

Determinants of the Entrepreneurship Trends of University Students (A Field Study for Gaziantep)

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Abstract

Entrepreneurship tendency is a tendency that is influenced by an individual's environment, education, social environment, demographic characteristics. It is determined by these components' relations between one another. This tendency shows difference even between the students who take entrepreneurship course and those who do not.

In this study, 400 university students were asked various questions about entrepreneurship characteristics and trends. The study was conducted with university students residing in the province of Gaziantep. The aim is to identify the factors that cause the entrepreneurial tendency of the students and to reveal entrepreneurship traits. As a result of research, it has been revealed that there is a relationship between the lifestyle, gender, style of education, family income, level of education of the family and the entrepreneurship tendency. Comparing the students who took entrepreneurship course with those who did not, it turned out that there is no difference in terms of entrepreneurship tendency.

Keywords: Entrepreneurship, Entrepreneurship Tendency, Students of Universities in the Gaziantep City

1. Introduction

Entrepreneurship and entrepreneurship concepts are defined with diverse and even conflicting definitions. The entrepreneurship is an ambitious business aiming to put forth the

goods and services that are on the market and priced at the market, and to make profits to the owners, to continuously meet the needs of others (Karalar, 1998: 36).

The concept of entrepreneurship is expressed as a concept that attracts attention and examination of different groups over the years because it increases individual and social well-being (Onay and Çavuşoğlu, 2010: 48).

Entrepreneurs play an important role in economic growth and development. The concept of entrepreneur is expressed in different forms for different occupations. It is defined as the person who brings entrepreneurial production factors together for economists. On the other hand, entrepreneur for a business is defined as an obscure investor, an ambitious and passionate opponent, a customer, or an ally. For a psychologist; it is defined as highly motivated people who want to get something, reach something, try something, or share authority in the hands of others (Hisrich and Peters, 1988:23).

Entrepreneurship and business concepts are generally two confused concepts. An enterprise or attempt and business are sometimes used in different meanings and sometimes in place of each other (Soydan,2011:4).

The concept of entrepreneurship is based on the term "entreprendre", which is used by the French Cantillon as an origin and means entrepreneur. In 1755, the French Cantillon used this term to describe an individual with the desire to gain something and to resist the uncertainty in the economic parameters, and with the desire for prejudice and creation (Culhane, 2003: 19).

Entrepreneurship is defined as evaluation and exploration of opportunities to obtain the organizational forms, markets, processes and raw materials of new goods and services that are not available in the enterprise (Scott, 2006:9). Entrepreneurship, innovation and technological change are not sequential concepts. These are related to each other by causality (Link, 2007: 3).

The entrepreneurial process is a complex struggle carried out by people living in certain cultural and social conditions. For this reason, entrepreneurship benefits the powerful people in the society to motivate positive or negative perceptions about entrepreneurship (Xavier and SiriRolan, 2012:18).

Entrepreneurial individuals arise to identify an unresolved problem, or an unmet need, or to satisfy any satisfaction at any time. Entrepreneurial individuals can be found in all segments of the society. Today the entrepreneurship is traditionally represented by small business management, large business management, non profit-making businesses (Schaper and Weber, 2012:5). An entrepreneur is always part of an economic and social structure and emerges as a consequence of many influences so that work can be uncovered (Pohja, 2009: 2).

Avşar (2007) found that the level of entrepreneurial skills of Çukurova University students showed a moderate course. This level is higher than the university average for the Faculty of Economics and Administrative Sciences, closer to the university average at the faculties of medicine and engineering, and lower than the university average at the education faculties. Demographic variables seem to influence entrepreneurial tendencies. When looked at from a gender perspective, men tend to have a higher risk of taking risks than women. When examining the income level, it was found that the creativity is higher in the students coming from high income families.

Örücü et al. (2007) states that the entrepreneurial tendencies of the people are influenced by the family income, the manner of growth and the entrepreneurship of the family are not an effect on the entrepreneurship tendency of the university senior students. In addition, it is

found that this study has similar results with Avşar's (2007) study; briefly male students are more entrepreneurial than female students.

Karabulut (2009) found that although most of the students receive entrepreneurship training, they do not work in a newly established business, do not set up their own business, do not want to set up their own business and become entrepreneurs when they graduate. Ibicioğlu et al. (2009) have examined the influence of parents on the entrepreneurship characteristics of students. According to this, parents' age, gender, education and so on, demographics and suggestions they made to their children have been found to be influential on students' entrepreneurial characteristics and preference for entrepreneurial type.

Patir and Karahan (2010) found that entrepreneurship sub-structures of university students are adequate, and the ones who have entrepreneurship training are more likely to establish their own work place. Demirel and Tikici (2010) found that right brain functions of students are stronger than left brain functions. Cansız (2010) found that the students of Süleyman Demirel University could potentially be entrepreneurs but they could not outsource these potentials because of lack of orientation.

Yılmaz and Günel (2011) stated that entrepreneurs started entrepreneurial activities with the effect of unemployment, familial tradition, the need for independence or the lack of personal or financial security in their social environments.

Kılıç et al. (2012) found that there was a significant difference between university students' novelty characteristics and their gender. Furthermore male students had a more innovative structure than female students.

2. Research Method

A- The subject and purpose of the research

The aim of the study is to determine the factors that affect the entrepreneurship tendency of university students. In this context, it is investigated which factors the tendency of university students to entrepreneurship depends on.

B- Scope and Limit of the Study

The scope of the research is 400 students selected from the associate and undergraduate students studying in Gaziantep during the 2015-2016 academic period by chance method. Graduate and PhD students are excluded.

C- Research Method

The research was conducted by conducting a face-to-face questionnaire with 400 students selected from the mainstream sample of university students residing in Gaziantep. The number of samples was determined in accordance with the basic econometric models. Students were previously approved for answering the questionnaire, and the students who did not want to answer did not fill out the questionnaire.

The questionnaire used in the study consists of two parts. In the first part; Demographic, socio-economic data were tried to be obtained. In the second part of the questionnaire; Likert type five scale questions (1: strongly disagree, 2: disagree, 3: undecided, 4: agree, 5: strongly agree) were included in order to determine the factors affecting the entrepreneurship tendency of university students according to the measures (variables) thought to be influential in entrepreneurship tendency.

D. Analysis of Data

In the analysis of the data, 22.0 version of SPSS program was used. In order to determine the priority order of the factors causing the entrepreneurship tendency, frequency distribution and percentage values were determined.

E. Findings and Evaluation of the Research

The demographic data of the questionnaire to determine entrepreneurship tendency are shown below.

Table 1.
Gender distribution of students (%)

	Frequency	Percent	Valid Percent	Cumulative Percent
Woman	180	45,0	45,0	45,0
Man	220	55,0	55,0	100,0
Total	400	100,0	100,0	

Table 1 shows the gender distribution of the students who answered the questionnaire. As seen in Table 1, 45 percent of the students are female and 55 percent are male. This shows that the gender of the students who responded to the questionnaire is close to each other.

Table 2.
Distribution of the Students who participated in the survey take the entrepreneurship course (%)

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	204	51,0	51,0	51,0
No	196	49,0	49,0	100,0
Total	400	100,0	100,0	

In Table 2 it is seen that whether the students who participated in the survey take the entrepreneurship course or not. 51 percent of the students participating in the survey took the entrepreneurship course, while 49 percent of them did not take the course. The fact that the distribution is close to each other in determining the effect of entrepreneurship course on the entrepreneurial tendency makes the results meaningful.

Table 3.
The distribution of the region where the students who participated in the survey live (%)

	Frequency	Percent	Valid Percent	Cumulative Percent
Urban	330	82,5	82,5	82,5
Rural	70	17,5	17,5	100,0
Total	400	100,0	100,0	

Table 3 shows the distribution of the region where the students who participated in the survey live. As seen in Table 3, 82.5% of the students live in urban areas and 17.5% live in rural areas. It has been tried to be tested with cross questions that there is relationship between the entrepreneurship and the region where the students live.

Table 4.

The distribution of the lifestyles of the students participating in the survey (%)

	Frequency	Percent	Valid Percent	Cumulative Percent
Repressive	35	8,8	8,8	8,8
Free Controlled	133	33,3	33,3	42,0
Trust-Based Free	232	58,0	58,0	100,0
Total	400	100,0	100,0	

Table 4 shows the lifestyles of the students participating in the survey. According to Table 4, 58 percent of the students have free, trust-based upbringing style, 33 percent are free but in controlled style and the remaining 8.8 percent have the repressive lifestyle.

Table5.

The distribution of business case of parents of the students who participated in the survey (%)

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	206	51,5	51,5	51,5
No	194	48,5	48,5	100,0
Total	400	100,0	100,0	

In Table 5 it is seen whether the parents of the students who participated in the survey have their own business. According to Table 5, it is seen that 51.5 percent of the students' parents have their own business, and the remaining 48.5 percent do not have their own business.

Table6.

The distribution of the level of education of the parents of the students who participated in the survey (%)

	Frequency	Percent	Valid Percent	Cumulative Percent
Primary School	301	75,3	75,3	75,3
High School	75	18,8	18,8	94,0
Associate Degree	6	1,5	1,5	95,5
Bachelor	12	3,0	3,0	98,5
Master	6	1,5	1,5	100,0
Total	400	100,0	100,0	

Table 6 shows the level of education of the parents of the students who participated in the survey. According to Table 6, it is seen that 85 percent of the students' parents are educated at the secondary level. It is seen that 5 percent of the students of the students have received university education.

Table 7.

The distribution of income of the parents of the students who participate in the survey (%)

	Frequency	Percent	Valid Percent	Cumulative Percent
0-999	130	32,5	32,5	32,5
1000-1999	155	38,8	38,8	71,3
2000-2999	54	13,5	13,5	84,8

3000-5999	33	8,3	8,3	93,0
6000-Up	28	7,0	7,0	100,0
Total	400	100,0	100,0	

Table 7 shows the monthly income of the parents of the students who participated in the survey. According to Table 7, it is seen that the income of the 70 percent of the students' parents is below the income of 2 thousand TL, and 30 percent is above 2 thousand TL.

Table 8.

The distribution according to the demographic data of answers given by the students to the question of "I will do my best when my job is extremely difficult". (%)

	Yes			No				
	Disagree	Agree	Undecided	Disagree	Agree	Undecided		
The family's own business	0,05	0,87	0,08	0,05	0,90	0,05		
Entrepreneurship lessons?	0,04	0,87	0,09	0,06	0,90	0,04		
Family Education Level	High School			University				
	0,05	0,88	0,07	0,00	0,94	0,06		
Income Level	0-2999	0,05	0,88	0,07	3000-üzeri	0,03	0,93	0,03
Habitat	Urban			Rural				
	0,05	0,90	0,05	0,06	0,83	0,11		
Genre Style	Repressive			Trust-Based Free Controlled				
	0,03	0,91	0,06	0,05	0,88	0,07		
Gender	Women			Men				
	0,04	0,88	0,07	0,05	0,89	0,06		

Table 8 shows the answers given by the students to the question of "I will do my best when my job is extremely difficult." Analyzing the answers according to the demographic data, it is seen that the students whose parents are university graduates agreed with this statement in 94 percent. In the answers given to the question, it is seen that most of the students try to do their best in difficult times while fulfilling their duties. In terms of entrepreneurial tendency, it is seen that the answers given to this question are close to each other as percentage. It is seen that the answers given to this question by the students who have taken the entrepreneurship course and do not have it are not different from each other. This situation indicates that there is no effect of taking a course in terms of entrepreneurship tendency.

Table9.

The distribution according to the demographic data of the answers that students give to the question "When I get what I want, this is usually thanks to my own abilities."

	Disagre Yes	Agree	Undecided	Disagre No	Agree	Undecided
The family's own business	0,14	0,66	0,20	0,12	0,66	0,12
Entrepreneurship lessons?	0,10	0,66	0,24	0,16	0,67	0,17
Family Education Level	High School			University		
	0,14	0,65	0,21	0,00	0,89	0,11
Income Level	0-2999			3000-...		
	0,13	0,67	0,20	0,13	0,62	0,25
Habitat	Urban			Rural		
	0,14	0,66	0,20	0,11	0,67	0,21
Genre Style	Repressive			Trust-Based Free Controlled		
	0,09	0,54	0,37	0,14	0,67	0,19
Gender	Women			Men		
	0,10	0,72	0,18	0,16	0,61	0,23

Table 9 shows the answers that students give to the question "When I get what I want, this is usually thanks to my own abilities." Analyzing the answers according to the demographic data, it is seen that the students whose parents are university graduates agreed with this statement in 89 percent. The students with a repressive upbringing style were found to have the lowest rate at 54 percent in answering this question agree. This shows that students with confidence-based and self-cultivated style are more confident. It is seen that the answers given to this question by the students who did and did not take entrepreneurship course are not different. This situation indicates that there is no effect of taking a course in terms of entrepreneurship tendency. When it is evaluated from the point of view of gender, it is seen that the agree responses from the women to this question are more than men.

Table10.

The distribution according to the demographic data of the answers of the students to the question "I can establish my own business." (%)

	Disagre Yes	Agree	Undecided	Disagre No	Agree	Undecided
The family's own business	0,09	0,66	0,25	0,12	0,58	0,30
Entrepreneurship lessons?	0,11	0,60	0,28	0,09	0,64	0,27
Family Education Level	High School			University		
	0,11	0,61	0,28	0,06	0,78	0,17
Income Level	0-2999			3000-...		
	0,12	0,58	0,30	0,02	0,85	0,13
Habitat	Urban			Rural		
	0,10	0,62	0,28	0,11	0,63	0,26
Genre Style	Repressive			Trust-Based Free Controlled		
	0,11	0,46	0,43	0,10	0,64	0,26
Gender	Women			Men		
	0,13	0,55	0,32	0,08	0,68	0,24

Table 10 shows the answers of the students to the question **“I can establish my own business.”** When the answers are analyzed according to the demographic data, it is seen that 85 percent of the students whose family income is high agreed with this statement. The students with a repressive upbringing style have the lowest rate of 42 percent to this question. This suggests that students with high family income and self-raising skills and confident can make their own business. It is seen that the answers given to this question by the students who did and did not take entrepreneurship course are not different. This situation indicates that there is no effect of taking a course in terms of entrepreneurship tendency. When it is evaluated from the point of view of gender, it is seen that male students gave 68% agree answer to this question.

Table11.

The distribution according to the demographic data of the answers given by students to the question that **“I can create options in difficult situations”** (%)

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,06	0,80	0,14	0,05	0,81	0,14
	0,05	0,80	0,15	0,06	0,81	0,14
Family Education Level	High School			University		
	0,06	0,81	0,14	0,00	0,67	0,33
Income Level	0-2999			3000-...		
	0,06	0,81	0,14	0,05	0,79	0,16
Habitat	Urban			Rural		
	0,05	0,81	0,14	0,09	0,76	0,16
Genre Style	Repressive			Trust-Based Free Controlled		
	0,06	0,69	0,26	0,05	0,81	0,13
Gender	Women			Men		
	0,06	0,83	0,12	0,05	0,78	0,16

Table 11 shows the answers given by students to the question that **“I can create options in difficult situations”**. Analyzing the answers according to the demographic data, it is seen that the students with low family income gave 81% agree answer to this question. The students with a repressive upbringing style are found to have the lowest rate of 69%. It is seen that the students with free and trust-based upbringing styles can create options more easily. The responses of the students having taken the entrepreneurship course are not different from those who did not take the course. This indicates that taking entrepreneurship course has no effect on entrepreneurship tendency. When the data is analyzed in terms of gender, it is found that females answered this item as agree with 83 percent. Compared to males, females seem to create options more easily.

Table12.

The distribution according to the demographic data of the answers of the students to the statement "I can make friends with different people." (%)

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,13	0,78	0,08	0,08	0,82	0,10
	0,08	0,83	0,09	0,13	0,77	0,11
Family Education Level	High School			University		
	0,09	0,81	0,10	0,28	0,61	0,11
Income Level	0-2999			3000-...		
	0,11	0,80	0,09	0,08	0,80	0,11
Habitat	Urban			Rural		
	0,10	0,80	0,10	0,13	0,79	0,09
Genre Style	Repressive			Trust-Based Free Controlled		
	0,06	0,71	0,23	0,11	0,81	0,08
Gender	Women			Men		
	0,12	0,75	0,13	0,09	0,84	0,07

Table 12 demonstrates the answers of the students to the statement "I can make friends with different people." Upon analyzing the responses in terms of the demographic data, it is seen that 81 percent of the students with the low level of family education agreed with this statement. As the level of family education increases, it appears that students are more cautious about establishing new friendships. 71 percent of the students with repressive upbringing style responded this statement as agree, and this is found as the lowest rate. It is seen that the students who are free and have a trust-based upbringing style can make friendship with different people more comfortably. When the data is examined in terms of gender, it has been found that the rate of the male's responses to this statement as agree is 84 percent. Compared to females, males seem to be more comfortable with making friendships with different people.

Table13.

The distribution according to the demographic data of the answers of the students to the statement "I do not hesitate to try new things." (%)

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,11	0,71	0,18	0,08	0,73	0,19
	0,06	0,71	0,23	0,12	0,72	0,15
Family Education Level	High School			University		
	0,09	0,72	0,19	0,11	0,67	0,12
Income Level	0-2999			3000-...		
	0,09	0,71	0,20	0,10	0,77	0,13
Habitat	Urban			Rural		
	0,08	0,72	0,19	0,13	0,70	0,17
Genre Style	Repressive			Trust-Based Free Controlled		
	0,09	0,60	0,31	0,09	0,73	0,18
Gender	Women			Men		
	0,12	0,68	0,19	0,07	0,75	0,19

Table 13 demonstrates the answers of the students to the statement “**I do not hesitate to try new things.**” When the responses are analyzed according to the demographic data, it is seen that 60 percent of the students having repressive families agreed with this statement. This is the lowest rate of all demographic data. Accordingly, students with repressive upbringing style seem to be hesitant to try new things while students who are free and have a trust-based upbringing style seem to be more comfortable with it. It is found that the responses of the students who took entrepreneurship course and the ones who did not are not different. This situation indicates that the course has no impact on the entrepreneurship tendency.

Table14.

The distribution according to the demographic data of the answers of the students to the statement “I feel the energy to do different things in myself (%)”

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,07	0,83	0,10	0,09	0,75	0,15
	0,08	0,76	0,16	0,07	0,82	0,11
Family Education Level	High School			University		
	0,08	0,79	0,13	0,06	0,78	0,17
Income Level	0-2999			3000-...		
	0,08	0,77	0,15	0,05	0,90	0,05
Habitat	Urban			Rural		
	0,07	0,79	0,14	0,11	0,79	0,10
Genre Style	Repressive			Trust-Based Free Controlled		
	0,09	0,71	0,20	0,08	0,79	0,13
Gender	Women			Men		
	0,07	0,78	0,14	0,08	0,79	0,13

Table 14 demonstrates the answers of the students to the statement “**I feel the energy to do different things in myself.**” Demographic analysis of the answers shows that students with high income levels seem to feel more energetic about trying new things. This rate of 90 percent is seen as the highest agree rate, compared to all other demographic data. The response rate to this question by students who having repressive upbringing style has again been found to be the lowest. Students having free and trust-based families seem to be more comfortable in this regard.

Table15.

The distribution according to the demographic data of the answers of the students to the statement "I make mention of different business projects to my friends (%)"

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,14	0,67	0,19	0,20	0,59	0,21
	0,21	0,61	0,18	0,13	0,65	0,22
Family Education Level	High School			University		
	0,17	0,64	0,19	0,17	0,44	0,39
Income Level	0-2999			3000-...		
	0,17	0,62	0,20	0,13	0,69	0,18
Habitat	Urban			Rural		
	0,16	0,63	0,21	0,19	0,64	0,17
Genre Style	Repressive			Trust-Based Free Controlled		
	0,14	0,71	0,14	0,17	0,62	0,21
Gender	Women			Men		
	0,17	0,62	0,21	0,17	0,64	0,19

Table 15 demonstrates the responses of the students to the statement "I make mention of different business projects to my friends." Upon analyzing the responses in terms of the demographic data, it is seen that students with high level of income whose families run their own businesses and who have taken the entrepreneurship course have a higher rate of mentioning different business projects to their friends. Distribution of other demographic data is close to one another.

Table16.

The distribution according to the demographic data of the answers of the students to the statement " I do not hesitate to participate in some projects of my friends. (%)

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,09	0,74	0,17	0,08	0,70	0,12
	0,06	0,72	0,22	0,11	0,72	0,17
Family Education Level	High School			University		
	0,08	0,72	0,19	0,06	0,72	0,22
Income Level	0-2999			3000-...		
	0,08	0,70	0,22	0,08	0,82	0,10
Habitat	Urban			Rural		
	0,08	0,72	0,19	0,09	0,70	0,21
Genre Style	Repressive			Trust-Based Free Controlled		
	0,14	0,80	0,06	0,08	0,71	0,21
Gender	Women			Men		
	0,11	0,74	0,16	0,06	0,70	0,23

Table 16 demonstrates the responses of the students to the statement " I do not hesitate to participate in some projects of my friends." When the responses are analyzed according to the demographic data, it is seen that 82 percent of the students with high level of family income responded this statement as agree. 80 percent of the students with repressive upbringing style agreed to this statement. It is also found that the students having free and trust-based upbringing styles were 21 percent undecided. The answers are similar in terms of the demographic data such as gender, entrepreneurship course, educational level of family, and life space.

Table17.

The distribution according to the demographic data of the answers of the students to the statement " I do not abstain from taking risks." (%)

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business		Yes		No		
Entrepreneurship lessons?	0,11	0,70	0,19	0,09	0,70	0,21
	0,09	0,71	0,20	0,11	0,68	0,21
Family Education Level		High School		University		
	0,10	0,71	0,20	0,22	0,44	0,33
Income Level		0-2999		3000-...		
	0,10	0,69	0,21	0,08	0,75	0,16
Habitat		Urban		Rural		
	0,08	0,71	0,21	0,17	0,64	0,19
Genre Style		Repressive		Trust-Based Free Controlled		
	0,14	0,51	0,34	0,10	0,72	0,19
Gender		Women		Men		
	0,12	0,64	0,23	0,08	0,74	0,18

Table 17 demonstrates the responses of the students to the statement " I do not abstain from taking risks." Demographic analysis of the answers shows that 71 percent of the

students with the low level of family education answered this statement as agree. As the level of family education increases, it appears that students are more cautious about taking risks. It is seen that 51 percent of the students –with the lowest rate- having repressive families responded this statement as agree. The 72 percent rate of the students with free and trust-based upbringing style shows that they are more comfortable with taking risks. Upon examining the data in terms of the gender, 74 percent of males gave agree response. Compared to females, males seem to be more comfortable with taking risks.

Table18.

The distribution according to the demographic data of the answers of the students to the statement “ I do not feel anxiety about making a mistake in a project I’m working on (%)

	Disagree	Agree	Undecided	Disagree	Agree	Undecided
The family's own business Entrepreneurship lessons?	Yes 0,18	0,61	0,21	No 0,17	0,58	0,25
Family Education Level	0,22 High School	0,60	0,19	0,13 University	0,59	0,28
Income Level	0,18 0-2999	0,59	0,23	0,06 3000-....	0,61	0,33
Habitat	0,19 Urban	0,59	0,23	0,11 Rural	0,64	0,25
Genre Style	0,18 Repressive	0,60	0,23	0,17 Trust-Based Free Controlled	0,59	0,24
Gender	0,29 Women	0,37	0,34	0,16 Men	0,62	0,22
	0,17	0,53	0,30	0,18	0,65	0,17

Table 18 demonstrates the responses of the students to the statement “ I do not feel anxiety about making a mistake in a project I’m working on.” Upon analyzing the responses in terms of the demographic data, it has been detected that 37 percent of the students having repressive families –with the lowest rate- agreed to this statement. The 62 percent rate of the students having free and trust-based upbringing styles shows that these students are more comfortable in terms of being anxious about making mistakes. When the data is examined in terms of the gender, it is seen that the rate of males agreeing with this statement is 65 percent. Compared to females, males seem to be more comfortable in terms of making mistakes. However, it is seen that 30 percent of the female respondents are undecided.

Table19.

The distribution according to the demographic data of the answers of the students to the statement " I am in search of appropriate methods and techniques to achieve success. (%)

	Disagree	Agree	Undecided	Disagree	Agree	Undecided
The family's own business lessons?	Yes			No		
	0,08	0,77	0,15	0,09	0,80	0,11
	0,07	0,81	0,12	0,10	0,77	0,13
Family Education Level	High School			University		
	0,09	0,80	0,11	0,06	0,72	0,22
Income Level	0-2999			3000-....		
	0,09	0,78	0,13	0,08	0,82	0,10
Habitat	Urban			Rural		
	0,08	0,80	0,12	0,11	0,73	0,16
Genre Style	Repressive			Trust-Based Free Controlled		
	0,03	0,83	0,14	0,09	0,78	0,12
Gender	Women			Men		
	0,09	0,81	0,10	0,09	0,77	0,15

Table 19 demonstrates the responses of the students to the statement " I am in search of appropriate methods and techniques to achieve success." When the responses are analyzed according to the demographic data, it is seen that the students with repressive upbringing styles –having the highest rate- gave 83 percent agree response. In general, upon examining the responses to this statement, demographic data seem to have similar impacts on the entrepreneurial tendency.

Table20.

The distribution according to the demographic data of the answers of the students to the statement " I am open to the changes that occur in my job and my works." (%)

	Disagree	Agree	Undecided	Disagree	Agree	Undecided
	Yes			No		
The family's own business Entrepreneurship lessons?	0,01	0,82	0,17	0,06	0,79	0,15
Family Education Level	0,02	0,80	0,18	0,05	0,81	0,14
	High School			University		
Income Level	0,04	0,80	0,16	0,00	0,83	0,17
	0-2999			3000-...		
Habitat	0,04	0,79	0,17	0,02	0,89	0,10
	Urban			Rural		
Genre Style	0,04	0,81	0,15	0,01	0,77	0,21
	Repressive			Trust-Based Free Controlled		
Gender	0,00	0,77	0,23	0,04	0,81	0,15
	Women			Men		
	0,04	0,80	0,16	0,03	0,81	0,16

Table 20 demonstrates the responses of the students to the statement " I am open to the changes that occur in my job and my works." Demographic analysis of the answers shows that 89 percent of the students with the high level of income agreed with this statement. The response rate of the students with repressive upbringing styles as agree is 77 percent, as being the lowest rate. The students having free and trust based upbringing styles seem to be more open to changes. It has been observed that the students living in urban areas are more open to changes than the ones living in rural areas.

Table21.

The distribution according to the demographic data of the answers of the students to the statement " I think it is hard to set up your own business because of insufficient funding support (%)

	Disagree	Agree	Undecided	Disagree	Agree	Undecided
	Yes			No		
The family's own business Entrepreneurship lessons?	0,22	0,63	0,15	0,19	0,68	0,13
Family Education Level	0,20	0,64	0,16	0,21	0,66	0,12
	High School			University		
Income Level	0,21	0,66	0,13	0,22	0,44	0,33
	0-2999			3000-....		
Habitat	0,19	0,67	0,14	0,28	0,57	0,15
	Urban			Rural		
Genre Style	0,21	0,66	0,13	0,21	0,61	0,17
	Repressive			Trust-Based Free Controlled		
Gender	0,14	0,63	0,23	0,21	0,65	0,13
	Women			Men		

0,23 0,64 0,12 0,19 0,66 0,15

Table 21 demonstrates the responses of the students to the statement “ **I think it is hard to set up your own business because of insufficient funding support.**” Analyzing the answers according to the demographic data, it is seen that the rate of the responses of students with low level of income who agreed with this statement is 67 percent. This rate seems to decrease as the level of income increases. While 67 percent of the students whose parents have high school or lower degree responded this statement as agree, this rate is 44 percent for the ones whose families are university graduates. As the family’s level of education increases, the idea that setting up your own business is hard decreases. It is found that the responses of the students to this statement are similar in terms of gender and taking entrepreneurship course. This situation indicates that taking entrepreneurship course has no impact on entrepreneurship tendency.

Table22.

The distribution according to the demographic data of the answers of the students to the statement “ I prefer being a manager in a company to setting up my own business” (%)

	Disagre e	Agre e	Undecide d	Disagre No	Agree	Undecide d
The family's own business Entrepreneurship lessons?	0,31	0,48	0,21	0,35	0,38	0,27
Family Education Level	0,40	0,36	0,25	0,26	0,51	0,23
	High School			University		
Income Level	0,33	0,42	0,25	0,28	0,61	0,11
	0-2999			3000-...		
Habitat	0,32	0,43	0,25	0,36	0,46	0,18
	Urban			Rural		
Genre Style	0,33	0,42	0,25	0,31	0,47	0,21
	Repressive			Trust-Based	Free	Controlled
Gender	0,34	0,43	0,23	0,33	0,43	0,24
	Women			Men		
	0,33	0,49	0,18	0,33	0,38	0,29

Table 22 demonstrates the responses of the students to the statement “ **I prefer being a manager in a company to setting up my own business.** When the responses are analyzed according to the demographic data, 61 percent of the students whose families are university graduates responded this item as agree. This rate seems to increase as the level of income increases. When the demographic data is examined in terms of gender, it is seen that 49 percent of females agreed with this statement while 38 percent of the males agreed with it. Therefore, gender is seen as an effective factor in setting up one’s own business. Upon analyzing all of the responses given to this statement, approximately 20 percent of the students are detected as undecided.

Table23.

The distribution according to the demographic data of the answers of the students to the statement " I think it's hard to set up your own business because of the complex administrative processes" (%)

	Disagre	Agree	Undecided	Disagre	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,29	0,48	0,23	0,25	0,53	0,12
	0,32	0,44	0,24	0,21	0,57	0,21
Family Education Level	High School			University		
	0,28	0,50	0,23	0,11	0,61	0,28
Income Level	0-2999			3000-...		
	0,27	0,50	0,23	0,25	0,54	0,21
Habitat	Kentsel			Kırsal		
	0,28	0,51	0,22	0,23	0,50	0,27
Genre Style	Repressive			Trust-Based Free Controlled		
	0,20	0,54	0,26	0,28	0,50	0,22
Gender	Women			Men		
	0,28	0,47	0,25	0,26	0,53	0,20

Table 23 demonstrates the responses of the students to the statement " I think it's hard to set up your own business because of the complex administrative processes." Demographic analysis of the answers shows that 48 percent of the students having taken the entrepreneurship course agreed with this item. The situation is the same for the students whose families own their own businesses. It is seen that setting up a business seems to be thought as more difficult as the education level of the family increases.

Table24.

The distribution according to the demographic data of the answers of the students to the statement " I would continue to work at the same job even if I lost all my savings." (%)

	Disagre	Agre	Undecide	Disagre	Agree	Undecide
The family's own business	Yes			No		
Entrepreneurship lessons?	0,34	0,43	0,23	0,30	0,36	0,34
	0,38	0,31	0,31	0,27	0,48	0,25
Family Education Level	High School			University		
	0,33	0,39	0,28	0,28	0,44	0,28
Income Level	0-2999			3000-....		
	0,32	0,38	0,29	0,33	0,48	0,20
Habitat	Urban			Rural		
	0,33	0,39	0,28	0,31	0,43	0,26
Genre Style	Repressive			Trust-Based Free Controlled		
	0,37	0,34	0,29	0,32	0,40	0,28
Gender	Women			Men		
	0,36	0,36	0,29	0,30	0,43	0,27

Table 24 demonstrates the responses of the students to the statement “ **I would continue to work at the same job even if I lost all my savings.**” Upon analyzing the responses in terms of the demographic data, it is found that 48 percent of the students having taken the entrepreneurship course agreed with this statement. 48 percent of the students with the high level of income responded to this item as agree. When analyzed in terms of gender and lifestyle, it is found that males and the ones living in rural areas would continue to work at the same job.

Table 25.

The distribution according to the demographic data of the answers of the students to the statement “ If I had the money to make a living till the end of my life, I would pay in the bank and live with the interest rather than setting up my own business.” (%)

	Disagree	Agree	Undecided	Disagree	Agree	Undecided
The family's own business	Yes			No		
Entrepreneurship lessons?	0,57	0,32	0,11	0,64	0,23	0,14
Family Education Level	0,74	0,17	0,09	0,47	0,39	0,14
	High School			University		
Income Level	0,61	0,27	0,12	0,56	0,39	0,06
	0-2999			3000-...		
Habitat	0,63	0,25	0,12	0,46	0,43	0,11
	Urban			Rural		
Genre Style	0,61	0,29	0,10	0,59	0,20	0,21
	Repressive			Trust-Based Free Controlled		
Gender	0,69	0,23	0,09	0,60	0,28	0,12
	Women			Men		
	0,67	0,24	0,09	0,55	0,31	0,14

Table 25 demonstrates the responses of the students to the statement “ If I had the money to make a living till the end of my life, I would pay in the bank and live with the interest rather than setting up my own business.” Demographic analysis of the answers shows that all of the students strongly disagree with this statement.

Table 26.

The distribution according to the demographic data of the answers of the students to the statement " I think economic environment is not suitable for setting up a new business." (%)

	Disagree	Agree	Undecided	Disagree	Agree	Undecided
	Yes			No		
The family's own business Entrepreneurship lessons?	0,35	0,46	0,19	0,27	0,44	0,19
Family Education Level	0,34	0,41	0,25	0,28	0,49	0,23
	High School			University		
Income Level	0,31	0,44	0,25	0,44	0,50	0,06
	0-2999			3000-....		
Habitat	0,31	0,43	0,26	0,33	0,54	0,13
	Urban			Rural		
Genre Style	0,32	0,45	0,24	0,30	0,47	0,23
	Repressive			Trust-Based Free Controlled		
Gender	0,23	0,49	0,29	0,32	0,45	0,23
	Women			Men		
	0,32	0,42	0,26	0,30	0,48	0,22

Table 26 demonstrates the responses of the students to the statement " I think economic environment is not suitable for setting up a new business." Upon analyzing the responses in terms of the demographic data; the rates of the students with high level of income, male students, and students living in rural areas are found higher than the other demographic data.

Table 27.

The distribution according to the demographic data of the answers of the students to the statement " The thought of failing does not worry me and cause trouble." (%)

	Disagree	Agree	Undecided	Disagree	Agree	Undecided
	Yes			No		
The family's own business Entrepreneurship lessons?	0,19	0,63	0,18	0,22	0,56	0,22
Family Education Level	0,23	0,56	0,21	0,17	0,63	0,20
	High School			University		
Income Level	0,21	0,59	0,21	0,11	0,72	0,17
	0-2999			3000-...		
Habitat	0,21	0,58	0,21	0,15	0,67	0,18
	Urban			Rural		
Genre Style	0,22	0,58	0,20	0,13	0,67	0,20
	Repressive			Trust-Based Free Controlled		
Gender	0,17	0,60	0,23	0,21	0,59	0,20
	Women			Men		
	0,22	0,59	0,19	0,19	0,60	0,21

Table 27 demonstrates the responses of the students to the statement " The thought of failing does not worry me and cause trouble." Analyzing the answers according to the

demographic data, it is seen that the 72 percent of the students whose families hold university degrees agreed with this statement with the highest rate. The students whose families run their own businesses agreed with this statement with the 63 percent. Upon analyzing other demographic data, it appears that the percentages of the answers are close to one another.

Conclusion and Evaluation

The study conducted to determine what factors affect the entrepreneurial tendencies of university students shows that upbringing style, the level of income of the family, the education level of the family, and gender are found influential in such things as risk taking, trying new things, and starting from scratch. The findings of the study (such as people with high income show more tendency of risk taking, and demographic variables affect entrepreneurial tendencies) show parallelism with the results of the studies in the literature. Upon analyzing the entrepreneurial tendencies of the university students in Gaziantep, it is seen that the students who responded to the survey are prone to entrepreneurship, but do not know how to initiate it. Also, it has been seen that approximately 20 percent of the students were undecided while answering the questions.

No difference could be seen between the students who took entrepreneurship course and the ones who did not in terms of the entrepreneurial tendencies. It is estimated that this finding is one of the important results of the study. On the basis of this finding, it is thought that the methodology of the entrepreneurship courses should be changed to emphasize the importance of information to raise awareness at the point of entrepreneurship feature. Practical success stories and field working practices in entrepreneurial enterprises are thought to increase.

Besides, even though the entrepreneurship-education level relationship is strong, it shows a decrease compared to past studies. The most important reason for this situation is seen as the studies conducted in recent years at universities about entrepreneurship and the students' perception that there is an alternative to establish their own business outside the public after graduation.

Entrepreneurship has a direct relationship with the level of income of the person with entrepreneurial tendency. It has been observed that people with higher income levels saying "I feel the energy to do different things in myself." are more likely to be entrepreneurs.

One of the basic requirements of entrepreneurship is the source of finance; especially during the establishment phase of the enterprise, the entrepreneur may not only use his own financing source but he may also need to find a source of financing from the outside. The ones saying "Setting up one's own business is hard because of insufficient source of finance." are mostly the entrepreneurs with low level of income. Connecting the alternative entrepreneurship to outsourced financing sources is not appropriate for the sustainability of the business. To base entrepreneurship alternative purely on external funding sources is not favourable for the sustainability of the business.

Participants of the study seem to have a perception that entrepreneurship can succeed when the financial resources are reached. However, the importance of knowledge, innovation studies and access to sources of information should be assessed in terms of raising awareness in the educational process.

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