The factors effecting the emergence of entrepreneurship has been a subject of discussion recently. While some of the scholars focus on environmental factors such as family, education, culture and government, other focus on personality factors. Moreover, there are the ones who declare all the factors have an each role. The features of entrepreneurship also define that entrepreneurs have different features and capabilities compared to the ordinary ones (Soyly, 2011, p. 11). In the literature, it is repeated that entrepreneurs have common features in terms of their tolerance to the uncertainty, internal focus of control having high potential of risk taking with desire to succeed and independent work, successful in communication with others, having an innovative and over creative personality. Focusing on all the headlines, a field study has been conducted with the students taking entrepreneurship classes at Honaz Vocational College in Pamukkale University. Analyses have been made statistically regarding the entrepreneur personality features in order to analyse the tolerance of the students for uncertainty, taking risk, innovation, creativity, independence, the need for success, human relations internal control focus. As a result of the study the level of entrepreneurial training on the students' entrepreneurial orientation has been tried to be determined.

## **2. The Purpose and Scope of The Study**

The main aim of the study is to define the effects of entrepreneurship classes on the tendency of the students about entrepreneurship. The data of the study has been gained as primary data collected from the students attending Honaz Vocational School at Pamukkale University in the period of 2014-2015 education academic year by using survey. The survey was conducted in March 2015. The entrepreneurship course at Pamukkale University Honaz Vocational School has a total of 2230 students in five sections. 594 of them has been reached and the surveys have been analysed. This number constitutes 27% of the research universe. While determining the tendencies, the scale of Avsar (2007), "Investigation of Students Entrepreneurship in Higher Education Trends, Cukurova University Application", has been employed. The survey has two sections. The first section includes entrepreneurial characteristics and entrepreneurial trends, and the second section includes demographic features. The Evaluations were made according to the Likert scale 5. (Disagree 1, Less Agree 2, Moderately Agree 3 Agree advanced level 4, Agree on Maximum Level 5). The obtained data were analyzed using SPSS program. The reliability analysis has been conducted at the beginning of the study first. From the Question groups the questions have been chosen where Cronbach's alpha coefficient values are consistent (high value area from 0.60) such as Innovation, Success Needs, Communication and Creativity groups, On the other hand, some of the

question groups were excluded from the analysis part such as .Uncertainty Tolerance, Independence Needs, Internal Control and Risk Taking the focus groups because the value of Cronbach's alpha coefficient is lower than 0.60.

### **3. Method**

#### **3.1. Performing Normality Test**

The basic criteria in determining the statistical techniques to be used in the study is to decide on whether non-parametric analysis or parametric testing will be used. In order to use the parametric tests it must be tested to understand whether they provide some certain assumptions. One of the assumptions is normal scatter assumption. "Data are normally distributed" must be established in the form of acceptance of the hypothesis  $H_0$  for the implementation of Parametric tests. In case of not accepting the hypothesis, data needs to be applied the with the non-parametric test instead of parametric tests. One sample data Kolmogorov- Smirnov test was used to test the normality of the study.

When the test results have been analysed it is concluded that the p-value of as the questions in D, E, F, H group has been found as 0.000, as "The data are normally distributed" in the form of the established hypothesis  $H_0$  0.05 get a lower value than the calculated p-value ( $p = 0.000 < 0.05$ ) significance level and it hasn't been accepted, therefore the data should be applied to non-parametric tests.

#### **3.2. Statistical Methods and Obtained Results**

In this study, Kruskal-Wallis test statistic is used as one of the most widely applied non-parametric tests in order to determine whether there is a significant difference between variables.

4 Kruskal-Wallis test statistic with the following four hypotheses were tested.

$H_1$ : There is a significant correlation between whether to take entrepreneurship courses and creativity.

$H_2$ : There is a significant difference between taking entrepreneurship courses and innovation.

$H_3$ : There is a significant correlation between whether to take entrepreneurship courses and human relations.

$H_4$ : There is a significant correlation between whether to take entrepreneurship courses and the need for being successful.

Here are test results obtained from Kruskal Wallis statistics,

When the order averages calculated for creativity have been analysed, it is seen that the students taking entrepreneurship classes are more creative than the students who don't take these classes; namely, getting entrepreneurship courses is seen as an effective factor in terms of the students' being creative. The results show that the order average of the students' creativity taking entrepreneurship classes (324,83), is higher than the order average of the students' creativity not taking entrepreneurship classes (278,88). Moreover, there is a statistical significant difference 0,05 ( $p = 0,029 < 0,05$ ), ( $\chi^2_H = 7,053 > \chi^2_T = 5,99$ ) between the average order of the students' creativity depending on whether taking entrepreneurship classes or not.

When the estimated average order for innovative dimension has been analysed it is clearly observed that the students taking entrepreneurship classes have more innovative ideas than the students who don't take these classes. Moreover, the results show that the average order for innovation regarding the students taking entrepreneurship courses (333,45) are more than the average order for innovation regarding the students taking entrepreneurship courses (279,02). When the values of p and chi-square have been analysed there is a statistical significant difference 0,01 ( $p = 0,008 < 0,01$ ), ( $\chi^2_H = 9,751 > \chi^2_T = 5,99$ ) between the average order of the students' innovation depending on whether taking entrepreneurship classes or not.

When the estimated average order for human relations dimension has been analysed the average order taking entrepreneurship classes have a higher value (307,76) than the average order of the students not taking entrepreneurship classes (290,33). It means that the course of entrepreneurship is a significant factor for communication. On the other hand, when the values of p and chi-square have been analysed there is not a statistical significant difference ( $p = 0,600 > 0,05$ ), ( $\chi^2_H = 1,021 < \chi^2_T = 5,99$ )s between the average orders.

When the estimated average order for need for success dimension has been analysed the average order taking entrepreneurship classes have a higher value (317,00) than the average order of the students not taking entrepreneurship classes (281,30). The results show that entrepreneur classes have an effect on the students' motivation regarding the need for success. When the values of p and chi-square have been analysed there is not a statistical significant difference ( $p = 0,100 > 0,05$ ), ( $\chi^2_H = 4,605 < \chi^2_T = 5,99$ ) between the average orders.

#### **4. Results and Suggestions**

This study has been conducted in order to determine the effect on entrepreneurial orientation and entrepreneurship training. An application including the students at Honaz Vocational School in Pamukkale University has been conducted. Kruskal-Wallis test as one of the most commonly used nonparametric tests has been applied on data obtained from the survey.

The results obtained from the test statistics are summarized below.

When the creativity of the students have been analysed comparing the students taking entrepreneurship course with the ones who don't take it, it is concluded that the students taking entrepreneurship courses have more creative ideas than those who don't take it.

Similarly, when the innovative ideas of the students have been analysed comparing the students taking entrepreneurship course with the ones who don't take it, it is concluded that the students taking entrepreneurship courses have more innovative ideas than those who don't take it.

Moreover, the dimensions of human relations and need for success have been handled comparing the students taking entrepreneurship course with the ones who don't take it, It hasn't had a significant result statistically although the students taking the course have an awareness.

Students should be directed to the labor market according to their interests and projects. Successful entrepreneurs from different sectors should be invited to an important part of the course. Sector practice, businessmen and sample stories can be inserted into the scope of entrepreneurship courses for the interaction with students (Bozkurt and Alparslan, 2013, s. 22).

Regardless of the field of entrepreneurship, education for all faculties and schools should be put in practice and of entrepreneurship -based curriculum should be promoted which is of great importance. Moreover, KOSGEB, TEO, development agencies and so on. Should provide training for organizations promoting entrepreneurship in schools and colleges and notify the support and incentives as it is considered that students will make a significant contribution in the development of the entrepreneurial culture.

This study shows that the tendency of the students taking the entrepreneurship should be increased as it has a positive effect on awareness of the students. In order to confirm this situation, more applications should be performed in different foundations and more developed platforms, and it is important that the measurements which all the factors of entrepreneurship could be included must be done. Thus, the literature should be enlarged in this subject and the training of entrepreneurship should be developed in terms of quality and quantity in order to make better contributions.