

Who Should Provide Education For Entrepreneurship? An Evaluation Of Government-Led Entrepreneurship Education Programs In Turkey¹

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Abstract

The aim of this study is to evaluate the state-dominant position of entrepreneurship education in Turkey and to reveal whether the government institutions which mainly carry out entrepreneurship education provide expected economic and social outputs. Within this scope; by using phenomenology design, a qualitative research was carried out with 44 professional and experts who are informed in entrepreneurship ecosystem in Turkey. In addition, a survey with 111 participants among attendants of KOSGEB Applied Entrepreneurship Education and a qualitative research with 12 of these trainees was performed in order to examine the data obtained from quantitative research in depth as well. As a result of the research, it has been found out that the success of the government efforts is suspicious in entrepreneurship education regarding to the intended results and that the role of non-governmental and private institutions in entrepreneurship education should be more efficient.

Keywords: Entrepreneurship Education, Market Economy, the Role of Government in Entrepreneurship Education, Public Efforts

1. Introduction

It is generally accepted that the term entrepreneur had been named in economics literature first by Richard Cantillon as the person who “*would buy products at a fixed price, have them packaged and transported to market and sell them at an unpredictable, uncertain price*” and who “*took advantage of these unrealized profit opportunities...*” (Landström 2010, p. 28). Another early and important figure in the area of entrepreneurship, Jean Baptiste Say points out the risk taking feature of the entrepreneur. The Austrian tradition, beginning with Carl Menger, indicating the exploration of the market disequilibria and works of J. Schumpeter, pointing out the creation of the market disequilibria, have been the major contributions to the entrepreneurship field later on (Corbetta, Ravasi and Huse, 2004, p. 2-3). Since the

¹ This paper is mostly based on the data used in the dissertation thesis which is submitted by Ş. Özdemir and supervised by H.B.

concept of entrepreneurship has been an area of interest among various disciplines such as sociology of work, psychology and economics, there are different meanings assigned to entrepreneurship in related literature as well (Hagan, 2004, p. 18). In this sense, the traditional entrepreneur is a person who starts a business, for example Cantillon sees any self-employed man as an entrepreneur (Fortner, 2006, p. 27). Today, along with the understanding of classical tradition, risk-taking, innovativeness and proactiveness can be seen as the main features of the entrepreneurship (Corbetta et al. 2004, p. 3)

Entrepreneurship is a hot topic because of its assumed favorable impact on economy as a whole. There are numerous studies indicating the role of entrepreneurship on economic growth and development (for example, Carree and Thurik, 2003; Kuratko, 2005; Acs and Armington, 2006; Schroeter, 2009; Naude, 2010). So most of the governments have policies toward fostering entrepreneurial culture and hence providing entrepreneurship education to achieve a more dynamic and growing economy.

Governments influence the level of entrepreneurship in different ways by direct specific precautions or indirect and general decisions (Verheul, Wennekers, Audretsch and Thurik 2001, p. 17). But, despite the common belief, this impact should not always need to be positive. For example Shane (2009, p. 145-146) argues that the government support for newly established firms is an unfavourable government policy and mostly a waste of money. By providing examples from USA, Germany and France, he suggests states to “stop subsidizing the formation of the typical start-up and focus on the subset of businesses with growth potential.”

Again, any type of entrepreneurial activity encouraged and backed by government policies will most likely direct the entrepreneurs towards these benefits (Çokgezen, 2012, p. 19). In another study Baumol (1990) argued that entrepreneurship will not always lead to innovation and development. Accepting the fact that the concept is important, Baumol (1990) asserts that entrepreneurship could harm the economy by creating disruptive activities if the necessary conditions for the formation of productive entrepreneurship are not met. Those who advocate a free market model for a more dynamic economy, state that governments are engaging in inadequate activities and that the dimensions of the government and their role should be reduced (Hughes 2014, p. 53-54).

When entrepreneurship education is evaluated from the perspective of the role of the government, it appears that there are three different versions of entrepreneurship education in the world. Firstly, the countries where mainly non-governmental sources are used, and state intervention in entrepreneurship education was kept at a minimum level. Secondly, the countries that have started to include non-governmental resources in their entrepreneurship education activities, realizing the poor outcomes of entrepreneurship education activities directed by government institutions. The third, the countries where entrepreneurship education is mainly carried out by the state. The United States is at the forefront of countries where entrepreneurship education activities are least intervened by the state; and entrepreneurial education activities are predominantly conducted under the leadership of non-governmental bodies.

Entrepreneurship education programs in the US are supported and developed by federal, state and local governments, academic institutions, nonprofit organizations and private institutions. In the US, in entrepreneurship education resources of academic

institutions, nonprofit institutions and private institutions seem to be used predominantly and the government tends not to engage in entrepreneurship education (Peña et al. 2010, p. 7-14). For example, the Kauffman Foundation, which starts or strengthens entrepreneurship education programs, spends large amounts of money to enable thousands of students, teaching staff, and managers in colleges and universities to see their own knowledge and resources from a more entrepreneurial perspective (Torrance 2013, p. 2-5).

Entrepreneurship education programs, which have been started during the election periods of the states, constitute some examples for the entrepreneurship education activities subsidized by the state in the US. In the election period, as people are interested in economic growth and job creation expectation, many educational institutions issue directions on entrepreneurship education and programs are opened. However, the vast majority of these activities are not meticulously assessed by local authorities and their results are not monitored (Peña, et al. 2010, p. 8-9). European countries can be the example to the second group that countries started to include non-governmental resources in their entrepreneurship education activities, seeing that the outcomes of entrepreneurship education activities with government involvement after long-term were not at the desired level. Compared with the US, it is seen that activities are controlled more and more by the state, with a weak entrepreneurship education environment (Guzman and Liñán 2005, p. 15).

In many universities in the United States, entrepreneurship centers and entrepreneurship chapters are financed by outsources led by graduates, and it is seen that these resources are more financed by the state in Europe (Wilson, 2008, p. 11-12). Many major universities in Europe have been reluctant to provide entrepreneurship education, for reasons such as the state's dominance in activities and the lack of flexibility of curricula and the need for national changes to make changes in curricula. In a similar way, universities are not in a position to provide instructors to be entrepreneurial educators or consultants (Guzman and Liñán 2005, p. 15). On the other hand, in the majority of Asian and African countries, which started entrepreneurship education later than the US and Europe, it is seen that entrepreneurship education is mainly carried out with government resources.

The outcomes of governmental and non-governmental resources directed to the entrepreneurs is a much debated issue. Hellman&Puri (2000, p. 980) found out the importance of venture capital in startups and growth, while Wilson (2011) and Ramadani (2012) remarked on the impact of angel investors and Kerr and Nanda (2009) indicated the role of financial institutions those would enable entrepreneurs to reach funds to foster the innovation process. While the belief towards government supports and their positive impact on entrepreneurs to cope with certain financial obstacles is common, some refer to the possible problems arising from manipulation of such government grants and incentives by powerful politicians and lobbying groups (Hall and Sobel, 2006, p. 8). Lerner (1999, p. 312), indicated the low relationship between government funds and growth and employment except for a few regions and high technology firms, along with the degeneration in selection processes and its negative effects on firms those could not reach these grants. Similarly, Bartik & Bingham (1995, p. 20) emphasized the inefficiency of such programs and the subjective evaluation of entrepreneurs due to political concerns.

In this context, entrepreneurship education in Turkey is realized within the third framework defined above, which is mainly carried out by the government. Historically, the efforts to train entrepreneurs can be handled in the context of economics and business education in general. The business education with an emphasis on self-employment in Turkey started with the establishment of Hamidiye Ticaret Mektebi - *Hamidiye Trade School*- in 1883 (the first graduates had been expected to start their own businesses but all of them applied to government bureaus to become officials). Then in 1938, İstanbul İktisat ve Ticaret Mektebi, -*Istanbul Economics and Trade School*-, in 1944 İzmir İktisadi ve Ticari İlimler Akademisi -*Izmir Economics and Commercial Sciences Academy*- and İşletme İktisadi Enstitüsü -*Institute of Business Economics*- under the İstanbul University Faculty of Economics in 1954 were established (Stone, 1954; Oluç, 1972; Üsdiken, 2003; Güvemli, 2003; Özkul, 2012). Of course, the courses in the curriculars were mostly business administration courses which were partly related to entrepreneurship education. After 1980's with the wide spreading discourse toward supporting entrepreneurship, government efforts became clear and while the entrepreneurship courses were rare until the end of 1990's, along with the increasing number of universities in Turkey, today entrepreneurship courses are very common in Turkish higher education system, even in some universities there are independent Entrepreneurship departments as well.

The government bodies toward supporting entrepreneurship have existed since 1973 and these agencies also provided education activities toward small and medium sized enterprises. In 1990, these offices were gathered up under the name KOSGEB² as the main government body to coordinate the entrepreneurship and small business affairs in Turkey (KOSGEB, 2008, p. 2-3). And since 2010³, KOSGEB Applied Entrepreneurship Education program has been organized for entrepreneurs to obtain required knowledge and skills in business establishment and execution and to acquire knowledge and experience that will enable them to recognize their roles and responsibilities and prepare a business plan for their own business ideas (KOSGEB 2018a).

After accomplishing the KOSGEB applied entrepreneurship educations program successfully, those who want to start their own business are awarded certain amounts of non-refundable funds for their start up expenses in case their projects are accepted. In addition, there are non-refundable funds for the start-up machinery, equipment, office equipment and software support, along with operating expenses (about TL 50.000 non-refundable). In addition, within the scope of fixed investment support, TL 100.000⁴ is provided with repayment for machinery, equipment and software to be purchased within 24 months from the date of establishment the enterprise (KOSGEB 2018b). As of the year 2016, since 2010, about 450.000 Turkish citizens participated in entrepreneurship education programs within six years and about five percent of these participants, 25.000

2 KOSGEB (Küçük ve Orta Ölçekli İşletmeleri Geliştirme ve Destekleme İdaresi Başkanlığı-Small and Medium Sized Enterprises Development and Support Agency <http://www.kosgeb.gov.tr>) is the government institution in charge of supporting entrepreneurship, small and medium scale organizations in Turkey.

3 The most recent revised version of KOSGEB Entrepreneurship Support Program Application Rudiments was issued on 28th December 2017 (http://www.kosgeb.gov.tr/Content/Upload/Dosya/Giri%C5%9Fimcilik/02.01.2018_GI%CC%87RI%CC%87SI%CC%87MCI%CC%87LI%CC%87K_DESTEK_PROGRAMI.pdf)

4 About USD 30.000

entrepreneurs benefited grants reaching an amount of TL 440 Million (about USD 120 million) as to the press release of KOSGEB administration (Hurriyet Newspaper, 31.05.2016).

According to the recent rudiments (KOSGEB, 2018), the entrepreneurship programs can be designed by KOSGEB itself, by KOSGEB approved education programs and KOSGEB approved university courses on entrepreneurship. Despite many other government programs providing financial benefits to the entrepreneurs and business world, the main support program linked to an entrepreneurship education program in Turkey is KOSGEB Applied Entrepreneurship Education program. So, we are interested in the efficiency of this program and we will discuss the outcomes of the Entrepreneurship Education program in the next part of the paper.

2. Materials and Method

The problem of this research is to reveal whether the economic and social aims of government institution in charge of carrying out entrepreneurship education is realized so far. Since the aim of the research is to obtain a deeply understanding of the entrepreneurship education phenomena, we used a mixed research design including deep interviews with people who are experts in entrepreneurship and entrepreneurship education field in Turkey and some entrepreneurship education attendants along with a quantitative survey including 111 participants of entrepreneurship education.

Quantitative and qualitative research methods are used together for a better understanding of social phenomena in mixed research (Arthur 2013, p. 147). Mixed method also enables researchers to develop strong, robust and content-rich data. By using mixed research method, the perspectives about the phenomenon that the researcher works on is expanded and enriched (Böke, et al. 2009, p. 412). As the qualitative research; we used phenomenological design (for a detailed analysis see Høffding and Martiny, 2016) since the case focuses on phenomena in which we are aware but we do not have an in-depth and detailed understanding. “The phenomena can emerge in various forms, such as events, experiences, perceptions, orientations, concepts and situations in the world we live in. We can encounter these phenomena in various ways in our daily lives. But this familiarity does not mean that we fully understand the facts. It is intended to investigate events that we are not entirely unfamiliar to us at the same time” (Yıldırım & Şimşek 2008, p. 73). And as is stated by Engander (2012, p. 17), “...in a phenomenological study the research question focuses on discovering the meaning of a phenomenon.” So, carrying out a qualitative research with the phenomenology design along with a quantitative survey was preferred in order to evaluate the state-dominant case of entrepreneurship education in Turkey in depth. Because the phenomenon is thought to be compatible with this study, the study area that can be summarized above is the focus of the above-mentioned ‘people are aware, but they do not fully understand or have no detailed knowledge’.

The research consists of three steps in this regard. In the first phase; 44 participants consisting of angel investors, politicians and bureaucrats -who take and implement entrepreneurship education decisions-, entrepreneurship educators, researchers and academicians who are experts in the subject, took part in the qualitative research.

In the second step, after evaluating the results obtained from the first qualitative research, a survey designed based on the first qualitative research data in order to determine whether economic and social outputs expected from the state dominant entrepreneurship education are achieved. The quantitative research was carried out by using the survey on 111 participants among attendants of KOSGEB Applied Entrepreneurship Education in the Central Anatolia Region, Turkey who established and continued their own business, established and closed their own business, and established and developed their own businesses and could not build their own businesses.

In the third step, in order to examine the data obtained from the quantitative research carried out in the second stage in depth, a qualitative research has been conducted with 12 participants who established and continued their own business, established and closed their own business, and established and developed their own businesses and could not build their own business among individuals, who attended KOSGEB Applied Entrepreneurship Education.

We performed thematic analysis as one of the qualitative data analysis methods. Every interview was listened repeatedly and the interviews were scripted by the researcher. The created text files were prepared and coded as separate pages for each interview. The generated codes were merged to create themes. In the analysis of qualitative research data, Nvivo 10.0 qualitative data analysis program, which is a software program used in the storage and analysis of data in qualitative and mixed researches, is used. SPSS 20 software was used for the analysis of quantitative research data.

3. Results

3.1. Findings of the First Qualitative Research

In the first qualitative research, the question directed to the 44 participants of interest and expertise in entrepreneurship education in Turkey was “What is your opinion about providing and financing entrepreneurship education efforts: should the government dominate it, or should it be mostly carried out by private institutions”. The analysis of the data obtained from the interviewers revealed three main themes: "state dominated, public private partnership, no state intervention" (Figure 1).

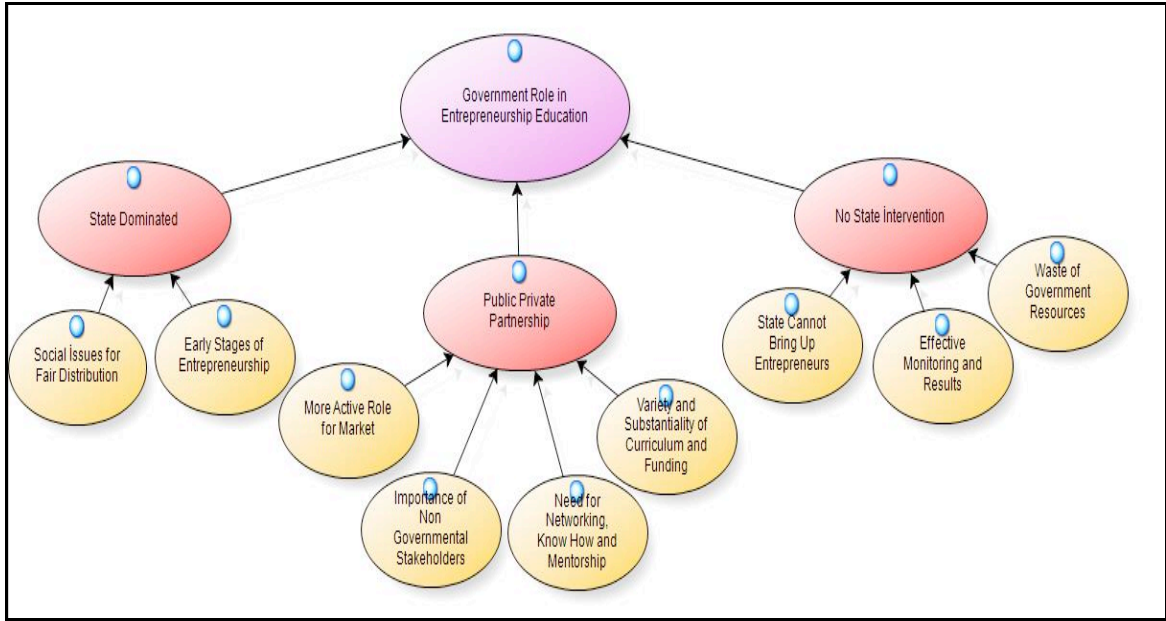


Figure 1: Three main views of government role in entrepreneurship education

Participants supporting the government dominance in providing and financing entrepreneurship education efforts acknowledged that, in general, entrepreneurship education is a mechanism actually needed to be performed by the state actors, especially in countries where the entrepreneurial culture has just been developing. However, they explained that government must maintain entrepreneurship education until non-state actors such as angel investors reach the maturity level. Some participants expressed that the state must be the major actor in entrepreneurship education in order to ensure social stability and a fair distribution of resources, since they argued that the state is the only source to deliver the entrepreneurship education to all individuals in society on an equal basis that will allow everyone to benefit.

The second group of the participants stated that entrepreneurship education would be successful only if everyone in the entrepreneurship ecosystem played its role accurately. They also pointed out that public-private partnership should be favored instead of the government domination or just the private actors providing entrepreneurship education.

The third group expressed that non-governmental organizations would be better off in entrepreneurship education and would have more effective results, as they are more flexible than the state, they can make decisions faster, they have a variety of resources and they have experience about entrepreneurship. These participants point out a conceptual and natural conflict for government intervention that the entrepreneurs are the major players of the free market which should be safe from government regulations. Another issue of conflict which is stated by some of the participants is the government's lack of knowledge about the characteristics of entrepreneurs needed in the market and necessary conditions for them to be successful. In this context, some participants reported that they have very serious doubts about educating successful entrepreneurs with formal entrepreneurship education and stated that formal entrepreneurship education in Turkey is not effective at all.

3.2. Findings of Quantitative Analysis of Education Attendants

In this part, the results of the quantitative analysis conducted with 111 people who took part in KOSGEB Applied Entrepreneurship Education programs to determine whether economic and social outputs are expected from government-supported entrepreneurship training with questioning and testing of the validity of the results obtained from the first qualitative research mentioned in part 3.1. The demographic data is given in Table 1.

Table 1: Demographic information of quantitative research participants

	Frequency	Percent (%)		Frequency	Percent (%)
Gender			Marital Status		
Male	66	59,5	Married	69	62,2
Female	45	40,5	Single	42	37,8
Total	111	100,0	Total	111	100,0
Age			Graduation Status		
20-25	18	16,2	Primary school	13	11,8
26-30	39	35,1	Middle School	15	13,5
31-35	21	18,9	High school	40	36,0
36-40	12	10,8	Associate Degree	11	9,9
41-45	12	10,8	Undergraduate	29	26,1
46+	9	8,2	Postgraduate	3	2,7
Total	111	100,0	Total	111	100,0

According to the figures given in Table 1, 81 percent of the participants are under the age of forty years -relatively young people- and only 28,8 percent have an undergraduate or postgraduate degree.

The averages of the statements indicating the reasons for attending the KOSGEB Applied Entrepreneurship Education program are shown in Table 2. Each item has a score ranging between 0-10, where the minimum value is zero and maximum is ten.

Table 2: Mean scores of the statements representing the reason for attending the KOSGEB Applied Entrepreneurship Education

Reasons for attending the education	Mean	Standard Deviation
To get the promised financial support at the end of the education	8,0901	2,79464
To improve skills for entrepreneurship in general	5,9550	3,20337
To obtain necessary information to start a business	5,9550	3,27633
To improve the skills required to start a business	5,9455	3,22785
To obtain necessary information for growing an existing business	5,8559	3,36519
To have the certificate of education for further needs	5,2342	3,87522

According to Table 2, it is clear that participants mostly attended KOSGEB Applied Entrepreneurship Education program in order to get the promised financial support at the end of the process, rather than learning how to do the business plan, developing business ideas and developing their entrepreneurial skills.

Then we simply tried to see whether the results are varying for all participants or not, we identified the success and failure criteria for the participants. We named the participants who has started or improved their own businesses after the education as

successful, “success”, and the others who did not start a business at all or close it down after the education process as failed, “failure”. Independent sample t test results are shown in Table 3.

Table 3: T Test Results on the Reasons for Successful and Failed attendants in Entrepreneurship Education after KOSGEB Applied Entrepreneurship Education

Reasons for attending the education		N	Ort	S.D	t	df	P
To get the promised financial support at the end of the education	Success	47	7,3404	3,45956	-2,299	69,243	,025*
	Failure	64	8,6406	2,04215			
To obtain necessary information for growing an existing business	Success	47	6,3830	3,22054	1,421	109	,158
	Failure	64	5,4688	3,44097			
To improve skills for entrepreneurship in general	Success	47	6,1915	3,19400	,665	109	,507
	Failure	64	5,7813	3,22426			
To have the legal certificate of education for further needs	Success	47	6,8723	3,39192	4,079	109	,000**
	Failure	64	4,0313	3,78790			
To obtain necessary information to start a business	Success	47	6,3830	3,19343	1,182	109	,240
	Failure	64	5,6406	3,32555			
To improve the skills required to start a business	Success	47	6,5106	3,11987	1,597	108	,113
	Failure	64	5,5238	3,26693			

According to the data provided in Table 3, while the motivation for attending the entrepreneurship education does not differ in case of having required skills and knowledge for starting a business and about entrepreneurship in general, the scores for attendants of the entrepreneurship education, who have failed to sustain their startups and succeeded, differ for the statement “*to get the promised financial support at the end of the education*”. The scores of failed entrepreneurs are significantly higher than the successful entrepreneurs ($p < 0.05$). This may be elucidated by the likelihood that the successful attendants are more goal oriented and the rest are motivated mostly by financial benefits.

And when the case is to obtain the legal certificate for attending the education, “*to have the legal certificate of education for further needs*”, again the successful entrepreneurs are more motivated to get this certification compared to the failed ones ($p < 0.01$). On the other hand, in general the financial benefit is the most important factor of training attendance for both groups.

3.3. Findings of Second Qualitative Research on Education Program Attendants

As the second qualitative research, we chose 12 individuals among the 111 participants mentioned in the section 2, and asked some detailed questions in order to get their opinion about the entrepreneurship education provided by government institutions. The first question directed to the participants under the second qualitative research is “Why did you attend to the KOSGEB Applied Entrepreneurship Education Program?”. In this context, we got five sub-themes; “to provide capital for my business”, “for the possible use of the certificate for future purposes”, “to improve the existing business”, “to get ready for starting a business” and “because of the common belief that financial benefits will be provided to all attendants” (Figure 2). A significant portion of the participants stated that they consider starting a business, or they have a ready to start business before joining the entrepreneurship education program, but they don’t have the required capital in this process. The other reasons stated by participants are the desire to be free and to work alone on their behalf, only to have a job since they

are long term unemployed, to start or improve their own businesses. This group of participants mostly emphasized the importance of obtaining the financial benefits offered by the government.

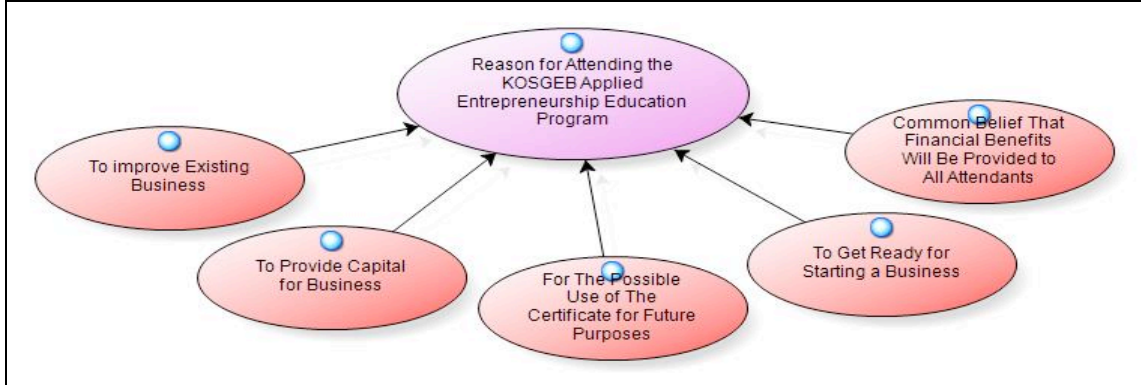


Figure 2: The Reason for Attending the KOSGEB Applied Entrepreneurship Education Program

The second question is "Did your knowledge and skills about entrepreneurship change after attending the KOSGEB Applied Entrepreneurship Education Program?" Two main themes are gathered in this case including "changed" and "not changed" (Figure 3). A small number of participants reported that KOSGEB Applied Entrepreneurship Education increased their courage to start their own business and that they had learned the basics to start a business. The participants who have an existing business and recently started a business expressed that they had the motivation and required skills thanks to their former job experiences and they also stated that KOSGEB Applied Entrepreneurship Education did not derive a significant difference. The details of the opinions can be seen in Figure 3.

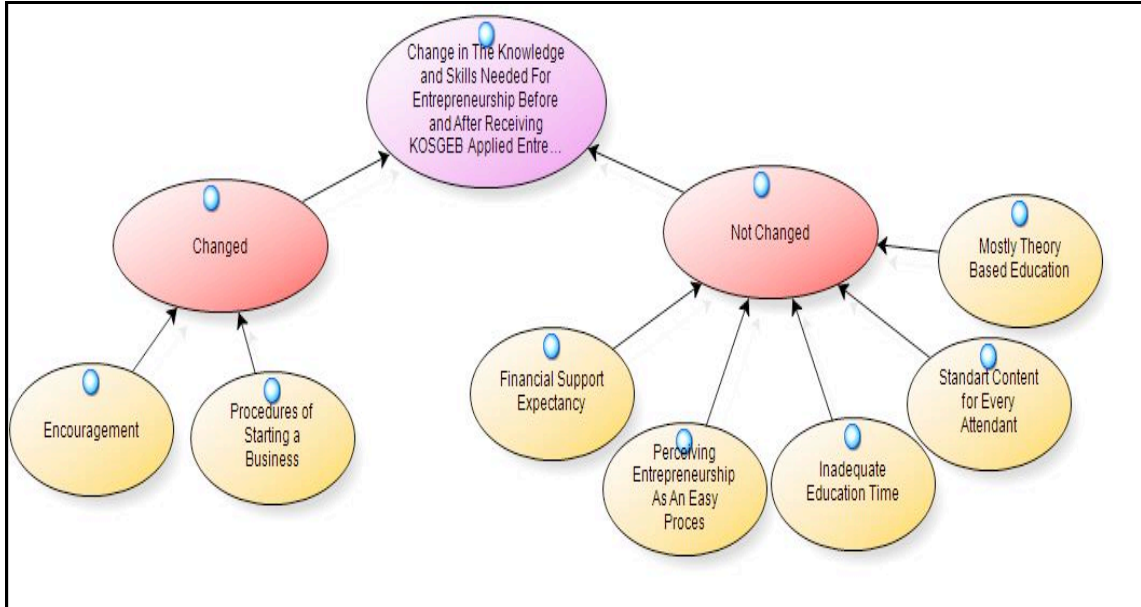


Figure 3: Views on change in the knowledge and skills needed for entrepreneurship before and after receiving KOSGEB Applied Entrepreneurship Education

After accomplishing the program, the participants who started their own business and then closed it down, reported that the context of the courses was significantly different from the real world processes. They also stated that only getting the financial support is not enough to be a successful entrepreneur and they noted that they lost their motivation to take part in another entrepreneurial experience.

The third question asked to the participants is "What is the contribution of KOSGEB Applied Entrepreneurship Education to your start up and survival processes?" The responses were analyzed under two headings; "the context of entrepreneur education" and "financial support" (Figure 4).



Figure 4: The contribution of KOSGEB Applied Entrepreneurship Education to your start up and survival processes

Participants expressing their views in terms of the context of entrepreneurship education, stated that KOSGEB Applied Entrepreneurship Education program did not provide significant benefits in coping with the problems faced in starting and developing their own businesses. They also reported that they solved the problems by their own experiences gained at early ages in the market.

In the context of financial support, the participants who started their own business and grew it, stated that the promised financial support at the end of entrepreneurship education positively contributed in overcoming the financial barriers associated with establishing and maintaining their own businesses and sustain it. Those who failed to start and grow their businesses or had to close it down have an unfavourable approach to the provide financial support. Those who had to close down their businesses stated that they had no intention of becoming an entrepreneur before hearing the promise of financial support given at the end of KOSGEB Applied Entrepreneurship Education. Moreover, they expressed that the financial support overshadowed the fact that entrepreneurship is a difficult process and this support may cause a false perception that anyone can be an entrepreneur who had this financial support.

An important issue is about the business plans that any participant should prepare at the end of the program in order to have the right to obtain the financial support. So, the fourth question asked to the participants is about "the consistency between the information included in the business plan presented to KOSGEB and the actual processes which carried out in the real world". The data within this scope are examined under two headings; positive views and negative views (Figure 5).

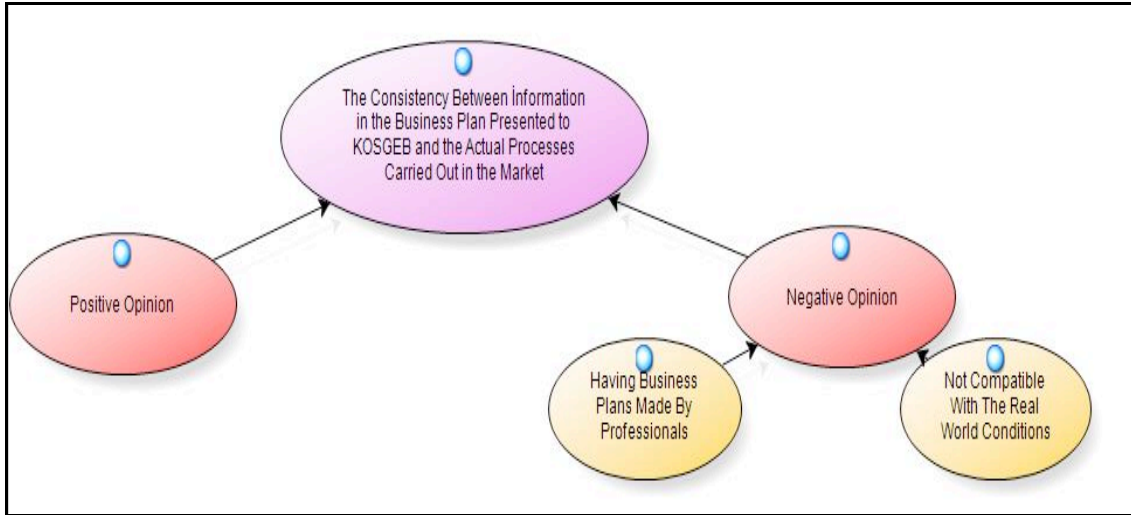


Figure 5: The consistency between information in the business plan presented to KOSGEB and the actual processes carried out in the market

A significant portion of the respondents reported a negative opinion in this regard. Most of the participants who completed entrepreneurship education program have their business plans made by individuals or companies with expertise in this field and these people generally guarantee obtaining the financial support of the government in case of using their business plans. Also, the participants indicate that these business plans generally do not comply with the market realities.

The last question is about the intention of starting a business whether they not attend to government provided entrepreneurship education program. The respondents were examined in three parts, including the ones who succeeded in starting and growing a business, who could not start a business and who closed down the existing business (Figure 6).

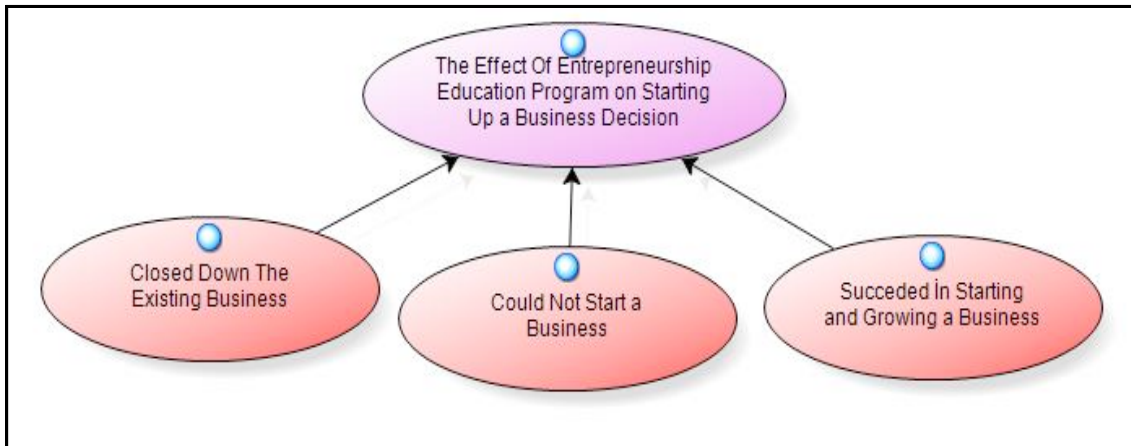


Figure 6: the intention of starting a business whether they not attend to government provided entrepreneurship education program

All of the participants who started and grew a business said that there would be no change in their entrepreneurial intention if they did not participate in the government provided entrepreneurship education program, and their main motivation in attending the courses is the promised financial support. Those, who started and close down the business, reported disappointment about the program that KOSGEB Applied Entrepreneurship Education can not simulate the actual market environment and they

have learned the market rules after starting the business. Some of the participants, who could not start a business after participating in entrepreneurship education courses, stated that entrepreneurship education did not provide an extra benefit, knowledge or skill to enable them starting a new business. Some of them, on the other hand, said that they gained the courage and motivation to start a business with entrepreneurship education and they also said that in the case they receive financial support, it will help them to start their own business sooner.

4. Discussion

Findings of our first qualitative research suggest that a group of experts proposing a dominant role for government in training the people to be entrepreneurs, to start their own businesses and provide financial support to small and medium sized enterprises by intervening in the economy actively especially in countries like Turkey where the entrepreneurial culture is relatively weak and state dominance is widespread. A second group of experts indicated that such education programs should be undertaken by government and private actors jointly referring to the entrepreneurship ecosystem. The third group expressed that non-governmental organizations would be better off in entrepreneurship education and would produce more effective results, as they are more flexible than the state, they can make decisions faster, they have a variety of resources and they have experience about entrepreneurship. These participants point out a conceptual and natural conflict for government intervention that the entrepreneurs are the major players of the free market which should be safe from government regulations by referring to a very basic principle of market economy. They point out the government's lack of knowledge about the characteristics of entrepreneurs needed in the market and necessary conditions for them to be successful. So, a number of participants have very serious doubts about educating successful entrepreneurs with formal entrepreneurship education and stated that formal entrepreneurship education in Turkey is not effective at all.

Our further quantitative survey complies in general with the experts in the third group. A questionnaire which is executed among 111 KOSGEB entrepreneurship education participants shows that most of the program attendants were motivated by the promised financial benefits (about USD 25.000-30.000 by the end of year 2017 in Turkey) rather than the promised skills and knowledge to be obtained by participating in the programs. An interview with 12 entrepreneurs among these 111 participants also supports the possible problematic side of government controlled entrepreneurship education.

Keeping the fact that the entrepreneurship education programs and entrepreneurship courses, in general, produce positive perceptions toward entrepreneur and entrepreneurship (for Turkey, e.g. Akın and Demirel 2015) in mind, our results are supported by studies such as Duze (2010) arguing that the state provided entrepreneurship education may lead to many problems such as favoritism, laziness, and extravagance and the entrepreneurship education funded by the state will only be successful in the case of disposal of these negativities, Guzman and Linan (2005) and Charney and Libecap (2000) reporting that many European countries turn to non-government sources as they could not get the desired results from mainly state funded entrepreneurship education, Wilson (2008) indicating that entrepreneurship education activities in the United states funded mainly by non-state for the institutions and the state has the minimum effect so that it is more successful than European countries,

Ruskovaara et al. (2015) and Hynes and Richardson (2007) stating that the stakeholders should take an active role in entrepreneurship education.

In a similar manner, findings of this study are also supported by studies of Pittaway and Hannon (2008) indicating the state resources would remain inadequate for entrepreneurship education and Potter (2008) reporting that the US exhibits a more pragmatic approach to entrepreneurship education compared to Eastern and Central Europe countries, the system of the United States creates more positive results compared to Europe due to diversity in external resources, especially the new member states into the European Union, needs to incorporate private sector sources to the process. Hall and Sobel (2006) reported that grants and credit facilities subsidized by governments led to the emergence of many new problems instead of being effective in overcoming obstacles faced by entrepreneurs due to strong lobbying groups and manipulation by politicians. Bartik and Bingham (1995) stated the government given funds are not assessed objectively because of political concerns so they are ineffective and away from productivity. Our findings are mostly in parallel with the results of the studies above.

5. Conclusion

As the conclusion, based on the fact that the nature of the state (namely state officials) is not suitable to decide and act as an entrepreneur, governments are not expected to have a major role to provide entrepreneurship education. Entrepreneurship education provided by non-governmental and private organizations are supposed to be more effective and compatible with the realities and logic of the free markets. So, when the case is for entrepreneurship education, we can suggest three points to be taken into account in order to design entrepreneurship education;

First, the quality of the entrepreneurship education is an important issue. When the government plays a major role in entrepreneurship education, private actors and other stakeholders in the entrepreneurship ecosystem can not get involved enough in entrepreneurship education. Government driven education renders the education provided by the non-governmental institutions insignificant due to the certification and financing issues provided only by the government authorities. Besides, the state backed activities may cause an artificial demand for entrepreneurship education which reduce the quality of education processes. Also, government provided education has limitations in the curriculum and funding and does not meet knowhow, networking and mentoring needs and may cause lack of qualified instructors. In short, the statist point of view generally do not comply with free market conditions and may cause waste of government resources

Secondly, the financial support to the entrepreneurship education attendants may have some problematic outcomes. In general, financial support provided at the end of entrepreneurship education may lead to unfair competition, government financing may create interest groups and mostly awake people benefits from government resources who possibly have strong links with state bureaucracy and politicians. Also, government financing generally causes to the fact that people participate to the programs just for financial support rather than gaining the skills and knowledge required to start a business.

Finally, the very nature of bureaucracy and politics should be taken into account. Any bureaucratic process -beyond the ideological debates- may cause ineffective follow-up and evaluation, vested interests may arise if entrepreneurship education

programs is continued only by the government institutions and these efforts will probably be used primarily for political and populist objectives rather than economic benefits of the country.

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