

The Impact of Entrepreneurship Training on the Entrepreneurial Tendency of University Students: A Research on Firat University Faculty of Economics and Administrative Sciences Students*

ABSTRACT

Entrepreneurship education is one of the ways to activate the entrepreneurial potential that is found in individuals. It is important that the young people who make up the future of the society reveal their entrepreneurial sides through the entrepreneurial education that they get. Today, different institutions give entrepreneurial education for young people. The contribution of the entrepreneur education to young entrepreneurship is positive. The young people, whose entrepreneurial aspects are brought to the forefront, make great contributions to the economic development of the country. Young entrepreneurship has become an important concept in every aspect regarding the future of countries. The purpose of this study, the effects of entrepreneurship education, which was aimed at young people, on the entrepreneurship levels of university students were examined. Survey method was preferred as research method in the study, and "University Student Entrepreneurship Scale", which has been determined reliable, was used as scale. The scale was applied to the students in Firat University Faculty of Economics and Administrative Sciences as two groups with entrepreneurship education and without entrepreneurship education. The data obtained were analyzed in the SPSS 16 program. As a result of analysis, entrepreneurship levels were higher in young people who received entrepreneurship education and suggestions were made regarding trainings to discover the potential of entrepreneurship in young people.

Keyword: Entrepreneurship, Entrepreneurship Education, Youth Entrepreneurship, Firat University

Girişimcilik Eğitimlerinin Üniversite Öğrencilerinin Girişimcilik Eğilimine Etkisi: Firat Üniversitesi İİBF Öğrencileri Üzerine Bir Araştırma

ÖZ

Bireylerde bulunan girişimcilik potansiyelini harekete geçirmenin yollarından bir tanesi de girişimcilik eğitimleridir. Toplumun geleceğini oluşturan gençlerin girişimci yönlerini aldıkları girişimci eğitimi ile ortaya çıkarmaları önemlidir. Günümüzde farklı kurumlar tarafından gençlere yönelik girişimci eğitimleri verilmektedir. Verilen girişimci eğitimlerinin genç girişimciliğine katkısı olumlu yönde olmaktadır. Girişimci yönleri ön plana çıkan gençler ülkenin iktisadi kalkınmasına büyük katkılar sağlamaktadır. Ülkelerin geleceği açısından genç girişimciliği her yönü ile önemli bir kavram olmuştur. Bu çalışmanın amacı gençlere yönelik yapılan girişimcilik eğitimlerinin üniversite öğrencilerinde girişimcilik düzeylerine etkisini incelemektir. Çalışmada araştırma metodu olarak anket yöntemi tercih edilmiş, ölçek olarak güvenilirliği tespit edilmiş "Üniversite Öğrencileri Girişimcilik Ölçeği" kullanılmıştır. Firat Üniversitesi İktisadi ve İdari Bilimler Fakültesinde okuyan ve girişimcilik eğitimi almış öğrenciler ile almamış öğrencilere ölçek uygulanmış, elde edilen veriler SPSS 16 programında çözümlenmiştir. Araştırma veri analizi doğrultusunda girişimcilik eğitimi alan gençlerde girişimcilik düzeylerinin daha yüksek olduğu sonucuna varılmış ve gençlerdeki girişimcilik potansiyelinin ortaya çıkarılmasında verilecek eğitimlere yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler: Girişimcilik, Girişimcilik Eğitimi, Genç Girişimciliği, Firat Üniversitesi

Abdurrahman BENLİ¹

Gökçe CEREV²

¹ Doç. Dr. Sakarya Üniversitesi, Siyasal Bilgiler Fakültesi Çalışma Ekonomisi ve Endüstri İlişkileri Bölümü

abenli@sakarya.edu.tr

² Dr. Öğ. Üyesi Firat Üniversitesi İktisadi ve İdari Bilimler Fakültesi Çalışma Ekonomisi ve Endüstri İlişkileri Bölümü

gcerev@firat.edu.tr

* Extended text of this paper was presented in the Third International Conference On Lifelong Education and Leadership for All (12-14 September 2017/Iclel 17 Portugal).

1. INTRODUCTION

“Entrepreneurship” has become an increasingly important concept in recent years as a result of changes that have taken place in the world in the era of globalization. Countries aim to increase their entrepreneurship levels to achieve economic development, to sustain their economic dynamics, and to improve their communal living in social, psychological and technological fields. Faced with the increasing significance of entrepreneurship, young people who are especially the most fundamental element of the future have come to the forefront. Therefore, it appears that countries need to attach importance to entrepreneurship in order to reach their goals.

Entrepreneurship provides market leadership for many developed economies. Many of the jobs are created by small and medium sized businesses (SMEs) and entrepreneurship is often considered as establishing small businesses, ownership and its management (Carland et al., 1984: 354). These businesses are ideas of entrepreneurial individuals. Entrepreneurial activities include the creation of new firms and the sale of opportunities to existing markets which is described as exploitation of opportunities (Shane and Venkataraman, 2000: 224) Moreover, innovativeness of large sized enterprises arises from entrepreneurial individuals as well. Corporate entrepreneurship within large firms has strong roots and they are classified as entrepreneurship and dispersed entrepreneurship (Johnson, D., 2001: 138). The link between economic growth and entrepreneurship is strong. The significance of entrepreneurship has also led to the expansion of entrepreneurship education for years. Almost all education institutions attempt to develop their curricula and programs to include entrepreneurship courses. (Celuch, Bourdeau and Winkel, 2017: 2)

Entrepreneurship also emerges as a value that can be created over time with education, as well as being an innate feature in people. Therefore, the importance of entrepreneurship trainings has begun to increase nowadays. Especially entrepreneurship trainings for young people have gained importance in recent years and efforts to support young entrepreneurs have increased. This situation reveals the importance of young people in society, but also shows that young entrepreneurs are one of the important elements to bring societies to the future.

Today mainstream education initiatives all include entrepreneurship programs in their curricula at higher education level. It arises from the fact that a number of political, societal and economic problems can only be met if the society is more innovative, well educated and entrepreneurial. Entrepreneurship capacity of society, particularly the youth is an asset for countries in that they can march for a prosperous society. Many developed countries adopt different strategies for an effective entrepreneurship education. These are basically focused on three strategies.

- To integrate entrepreneurship education initiatives.
- To widen the dimension of entrepreneurship education.
- To introduce specific entrepreneurship education initiatives.

Integrating entrepreneurship education consists of combining education programmes of different stakeholders in the country. With an accurate action plan these strategy puts together different actors work together in addressing entrepreneurship challenges faced by the authorities.

Widening the dimension of entrepreneurship education mainly focuses on the citizens who participate in the life-long learning programmes. Following the formal education individuals seek ways of increasing their knowledge while they work. Lifelong learning programmes give these individuals a chance to continue their education in increasing their knowledge. In this regard, general entrepreneurship education at higher education institutions would then turn into vocational entrepreneurship trainings in life long learning institutions.

Specific entrepreneurship education initiatives stress competitiveness and innovativeness of entrepreneurship for contributors. Thus they are limited to certain curricula of the educational institutions.

Mainstream entrepreneurship education aim to give students the behavior, knowledge and skills to act in an entrepreneurial way. Creating self awareness and self-confidence about entrepreneurship among students would be the first specific learning outcome of the entrepreneurship education. In this way students would understand why they should take risks , think critically and be creative. Knowledge of career opportunities on the other hand support the behavior given to the students. Students can understand the potential of their studies and how they benefit from entrepreneurship. At this stage students also gain knowledge about economic and financial literacy and knowledge of business organization and processes. Developing several skills is also included in the mainstream entrepreneurship

education. Communication, presentation and planning skills as well as team work are necessary ones for a successful entrepreneur. Moreover some other skills support students for entrepreneurship activities. Practical exploration of entrepreneurial opportunities is one of them (Education, Audiovisual and Culture Executive Agency, 2012: 19).

Entrepreneurship education helps students realize their potential and ideas. It can encourage students and increase their satisfaction levels at individual level. Faculty level benefits of entrepreneurship can be given as this type of education curricula can have positive effect on faculty image and graduate entrepreneurs of these faculty may in turn strengthen the faculty and university by their contributions (Eryılmaz, M. and Eryılmaz, F., 2015).

Based on the learning experiences of higher education students today it is seen that many of the skills transferred to them become useful in their future careers. Entrepreneurship education can lead students think about becoming entrepreneurs in their business life. The extent of entrepreneurship tendency delivered to the students bears importance in this respect. Therefore the study is planned to discuss conceptual framework and then investigate the effects of entrepreneurship education on transferring students entrepreneurship tendency which can be regarded as the beginning of entrepreneurship experience. Thus the research would help scholars gain insights on the degree of entrepreneurship tendency given to the students of economics and administrative sciences faculty.

2. ENTREPRENEURSHIP CONCEPT

One of the important values in the growth of the economic structure of countries, the sustainability of economic development and the strengthening of the innovative structure of the society is entrepreneurship. Cultural structure, education, economic structure and incentives are important positions for the opinions and ideas of the entrepreneurial individuals to be emphasized in the society for the foregrounding of entrepreneurial movements (Bozkurt et al., 2012: 230). On the basis of entrepreneurship, there are the creation, dissemination and implementation of new opinions and ideas that have not emerged before. Entrepreneurship is the bringing of new structures and ideas and producing more effective solutions. In today's intense competition environment, the importance of entrepreneurship for individuals themselves at micro-level and for societies at macro-level is increasing. Entrepreneurship expresses progress by bringing together different sources and new technologies (Ay and Acar, 2016: 2).

Entrepreneurship has always been the basis of the development of mankind when the historical development of human beings is examined. Entrepreneurial individuals have been among the most important elements in the development of mankind, finding of new discoveries, emergence of inventions and creation of technological innovations. From a conceptual framework, the entrepreneur in the classical sense is defined as a person who establishes his / her own business, brings together various factors of production and assumes risk while being in the production process and aims to make profit as a result of this (Emsen, 2001: 153-176). The entrepreneur is a person who does not hesitate to calculate the consequences that may arise at the end of the economic efficiency that the entrepreneur has entered and take the risk that it will arise as a result (Soral, 1974: 4). On the definitional basis of entrepreneurship concept is that the individual need to innovate to reduce existing costs, to try to increase profits and to reflect his / her ideas as an innovator individual (Sciascia and De Vita, 2004: 4).

Schumpeter has explained the broadest innovation based concept of today's entrepreneurial individual. Schumpeter has established the concept of innovation as the basis for entrepreneurship. Schumpeter describes entrepreneurs as those who;

- Develop new products,
- Make new process improvements,
- Find new export markets and product supply sources,
- Form a new organizational structure,
- Develop new economic arrangements by creating new combinations in terms of business (Schumpeter, 1947: 64).

Bygrave and Hofer has interpreted the concepts of "Entrepreneurship phenomenon", "Entrepreneurial process" and "Entrepreneur" that emerged on the basis of the definition of entrepreneurship. According to Bygrave and Hofer 1991;

- Entrepreneurship phenomenon is the creation of a new organization to evaluate and carry out an opportunity;
- Entrepreneurial process is all the functions that are necessary for an opportunity to be perceived or realized and to create an organization to carry out this opportunity;
- An entrepreneur is a person who sees an opportunity and initiates processes to do it (Bygrave and Hofer, 1991: 13-14).

An approach that is prominent in the concept of entrepreneurship is the approach that the French scientist J.B. Say has put forward. Say evaluated entrepreneurship as the fourth factor of production (Müftüoğlu and Durukan, 2004). Under this approach, an entrepreneur can be described as a person who brings together the factors that make up the production basis, providing goods and services to meet the emerging requirements (Karalar, 2001: 13). The most important characteristics of an entrepreneurial individual are to be able to generate new business in risky environments and to use existing opportunities and resources in the most efficient way to increase profits and to provide growth (Bozgeyik, 2005). K. Lawyer has identified common characteristics that entrepreneurial individuals will succeed. According to Lawyer, these features are evaluations of acceptable risks, non-acceptance of uncertain risks, determination and consciously go-getter decisive attitudes (Durukan, 2005: 132, Titiz; 1994: 4, Müftüoğlu; 2004: 10-11; Bozgeyik, 2005).

Generally, even though there are some differences in conceptual definitions of entrepreneurship, making innovation, taking risk, using production factors efficiently and increasing incomes are the common definitions (Hisrich et al., 1998:9). Definitions made related to entrepreneurship from past to present are given in Table 1. Table 1 presents the development process of entrepreneurship in detail.

Table 1: Development Process of Entrepreneurship Concept

Historical Period	Scientist	Idea
Ancient Age	-----	It is the person who is in search to sustain his life.
Middle Age	-----	It is the manager of large-scale production projects. There is no risk.
17 th Century	-----	It is the person who undertakes profit-loss of the fixed-price contracts.
1725	Richard Cantillon	It is the person who undertakes a separate risk from the owner of the capital. He is the rational decision maker*.
1803	J. Baptiste Say	The earnings of the entrepreneur are separated from his capital.
1876	Francis Walker	The earnings of fund provider and project owner entrepreneur are separated.
1934	Joseph Schumpeter	The entrepreneur is the person who innovates and develops.
1961	David Mc Clelland	The entrepreneur is the person who is taking active and moderate risks.
1964	Peter Drucker	The entrepreneur is the person who brings the opportunities to the top.
1975	Albert Shapero	The entrepreneur is the person who takes initiative in the social and economic functioning of the organization and undertakes the risk of possible failure.
1980	Karl Vesper	The entrepreneur has begun to be perceived differently by economists, psychologists, businessmen and politicians.
1983	Gifford Pinchot	The internal entrepreneur is an entrepreneur who works in an organization that is in operation.
1985	Robert Hisrich	The entrepreneur is the person who produces time and effort to produce different values, takes on various risks and eventually receives material or moral response.
1995	Peter Drucker	The entrepreneur is the person who can transfer resources from low productivity fields to high productivity fields and manage to keep them there.
1999	Jeffrey Timmons	The entrepreneur is the person who has a behavior and a way of thinking balanced with contemporary leadership, and builds up the truth with righteousness and sincerity.
2001	Philip A. Wickham	The entrepreneur is the person who develops a specific project with his entrepreneurial understanding.
2002	G. Brenkert	The entrepreneur is the indispensable element of market economy.
2003	L. W. Busenitze	It is the person who plays the leading role in the formation of economic welfare.

Source: Ercan and Gökdeniz, 2009: 66; *Carland, 1984: 355.

When the general development process of the entrepreneurship concept is evaluated, the result is that mankind has always existed under different dimensions within the period from the first civilization era to the present day. The important point that comes to the forefront is that the entrepreneurship in the recent period has gained importance in the social dimension as well as the individual dimension, and that entrepreneurship is an important tool for societies to achieve prosperity.

3. STUDIES CONDUCTED ON YOUTH ENTREPRENEURSHIP

Nowadays, with the increase in the prominence of entrepreneurship, different studies on the subject have been included in the literature. Studies mainly discuss the effectiveness of entrepreneurship education. Evaluation of entrepreneurship education programs in higher education institutions began after the 1980s (Kao and Stevenson, 1984; Vesper and Gartner, 1997; Paço, Ferreira and Raposo, 2016: 41). Because youth entrepreneurship is at the forefront of today and it has several positive externalities for the society. A young entrepreneurial person setting up a successful business would constitute a role model situation for the society. Another positive externality is that young people has the vast potential of becoming entrepreneurs according to the research studies (Green, 2013: 2). Entrepreneurship is a powerful tool to fight unemployment among the youth (Dlamini, Bimha; 2017: 74). The contribution of entrepreneurship education on students entrepreneurship activities is discussed as unclear in the literature as well (Matlay, 2005: 672). Studies conducted on youth entrepreneurship below are included in this study to demonstrate the recent works of authors in this field.

In their study carried out by Uygun, Mete and Güner (2012), entrepreneurial tendencies and characteristics of young entrepreneur candidates have been researched; as a result of field research done with young entrepreneurs having education in Aksaray University, a significant relationship was found between entrepreneurship traits and entrepreneurial tendencies. In the study conducted by Balaban and Özdemir (2008) on the students of Sakarya University, the effects of entrepreneurship training on entrepreneurial tendencies were examined, it has been determined that entrepreneurship education is an important factor in the formation of entrepreneurial tendencies of young entrepreneurs. In the study by Uluyol (2013), the entrepreneurial trends of the students in the students of Adıyaman University Gölbaşı Vocational School who were taking the course of entrepreneurship were studied. While the level of general entrepreneurship of the students was high, no significant difference was found between the students who took the entrepreneurship course and those who did not. In the study carried out by Kılıç, Keklik ve Çalış (2012) on the students of Balıkesir University Bandırma Faculty of Economics and Administrative Sciences, a significant relationship was found between some demographic characteristics and entrepreneurial tendencies. In another study by Öneren (2012), the entrepreneurial tendencies of the young people in the Central Anatolia Region were researched; as a result of the study, the entrepreneurial tendencies of the young people in the region were found to be low. It was shown that the most important factors of this situation were especially the lack of trade culture coming from the past, not being able to reach adequate levels of education in the region and not being able to find the necessary capital.

In the study done by Özden, Temurlenk and Başar (2008), the entrepreneurial tendencies of Manas and Atatürk University students were researched; the entrepreneurship levels of students were found to be low in general and it was recommended that training programs be organized to increase entrepreneurship levels of the students. It has been determined in the research by Bilge and Bal (2012) about the entrepreneurship tendency of Celal Bayar University students that demographic characteristics influence the tendency of entrepreneurship. In the study conducted by Pazarçık ve Aydın (2015), the effect of entrepreneurship-based course design on students' perception of entrepreneurship was reviewed and it has been determined that the entrepreneurship training has a direct effect on perception. In the research conducted by Pazarçık (2016), entrepreneurship tendency measurement studies aimed at university students were examined; with determinations made it has found that entrepreneurship training positively affects the entrepreneurial tendencies of students.

4. THE IMPORTANCE AND PURPOSE OF THE RESEARCH

Entrepreneurial individuals have become more important in today's societies that are rapidly changing and progressing with the impact of globalization. Nowadays, entrepreneurship is in a position that cannot be taken back in order for the societies to continue their development. In this context, young people and young entrepreneurs, especially those who form the future of society, are at the forefront. The performances of young entrepreneurs

today will determine the position of societies they will reach in the future. Entrepreneurship trainings for young people will carry societies to the future with the entrepreneurial perception they have formed in young people. The purpose of this research is to determine the impact of entrepreneurship trainings for young people on entrepreneurial perception on university students.

5. RESEARCH METHOD AND DATA COLLECTION TOOL

“Questionnaire” method was used as data collection method in the research. In the questionnaire application, which was developed by Yılmaz and Sünbül (2009) to determine entrepreneurship levels of university students and used as data collection tool in different studies “Entrepreneurship Scale for University Students” was used.

The entrepreneurship scale for university students consists of a total of 36 items. Each item of the scale consists of a likert type and in the form of a scale that is interleaved as always, rarely, occasionally, frequently and very frequently. Apart from the scale in the questionnaire, 4 separate items were created to determine the demographic features of the participants.

5. 1. Target Population and The Sample Of The Research

The target population of the research is composed of 1964 students who are studying at Firat University Faculty of Economics and Administrative Sciences. 542 students from department of Political Science and Public Administration, 773 students from department of Business Administration, 508 students from department of Economics, 80 students from department of Labor Economics and Industrial Relations and 61 students from department of Social Service are the students who form the target population of the research. In Table 2, the number of students forming the target population of the research is given in detail.

Table 2: Target population of the research (Firat University, The number of FEAS students/2017)

Department	Daytime Education	Evening Education	Total
Political Science and Public Administration	273	269	542
Business Administration	382	391	773
Economics	245	263	508
Labor Economics and Industrial Relations	39	41	80
Social Service	61	---	61
Total	1000	964	1964

Source: FEAS Student Information System Records, 13.06.2017

The sample of the research is composed of 271 students who are studying at Firat University Faculty of Economics and Administrative Sciences. The students forming the sample of the research were selected by the random method from the target population. 271 people forming the sample size of the research was found to be acceptable with a reliability level of 0,97 and a margin of error of 5,58% (+/-) in the size of 1964 target population for the implementation of the study (Yıldırım and al., 2012).

The survey was conducted by face to face interview with the author during the class hours. The survey forms were collected between May and June 2017. All forms were collected by the author himself as well.

5. 2. Reliability and Validity of the Research

Cronbach’s Alpha reliability analysis and factor analysis were applied to the “Entrepreneurship Scale for University Students” which was developed by Yılmaz and Sünbül (2009) and used in the research. As a result of the analysis conducted, Cronbach’s Alpha reliability coefficient was determined as 0.90. The suitability of the scale

1 If the size of the target population is known, the formula $n = N \cdot t^2 \cdot p \cdot q / d^2 \cdot (N - 1) + t^2 \cdot p \cdot q$ is used to calculate the sample size (Baş, 2008:87)

for factor analysis was analyzed with the Kaiser-Meyer-Olkin (KMO) and Barlett tests. The KMO value of the scale was found as 0,79. The construct validity of the scale was tested by Compenant and Varimax factor analysis. It was determined that sole factor load of the scale is above 0,40 and the total variance ratio is 47,3%. The validity of the scale was tested with by Rathus Assertiveness Schedule (RAS). As a result of the sample application, the Spearman Brown-RHO coefficient was examined and the significance and consistency was obtained at 0,33 level (Yılmaz and Sünbül, 2009).

5. 3. Analysis Techniques of the Research

The results of the sample applied study in the research were primarily entered into the SPSS 16 software. After data entry, the entrepreneurial tendencies of young people have been made in general and in line with entrepreneurship trainings they have received.

The entrepreneurial tendencies of young people in the direction of the data obtained in the research were evaluated according to the entrepreneurship scoring criteria which was developed by Yılmaz and Sünbül (2009). In entrepreneurship scoring valuation, the lowest score was determined as 36 and the highest score was determined as 180, and these criteria were used for evaluation.

Table 3: Evaluation of Entrepreneurship Scores

Score	Level
36-64	Very Low Entrepreneurship
65-92	Low Entrepreneurship
93-123	Medium-level Entrepreneurship
124-151	High Entrepreneurship
152-180	Very High Entrepreneurship

Source: Yılmaz and Sünbül, 2009:198

6. FINDINGS OF THE RESEARCH

The data obtained after the result of the research were entered into the SPSS 16 software and evaluated. In table 4, the demographic structure of participants participating in the research is given in detail. The gender distribution of the participants was 57,2% male and 42,8% female. The age ranges of the participants were 12,5% 18 years of age and under, 14,4% 19 years of age, 28,4% 20 years of age, 28,4% 21 years of age, 8,1% 22 years of age, 4,4% 23 years of age and 3,7% 24 years of age and over. The vast majority of participants consist of the age range of 20-21. Department distribution of the participants' trainings was 31.7% Political Science and Public Administration, %25,1 Economics, %26,6 Business Administration, %11,8 Labor Economics and Industrial Relations and %4,8 Social Service. 46,1% of the participants participated in the research have received entrepreneurship training from any institution whereas 53,9% have not received any entrepreneurship training.

Table 4: Demographic Structure of the Participants

		F	P
Gender	Male	155	57,2
	Female	116	42,8
Age	18 and under	34	12,5
	19	39	14,4
	20	77	28,4
	21	77	28,4
	22	22	8,1
	23	12	4,4
	24 and above	10	3,7
Department	Political Science and Public Administration	86	31,7
	Economics	68	25,1
	Business Administration	72	26,6
	Labor Economics and Industrial Relations	32	11,8
	Social Service	13	4,8
I have received Entrepreneurship training	Yes	125	46,1
	No	146	53,9

The entrepreneurial levels of the 271 students who study at Firat University Faculty of Economics and Administrative Sciences and have the questionnaire application which constitutes the whole of the sample size is given in Table 5. The entrepreneurial level of all participants occurred as 137,78. This situation corresponds to the range of high level entrepreneurship (124-151 score) according to evaluation criteria. With this result, it can be said that the entrepreneurial levels of the students are generally high.

Table 5: General Entrepreneurial Levels of Participants

	-n-	Weighted Mean	Standard Deviation
Entrepreneurial level	271	137,78	11,08

Entrepreneurial levels according to gender of participating students are given in table 6. While the mean level of entrepreneurship in female students was 141,78, the mean level of entrepreneurship in male students was 135,18. As a result of the obtained data, the entrepreneurship levels of the female students were more than the male students. Independent t test was also applied in comparing the differences of entrepreneurial level scores according to the gender of the students. As a result of applied t test, the score of 0,974 was obtained.

Table 6: Entrepreneurial Levels According to the Gender of the Participants

Gender	-n-	Weighted Mean	Standard Deviation	-t-	p
Female	116	141,78	11,74	0,974	0,405
Male	155	135,18	11,02		

Entrepreneurial levels are given in Table 7 according to the departments where participants are trained. Entrepreneurial levels were highest in the department of Labor Economics and Industrial Relations at 142,92, whereas entrepreneurial level in the department of Social Service was at the lowest level of 133,58 according to the departments where participants are trained. Department of Political Science and Public Administration has shown entrepreneurial tendency at 139,25 level, department of Economics at 136,12 level and department of Business Administration at 137,22 level. The score obtained by all departments has been achieved at a high level of entrepreneurship (124- 151 Score).

Table 7: Entrepreneurial Levels According to the Departments of the Participants

Department	-n-	Weighted Mean	Standard Deviation
Political Science and Public Administration	86	139,25	10,54
Economics	68	136,12	12,25
Business Administration	72	137,22	11,36
Labor Economics and Industrial Relations	32	142,92	11,78
Social Service	13	133,58	10,02

The results that show the impact of entrepreneurship training on entrepreneurial levels, which constitute the main objective of the research, are given in table 8. The entrepreneurial levels of the participants who are trained in entrepreneurship were at 152,17 in the mean and this indicates that the entrepreneurial tendencies of those who are trained in entrepreneurship were at a very high level of entrepreneurship (152- 180 score). The entrepreneurial level of students who have not received entrepreneurship training was at 127,75 in the mean. The entrepreneurial tendencies of students who have not received entrepreneurship training were at a high level of entrepreneurship (124- 151 score). As a result of the data obtained, entrepreneurship training has contributed positively to the entrepreneurial levels of the students. The entrepreneurial levels of the students who are trained in entrepreneurship are higher than students who have not received entrepreneurship training.

Table 8: Entrepreneurial Levels According to Entrepreneurship Training Status of the Participants

Entrepreneurship Training Status	-n-	Weighted Mean	Standard Deviation
Yes	125	152,17	10,12
No	146	127,75	11,95

7. DISCUSSION AND CONCLUSION

Entrepreneurship has made it possible for an individual to develop himself / herself and to remain in social life. In this regard, entrepreneurship has begun to be shaped as a value that will enable societies to develop and reach a higher level of prosperity. This concept can be an outcome that can be developed by training as well as being an inherent value to the individual that will form entrepreneurial movement styles. Studies conducted have revealed that the importance of entrepreneurship trainings is getting increasingly important.

Young entrepreneurs have come to the forefront in this importance that entrepreneurship has brought forth. As it is known, young people constitute the future of a society. Investments to be made to young people will shape the future of societies. Because young people are the most important elements in achieving the economic welfare and ensuring economic progress of the societies Nowadays, entrepreneurship trainings are given by different institutions for young people and entrepreneurial ideas and projects of young people are encouraged.

When looking at the results obtained from this research, it shows that the entrepreneurship trainings given to young people increase the entrepreneurial tendencies of young people. Findings of the research put forward that entrepreneurship education contributes positively to the entrepreneurship tendencies of economics and administrative sciences students. This finding is parallel to the several research studies conducted prior to this research. Several studies indicate positive relationship between entrepreneurship education and entrepreneurship tendency (Patr and Karahan; 2010; Bozkurt et al., 2011; Aksel and Bağcı, 2016).

Therefore, the most prominent practice in support of young entrepreneurship is entrepreneurship training for young people. At this point, when a general evaluation is made about entrepreneurship trainings for young people, the following points arise;

- It should not be forgotten that the entrepreneurial spirit will develop from the childhood period. Especially, trainings that teach families how to improve children's entrepreneurial level and how not to prevent their entrepreneurial spirit should be given by the relevant institutions.
- In order to support entrepreneurship during the school term, entrepreneurial project competition for children and encouraging applications should be made during the primary education term.

- When the general education level of the labor market is taken into consideration, it can be said that high school graduates are in an important position. In this context, seminars and trainings related to entrepreneurship should be given to the students during the senior year in high school.
- Application of entrepreneurship lecture should be done to university students and entrepreneurship should be taught as a compulsory subject in all departments.
- The scope of entrepreneurship training provided for young people by different institutions should be expanded and entrepreneurial projects of young people should be funded financially.

When evaluated in general, young entrepreneurs are important elements that will increase the future prosperity of the societies and enable them to reach a more contemporary level. . In this respect, young entrepreneurs should be supported in every way, especially in education, and the ideas and projects they produce should be emphasized.

This study is limited to the economics and administrative sciences faculty students therefore future studies can extend the scope of the research for other faculties in higher education. Moreover, only the entrepreneurship courses in general were taken as a variable. However, there are various courses in entrepreneurship area such as establishing start ups, theory of entrepreneurship and entrepreneurship incentives. Based on the classification a different research can be conducted to understand the most effective course on entrepreneurship tendency.

REFERENCES

- AY, T. S. ve ACAR, Ş. (2016). “Sınıf **Öğretmenlerinin** Girişimcilik Becerisi Kazandırmaya Yönelik Görüşleri”, Elektronik Sosyal Bilimler Dergisi, Cilt:15, Sayı:58, 960- 976.
- AKSEL, İ. ve BAĞCI, Z. (2016). “Girişimcilik Eğilimi; Bir Kamu Üniversitesinin İİBF’inde Öğrenim Gören Son Sınıf Öğrencilerinde Bir Araştırma”, İnsan ve Toplum Bilimleri Araştırmaları Dergisi, Cilt: 5, Sayı: 7, ss. 2120- 2133.
- BALABAN, Ö. ve ÖZDEMİR, Y. (2008). “Girişimcilik Eğitiminin Girişimcilik Üzerine Etkisi: Sakarya Üniversitesi İİBF Örneği”, Girişimcilik ve Kalkınma Dergisi, 3(2):133- 147.
- BAŞ, T. (2008). Anket. 5. Baskı, Ankara, Seçkin Yayınevi.
- BILGE, H ve BAL, V. (2012). “Girişimcilik Eğilimi: Celal Bayar Üniversitesi Öğrencileri Üzerine Bir Araştırma”, Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Sayı:16.
- BOZKURT, Ö. ASLAN, Z. GÖRAL, M. (2011). “Yükseköğretimde Verilen Girişimcilik Eğitiminin Öğrencilerin Girişimcilik Eğilimine Etkisi: Teknik Program ve Sosyal Program Karşılaştırmalı Bir Araştırma”, Uluslararası Yükseköğretim Kongresi: Yeni Yönelişler ve Sorunlar (UYK-2011), İstanbul, 27- 29 Mayıs.
- BOZKURT, Ö. Ç. KALKAN, A. KOYUNCU, O. ALPARSLAN, A. M. (2012). “Türkiye’de Girişimciliğin Gelişimi: Girişimciler **Üzerinde** Nitel Bir Araştırma”, Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Sayı:15, 229- 247.
- BOZGEYİK, A. (2005). Kriz Dönemlerinde Girişimcilik Neden Daha Önemli. www.bilgiyonetimi.org/cm, Erişim Tarihi: 22.10.2017.
- BYGRAVE, W. and HOFER, C. (1991). Theorizing About Entrepreneurship. Entrepreneurship Theory and Practice Winter, 13- 14.
- CARLAND, J. (1984). Differentiating Entrepreneurs from Small Business Owners: A Conceptualization, The Academy of Management Review, Vol. 9, No. 2 (April 1984), 354- 359.
- CELUCH, K. BOURDEAU, B. WINKEL, D. (2017). Entrepreneurial Identity: The Missing Link for Entrepreneurship Education, Journal of Entrepreneurship Education, Volume 20, Issue 2, 2017.
- DLAMINI, S. and BIMHA, H. (2017). IOSR Journal of Research and Method in Education (OSR-JRME), Volume 7, Issue 3, Ver. IV (May-June), 73- 82.
- DURUKAN, T. (2005). Küreselleşme ve Çokuluslu İşletmecilik. Nobel Yayınları. Ankara.
- EDUCATION (2012). Audiovisual and Culture Executive Agency, Entrepreneurship Education at School in Europe, National Strategies, Curricula and Learning Outcomes, European Commission, March, ISBN 978-92-9201-252-6, 3- 98.
- EMSEN, Ö. (2001). “Genç Nesilde Mesleki Eğilimler ve Girişimcilik: Ampirik Bir Çalışma”, MPM Verimlilik Dergisi, Sayı 2001/1, 153- 176.

- ERCAN, S. ve GÖKDENİZ, İ. (2009). "Girişimciliğin gelişim süreci ve girişimcilik açısından Kazakistan", Türk Dünyası Sosyal Bilimler Dergisi, Sayı: 49, 59- 82.
- ERYILMAZ, M. ve ERYILMAZ, F. (2015). "Active and Passive Resistance to Organizational Change: A Case of Entrepreneurship Minor Program in a Public University", pp. 51- 69. Szopa, A., Karwowski, W. and Barbe, D. (Ed.). Competitive Strategies for Academic Entrepreneurship: Commercialization of Research –Based Products. IGI Global.
- GREEN, F. (2013). Youth Entrepreneurship, A Background Paper for the OECD Centre for Entrepreneurship, SMEs and Local Development, OECD.
- HISRICH, R. D. and MICHAEL, P. P. (1998). Entrepreneurship. Fourth Edition. United States: The McGraw. Hill Book Co.
- JOHNSON, D. (2001). "What is Innovation and Entrepreneurship? Lessons for Larger Organizations", Industrial and Commercial Training, Vol. 33, Issue: 4, 135- 140.
- KAO, J.J. STEVENSON, H.H. (1984). Entrepreneurship: What It Is and How to Teach It. Cambridge, MA. Harvard Business School, 2.
- KARALAR, R. (2001). Genel İşletme. Açık Öğretim Fakültesi Yayınları. Eskişehir.
- KILIÇ, R. KEKLIK, B. ÇALIŞ, N. (2012). "Üniversite Öğrencilerinin Girişimcilik Eğilimleri Üzerine Bir Araştırma: Bandırma İİBF İşletme Bölümü Örneği", Süleyman Demirel Üniversitesi İİBF Dergisi. Cilt: 17, Sayı: 2, 423- 435.
- MATLAY, H. (2005). "Researching Entrepreneurship and Education: Part 1: What is Entrepreneurship, and Does It Matter?", Education and Training, Vol. 47, Issue: 8/9, 665- 677.
- MÜFTÜOĞLU, M. T. ve DURUKAN, T. (2003). Girişimciler İçin İşletme Yönetimi. Gazi Yayınevi, Ankara.
- ÖNEREN, M. (2012). "İç Anadolu Bölgesindeki Genç Nüfusun Girişimcilik Eğilimleri Üzerine Bir Araştırma", Girişimcilik ve Kalkınma Dergisi. Cilt: 7, Sayı: 2.
- ÖZDEN, K, TEMURLENK, S, BAŞAR, S. (2008). "Girişimcilik Eğilimi: Kırgızistan-Türkiye Manas Üniversitesi ve Atatürk Üniversitesi Öğrencileri Üzerine Bir Araştırma", Review of Social Economics Studies, 1- 21.
- PAÇO, A. FERREIRA, J. RAPOSO, M. (2016). "Development of Entrepreneurship Education Programmes for HEI Students: The Lean Start-Up Approach", Journal of Entrepreneurship Education, Volume 19, Number 2, 39- 52.
- PATIR, S. ve KARAHAN, M. (2010). "Girişimcilik Eğitimi ve Üniversite Öğrencilerinin Girişimcilik Profillerinin Belirlenmesine Yönelik Bir Alan Araştırması", İşletme ve Ekonomi Araştırmaları Dergisi, Cilt 1, Sayı 2, 27- 44.
- PAZARCIK, Y. ve AYDIN, E. (2015). "Girişimcilik Temelli Ders Tasarımının Öğrencilerin Girişimci Eğilim Ve Davranışlarına Etkisi: Üniversite Öğrencilerine Yönelik Deneysel Bir Çalışma", Girişimcilik ve Kalkınma Dergisi. Cilt: 10 Sayı: 2.
- PAZARCIK, Y. (2016). "Üniversitemiz Girişimci Yetiştirebiliyor Mu? Üniversite Öğrencilerinin Girişimcilik Algısını/ Eğilimini/Özelliklerini Ölçen Araştırmaların Sonuçsal Bir Değerlendirmesi", Sosyal ve Beşerî Bilimler Araştırmaları Dergisi, Cilt 17 Sayı 37.
- SCIASCIA, S. and DE VITA, R. (2004). The Development of Entrepreneurship Research. Working Paper.
- SCHUMPETER, J. (1947). Economic Theory and Entrepreneurial History, Cilt: 7. 63- 84.
- SHANE, S, and VENKATARAMAN, S. (2000). "The Promise of Entrepreneurship as a Field of Research", The Academy Management Review, Vol. 25, No. 1 (Jan. 2000), 217- 226.
- SORAL, E. (1974). Özel Kesimde Türk Mütteşbisleri. AİTİA Yayınları No: 72, Ankara.
- TITİZ, T. (1994). Girişimcilik. İnkılap Kitabevi. Ankara.
- ULUYOL, O. (2013). "Öğrencilerin Girişimcilik Düzeylerinin Belirlenmesi: Gölbaşı Meslek Yüksek Okulu Örneği", Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi. Yıl: 6 Sayı: 15, 350- 372.
- UYGUN, M. Mete, S. Güner, E. (2012). "Genç Girişimci Adaylarının Girişimcilik Eğilimi ve Girişimcilik Özellikleri Arasındaki İlişkiler", Organizasyon ve Yönetim Bilimleri Dergisi, Cilt: 4, Say: 2, 145-156.
- VESPER, K. H. and GARTNER, W. B. (1997). "Measuring Progress in Entrepreneurship Education", Journal of Business Venturing, 12, 403- 421.
- YILDIRIM, E. COŞKUN, R. ALTUNIŞIK, R. (2012). Sosyal Bilimlerde Araştırma Yöntemleri. 7. Baskı. Ankara, Seçkin Yayınevi.
- YILMAZ, E. ve SÜNBÜL, A. M. (2009). "Üniversite Öğrencilerine Yönelik Girişimcilik Ölçeğinin Geliştirilmesi", Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 21, 96-203.