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EVALUATION OF ENTREPRENEURSHIP LEVEL OF STUDENTS ATTENDING SCHOOL OF PHYSICAL EDUCATION OF SPORTS ACCORDING TO SOME VARIABLES (FOUNDATION UNIVERSITY EXAMPLE)

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ABSTRACT

The purpose of this study is to examine the relationship between entrepreneurship levels of students attending school of physical education and sports and some variables and to determine entrepreneurship levels. In accordance with this purpose, target population of the study are students receiving education in the departments of coaching, sport management, and recreation in Esenyurt, Haliç, Gedik, and Gelişim University. The sample is composed of volunteer students determined by simple random sampling method (n=778). Volunteers were asked to apply the entrepreneurship scale and sociodemographic information developed by Yilmaz and Sünbül (2009). The obtained data was recorded with IBM SPSS 22 package. As statistical analysis, Mann Whitney U and Kruskal Wallis analysis were used. Consequently, a statistically significant difference is found between entrepreneurship level and gender, university and sport history. No significant difference is found between entrepreneurship level and age. This can be attributed to factors such as the difference between the theoretical and practical courses that students have taken during their education, the differences in opportunities introduced to the students for their realization, the level of development of the place they live, the orientation of the students by their universities to relevant sports administrations during their undergraduate education.

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INTRODUCTION

In developed societies, young people who have received higher education are regarded as persons who are ready to be educated. It is necessary to regard a student who takes the step to the university as an entrepreneur candidate, especially for the Turkish people who are considered to be more entrepreneurial than other societies (Arslan 2002). Entrepreneurial ability requires the unification of ideas, capital and knowledge. The unification process can be risky, ambiguous, and sometimes random, but always dynamic (Donald 1986). Entrepreneurship is the process of recognizing and following opportunities (Chell 2007). Entrepreneurship is intended to produce a good or service.

Making production depends on the availability of any factor of production and the effective use of these factors (Dinçer 1997). Entrepreneurship is an important source of wealth, job creation, economic development, technological development and social transformation (Shaker et al. 2008). Nowadays, sports emerge as a constantly growing and developing sector. Sport is a part that is both affected and affecting part of the whole consisting by mutual interactions of the other parties (Gündoğdu ve Devocioğlu, 2008). Sport industry is actually service industry. Managing sport entrepreneurship is a social process and in many cases intuition is done by individuals (Ratten, 2012). When it is thought that sports have a big market share in our country and in the world; the search for the analysis of entrepreneurship levels of students attending

schools of physical education and sports is likely to contribute to the sporting businesses in our country. The purpose of this study is to examine the relationship between entrepreneurship levels of students attending school of physical education and sports and some variables and to determine entrepreneurship levels.

Data and Method

The purpose of this study is to evaluate the entrepreneurship levels of students attending school of physical education and sports according to some variables. Target population of the study are students receiving education in the departments of coaching, sport management, and recreation in Esenyurt, Haliç, Gedik, and Gelişim University. The sample is composed of volunteer students determined by simple random sampling method ($n=778$). After the examination of questionnaires from the universities, the total ($n=753$) questionnaires were taken into consideration without considering the missing and incorrectly filled questionnaires. Volunteers participating in the study were asked to complete a personal information form consisting of 4 questions, including gender, age, university and sports experience. As a data collection tool, an entrepreneurship scale consisting of 36 items developed by Yılmaz and Sünbül (2009) was applied. Entrepreneurship level scale consisted of 36 items and the items of the scale constituted one dimension. As a result of the reliability analysis, the Cronbach alpha reliability coefficient of the scale was found as 0.90. All items of the scale were coded evenly. Participants who score between 36 and 64 are determined as very low entrepreneurs, participants with a score between 65 and 92 as low entrepreneurs, participants with a score between 92 and 123 as medium entrepreneurs, participants with a score between 124 and 151 as high entrepreneurs and participants with a score between 152 and 180 as very high entrepreneurs. The items in the scale are in the form of 5 Likert Type Scale "1" Never ", 2" Rarely ", 3" Sometimes ", 4" Often ", 5" Very Often ".

Statistical Analysis

The obtained data was recorded with IBM SPSS 22 package. Inventory total scores giving personal information about the participants are given by identifying frequency (f) and percentage (%) values. Normal distributions of points are observed by analyzing normal distribution curves, skewness-kurtosis values, normal distribution curves through histograms and Kolmogorov-Smirnov (K-S) test values which are used in the cases where group sizes are greater than 50 (Alpar 2014). The data show a nonparametric distribution. As statistical analysis, Mann Whitney U and Kruskal Wallis analysis were applied. When Table 1 is examined, it is seen that 59,4% of the volunteers participating in the study are male, 40,6% are female, 24,6% of the volunteers are 18-20, 49,3% are 21-23, 19,5% 24,26% and 6.6% of them are in the age range of 27 and above, 29,1% are in Gelişim University, 20,8% are in Esenyurt University, 21,8% are in Haliç University, 28,3% Gedik University, it is seen that 48,7% have 1-4 years, 36,7% have 5-9 years, 14,6% have 10 years and over years sports experience.

RESULTS

When Table 2 is examined, it is seen that male entrepreneurship score is 158, and the female score is 155.

As a result of statistical analysis, a significant difference was found in entrepreneurship score ($p < 0,05$). In Table 3, when the entrepreneurship level of the participants is examined according to their age, it is seen that the highest score, which is $156,28 \pm 7,38$, belongs to the age group of 27 and over, and the lowest score, which is $154,16 \pm 9,74$, belongs to the age group of 18-20 years. No statistically significant difference was found in the statistical analysis ($p > 0,050$). In the table 4, when the entrepreneurship level of the participants is examined according to their universities, it is seen that the highest score, which is $159,57 \pm 7,59$, belongs to Gelişim University, and the lowest score, which is $150,54 \pm 12,55$, belongs to Haliç University.

Table 1. Sociodemographic Attributes of Participants

		Frequency	Percentage
Sexuality	Male	447	59,4
	Female	306	40,6
	Total	753	100,0
Age	18-20	185	24,6
	21-23	371	49,3
	24-26	147	19,5
	27 and above	50	6,6
	Total	753	100,0
University	Gelişim	219	29,1
	Esenyurt	157	20,8
	Haliç	164	21,8
	Gedik	213	28,3
	Total	753	100,0
Sports Experience	1-4 years	367	48,7
	5-9 years	276	36,7
	10 and above	110	14,6
	Total	753	100,0

Table 2. Entrepreneurship Level Analysis According to Sexuality of Participants

	Sexuality	n	median	min	max	Z	p
Entrepreneurship Level	Male	447	158,00	93,00	175,00	-3,221	,001
	Female	306	155,00	71,00	176,00		

Table 3. Entrepreneurship Level Analysis by Age of Participants

	Age	n	X± Sd	f	p	Tukey HSD
Entrepreneurship Level	18-20	185	154,16± 9,74	2,843	,417	-
	21-23	371	155,21±9,84			
	24-26	147	154,50±12,67			
	27 and above	50	156,28±7,38			

Table 4. Entrepreneurship Level Analysis by the Universities of Participants

	University	n	X± Sd	f	p	Tukey HSD
Entrepreneurship Level	Gelişim ¹	203	159,57±7,59	104,483	,000	1-2
	Esenyurt ²	144	158,41±8,10			1-3
	Haliç ³	151	150,54±12,55			1-4
	Gedik ⁴	201	154,20±9,31			2-4 3-4

Table 5. Entrepreneurship Level Analysis by Sports Experience of the Participants

	Sport Experience	n	X± Sd	f	p	Tukey HSD
Entrepreneurship Level	1-4 years ¹	367	153,49±11,20	14,814	,001	1-2
	5-9 years ²	276	156,63±8,89			1-3
	10 and above ³	110	155,14±9,82			

As a result of the statistical analysis, a significant difference was found between Gelişim University-Esenyurt University; Gelişim University-Haliç University; Gelişim University-Gedik University; Esenyurt-Gedik University, and Haliç University-Gedik University. ($p < 0,050$). In the table 5, when the entrepreneurship level is examined according to sports experience of the participants, it is seen that the highest score, which is $156,63 \pm 8,89$, belongs to the participants with 5-9 years of experience; and the lowest score, which is $153,49 \pm 11,20$, belongs to the participants with 1-4 years of experience. As a result of statistical analysis, significant differences were found regarding the levels of entrepreneurship that are related to the experience of 1-4 years and 5-9 years, and of 1-4 years and 10 years and above.

DISCUSSION AND CONCLUSION

In this study, which aims to determine the entrepreneurship and difference levels of the students we see that; When the entrepreneurship scores are compared according to the genders of the students, the male entrepreneurship score is 158, and the female is 155. It seems that men have higher entrepreneurship scores than women. As a result of the statistical analyzes made, a significant difference was found in the entrepreneurship score. The statistically significant difference results from male students. According to the entrepreneurship score study made by Yılmaz and Sünbül (2009), the participants who have scores between 152-180 are defined as advanced entrepreneurs. In this study, the scores of male and female students show that they have a very high entrepreneurship level. When the literature is examined, in the study which made by Pan and Akay (2015) to teaching candidates, it has been found that there is no significant difference in the entrepreneurship scores regarding to the gender. The average score of female teacher candidates is 137,77, and the average score of the male teacher candidates is 137.51. Yılmaz and Günel (2011) found in a survey, which includes 108 tourism students, that gender did not differ in terms of entrepreneurship. This study does not seem to go parallel with our findings. Studies conducted by Şeşen and Basım (2012) reported that males have a higher entrepreneurship level than females.

The studies in general (Clement et al., 2004; Schiller and Crewson 1997) do not show similarities with our work in terms of gender. It is also seen that, in our work, both male and female entrepreneurship levels have better scores than those of similar studies. This situation may be caused from the social status of the students, the sense of athlete identity and the differences of the branches made in sports. When the entrepreneurship level according to the ages of the participants is examined, it is seen that the highest score, which is $156,28 \pm 7,38$, belongs to the age group of 27 and above, and the lowest score, which is $154,16 \pm 9,74$, belongs to the age group of 18-20. No statistically significant difference was found in the statistical analysis. It seems that both the age groups of 18-20 and 27 and above have a very high entrepreneurial level. When the literature is examined, in the study conducted by Özman (2013) on the students of sports administration department, although it was not possible to obtain meaningful results regarding the relationship between the ages of students and entrepreneurship levels, it is found that the entrepreneurship level decreased as the age progressed. In the study that we conducted, it seems that as we age, the entrepreneurship level seems to increase. Şeşen and Basım (2012) found that the entrepreneurship levels of younger students were lower than those of older students. This study seems parallel to our findings.

This may be due to the students' level of development, the experience they have gained in their lives, and the degree to which they can transform their undergraduate education into their daily lives. When the entrepreneurship level of the participants is examined according to their universities, it is seen that the highest score, which is $159,57 \pm 7,59$, belongs to Gelişim University, and the lowest score, which is $150,54 \pm 12,55$, belongs to Haliç University. As a result of the statistical analysis, a significant difference was found between Gelişim University-Esenyurt University; Gelişim University-Haliç University; Gelişim University-Gedik University; Esenyurt-Gedik University, and Haliç University-Gedik University. When we look at the entrepreneurship scores of the students according to their universities, it is seen that the students of Gelişim, Esenyurt and Gedik universities have 'very high' levels of entrepreneurship, and the students of Haliç

University have 'high' entrepreneurship level. When the literature is examined, in the study conducted by Özman (2013) on the students of sport management, a significant relation was determined between the universities and the entrepreneurship levels of the students. Özman (2013), in his work, stated that the highest entrepreneurship belongs to Erciyes University students. It is seen in the research that the entrepreneurship level of the university students in general is on a good scale. This is due to the fact that the concept of sports service in the region is popular, the students have a freedom of decision making; the fact that private universities lead students to internships and field work during their undergraduate years as well as they provide job opportunities to their students. When the entrepreneurship level is examined according to sports background of the participants, it is seen that the highest score, which is $156,63 \pm 8,89$, belongs to the participants with 5-9 years of experience; and the lowest score, which is $153,49 \pm 11,20$, belongs to the participants with 1-4 years of experience. As a result of statistical analysis, significant differences were found regarding the levels of entrepreneurship that are related to the experience of 1-4 years and 5-9 years, and of 1-4 years and 10 years and above. According to sports background of participants, it is seen that the students have a very high entrepreneurship level. When we look at the studies in the literature, in the study conducted by Özman (2013), no correlation was found between the sports backgrounds of students and their entrepreneurship levels. This study is not similar to our findings. It is observed that the entrepreneurship levels of the students increase as the duration of their sports background increases.

This can be regarded as a result of the social, cognitive and environmental effects of sports on the individuals, the students' proficiency levels and their individual awareness'. As a result, a statistically significant difference was found between entrepreneurship level and gender, university and sport history. No significant difference was found between entrepreneurship level and age. This can be attributed to factors such as the difference between the theoretical and practical courses that students have taken during their education, the differences in opportunities introduced to the students for their realization, the level of development of the place they live, the orientation of the students by their universities to relevant sports administrations during their undergraduate education.

Suggestions

Students should be developed through seminars by entrepreneurship-oriented sports entrepreneurs in the field of sports entrepreneurship, and they should be encouraged to establish student sports clubs within their universities during the education process.

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