



## **Girişimcilik Eğilimini Etkileyen Faktörlere İlişkin Çok Boyutlu Bir Analiz: Orta Öğretimde Bir Araştırma\***

**\*\* ve Serhat ULUCAN\*\*\***

### **Öz**

*Girişimcilik, ülkelerin gelişiminde, dengeli bir kalkınma süreci izlenmesinde, toplumların refahının artmasında ve yaşam standartlarının yükselmesinde önemli bir yere sahiptir. Bu bakımdan toplumu oluşturan bireylerin girişimcilik eğilimlerinin ve bu eğilimleri etkileyen faktörlerin tespit edilmesi, toplumların girişimcilik potansiyelleri hakkında bizlere bilgi verebilir ve sonraki çalışmalar için yol gösterebilir. Bireylerin, azimli ve rekabetçi olmaları, yeni iş kurmalarındaki karşılaştıkları güçlükler, yenilikçi ve yaratıcı özellikleri, riskten kaçınma dereceleri, ailelerinin verdikleri destekler, azim ve kararlılıkları ile demografik özellikleri girişimcilik eğilimlerinin eyleme geçmesinde etkili olacaktır. Bu çalışmayla, Ankara ilinde, farklı ilçelerden seçilmiş çeşitli liselerde okuyan son sınıf öğrencilerin girişimcilik eğilimlerini, girişimcilik eğilimlerini etkileyen faktörleri tespit etmek amaçlanmıştır. Ayrıca girişimcilik eğilimi kapsamında; cinsiyet, öğrencilerin öğrenim gördükleri okullar ve girişimcilik dersi alma durumuna ilişkin hipotezler oluşturulup test edilmiş ve sonuçları değerlendirilmiştir. Elde edilen sonuçlar neticesinde, öğrencilerin girişimcilik eğilimi açısından cinsiyetin etkisinin olmadığı tespit edilmiştir.*

*ğrenim gördükleri okullar ile girişimcilik eğilimi arasında ise anlamlı bir fark bulunamamıştır. En son olarak lise öğreniminde girişimcilik dersi almanın, bireylerin girişimcilik eğilimine pozitif yönde katkı sağladığı tespit edilmiştir.*

**Anahtar Kelimeler:** *Girişimcilik, Girişimcilik Eğilimi, Girişimcilik Eğitimi.*

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**A Multidimensional Analysis on the Factors Affecting Entrepreneurial Tendency: A Research on High School Students at the Secondary Education**

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**Abstract**

*Entrepreneurship has an important role in the development of countries, increasing the wealth and life standards of societies. In this case, establishing the entrepreneurship tendency of people and the affecting the factors of this tendency would give us specified information about entrepreneurship potential of societies. Moreover, it would guide the other researches on this topic. To competitiveness, difficulties of starting up a new firm, innovative and creative features, the degree of avoiding risk, family support, decisiveness, need of success and demographic characteristics of individuals would be effective on the action of entrepreneurship. With this study, it is aimed to determine the entrepreneurship tendencies and the factors affecting the entrepreneurship tendencies of senior students in various high schools selected from different districts in Ankara. Also within the scope of entrepreneurship tendency; hypothesis about gender, the schools where students learn and take the course of entrepreneurship were created and tested and last the results were evaluated. The results obtained put forward that there is no gender effect in terms of the entrepreneurship tendency of the students. There is no significant difference between the tendency of entrepreneurship and the schools where students were educated. Finally, it is found that taking entrepreneurship lessons in high school education contributes to the entrepreneurship tendency positively.*

**Keywords:** Entrepreneurship, Entrepreneurship Tendency, Entrepreneurship Education.

**Giriş**

ara ılı, Etimesgut,

an

### **Kuramsal ereve**

### **Giriřimcilik ve Giriřimcilik Eęilimi**

1988:11). Hisrich (1985) ise

1999:4).

1999:147, 322). Bu

2005:43).

hayata

2000: 86-

(Mueller ve Anisya, 2001: 51-

2006: 168-181).

olur (Demircan, 2000: 24).

durumu olarak ifade etmektedir (Brockhaus ve Horwitz, 1986: 25).

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**Giriřimcilięin Ekonomik ve Sosyal Kalkınma Açısından Önemi**

Fin

ilik

2013).

e

72).

2005:

2000: 389).

### **Giriřimcinin Özellikleri**

10).

(1980)  
(bireycilik-

ele alarak

-

George ve Zahra, 2002) (Hisrich  
kabul g

**Tablo 1.**

| Nitelik       | Araştırmacılar                                                                             |
|---------------|--------------------------------------------------------------------------------------------|
|               | Herron,1992; Geisler,1993; Drucker, 1998b; Daft,2005;                                      |
| Risk alan     | Geisler,1993; Johnson ve Hayes,1996; Drucker,1998;<br>2005; Hewison/Badger, 2006, Shapero, |
|               | Luchsinger/Bagby,1987; Herron,1992; Hisrich vd.,2005;<br>Hitt vd.,2005                     |
|               | Corbett/Hmieleski, 2005; Hitt vd.,2005                                                     |
|               | Daft,2005; Hitt vd.,2005; Hewison/Badger,2006                                              |
|               | Hitt vd.,2005                                                                              |
| Proaktiflik   | Hisrich vd.,2005                                                                           |
|               | Daft,2005                                                                                  |
| Duygusal Zeka | Hitt vd.,2005                                                                              |
|               |                                                                                            |
|               | Luttunen,2000                                                                              |
|               | Luttunen,2000                                                                              |
|               |                                                                                            |
|               | Levenburg, 2006                                                                            |
|               | Casson, 2003                                                                               |

**Kaynak:** 2011; Bayraktar S., 2011; Arthur S.J., Hisrich R.D.2011;  
vd. vd.

### Türkiye’de Girişimcilik Eğitimi

siyasi ve ekonomik

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Strateji Belgesin

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ir.

-2018). Ancak

55-

i olan

Socrat

82-  
-2013), Milli

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bireysel stratejik pl

-2016, 2013: 83).



**Tablo 2.**

| <b>Yazarlar</b>             | <b>Yılı</b> | <b>Başlığı</b>                                                                                                                            |
|-----------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Nuray Girginer,             | 2004        |                                                                                                                                           |
| Nuray Atsan                 | 2006        | Entrepreneurial Characteristic amongst University Students: Some Insights for Entrepreneurship Education and Training in Turkey (Makale). |
|                             | 2007        |                                                                                                                                           |
|                             | 2008        |                                                                                                                                           |
| Muhsin Halis                | 2008        |                                                                                                                                           |
| er                          | 2009        |                                                                                                                                           |
|                             | 2009        |                                                                                                                                           |
| Hatice Baysal,              | 2009        | (Bildiri).                                                                                                                                |
| Yasin Karadeniz             | 2010        |                                                                                                                                           |
| N.Yelkikalan, Ayten Akatay, | 2010        |                                                                                                                                           |
|                             | 2010        | Bir Uygulama (Makale).                                                                                                                    |
| Mehmet Karahan              | 2010        |                                                                                                                                           |

| Yazarlar            | Yılı | Başlığı                                                                                                                                                                        |
|---------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | 2011 |                                                                                                                                                                                |
| Bozkurt             | 2011 |                                                                                                                                                                                |
|                     | 2011 | Gender, Business Education, Family Background and Personal Traits; a Multi Dimensional Analysis of Their Affects on Entrepreneurial Propensity: Findings from Turkey (Makale). |
| Seda Bayrakdar      | 2011 |                                                                                                                                                                                |
| Cengiz Duran,       | 2013 |                                                                                                                                                                                |
| Ali Murat Alparslan | 2013 |                                                                                                                                                                                |
|                     | 2017 | The Effect of Entrepreneurship Education on Entrepreneurial Intention: An Experimental Study on Undergraduate Business Students (Makale).                                      |

**Kaynak:**

(8:1), s.13-

*Girişimcilik ve Kalkınma Dergisi,*

55-58).

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## Araştırma

### Araştırmanın Amacı ve Yöntemi

urma

yararla

### Anakütle ve Örneklem

29.04.2015),

-2015; 125).

Altun

**Tablo 3:**

| Sıra No | Okul Adı                           | İlçe        | Değerlendirilen Anket | Kategori Dışı | Boş | Toplam |
|---------|------------------------------------|-------------|-----------------------|---------------|-----|--------|
| 1       | Anadolu Lisesi                     | Mamak       | 49                    | 5             | 0   | 54     |
| 2       | Anadolu Lisesi                     | Etimesgut   | 97                    | 2             | 0   | 99     |
| 3       | Lisesi                             | Yenimahalle | 84                    | 6             | 1   | 91     |
| 4       | Anadolu Lisesi                     | Etimesgut   | 68                    | 9             | 0   | 77     |
| 5       | Lisesi                             | Mamak       | 79                    | 20            | 0   | 99     |
| 6       | Dr. Binnaz Ege -<br>Anadolu Lisesi |             | 27                    | 3             | 0   | 30     |
| 7       | Lisesi                             | Yenimahalle | 25                    | 3             | 0   | 28     |

| Sıra No       | Okul Adı                   | İlçe        | Değerlendirilen Anket | Kategori Dışı | Boş       | Toplam      |
|---------------|----------------------------|-------------|-----------------------|---------------|-----------|-------------|
| 8             | Lisesi                     |             | 26                    | 0             | 0         | 26          |
| 9             | Ankara Fen Lisesi          |             | 68                    | 3             | 0         | 71          |
| 10            | Fen Lisesi                 |             | 79                    | 7             | 0         | 86          |
| 11            | ve Meslek Lisesi           | Mamak       | 75                    | 7             | 0         | 82          |
| 12            | Meslek Lisesi              |             | 97                    | 2             | 0         | 99          |
| 13            | Lisesi                     | Mamak       | 79                    | 16            | 1         | 96          |
| 14            | Teknik ve Meslek Lisesi    | Yenimahalle | 65                    | 12            | 8         | 85          |
| 15            | Suzan-Mehmet Meslek Lisesi | Mamak       | 119                   | 9             | 1         | 129         |
| 16            | Balgat Teknik ve Lisesi    |             | 99                    | 10            | 1         | 110         |
| 17            | Mamak Anadolu              | Mamak       | 84                    | 16            | 0         | 100         |
| 18            | Hatip Lisesi               | Mamak       | 69                    | 5             | 0         | 74          |
| 19            | Mamak Anadolu              | Mamak       | 27                    | 3             | 0         | 30          |
| 20            | Hatip Lisesi               | Etimesgut   | 115                   | 8             | 6         | 129         |
| <b>Toplam</b> |                            |             | <b>1431</b>           | <b>146</b>    | <b>18</b> | <b>1595</b> |

Not:

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**Analizler ve Bulgular****Doğrulayıcı Faktör Analizi**

Bartlett

etmektedir.

olma,

k

zi (DFA)

seviye ve tek fak

2011; 57). Analiz sonucunda

**Tablo 4:**

| MODEL | $\chi^2$ | df   | $\chi^2/df$ | RMSEA | CFI   | GFI   | AGFI  |
|-------|----------|------|-------------|-------|-------|-------|-------|
|       | 3547,825 | 1027 | 3,455       | 0,041 | 0,819 | 0,901 | 0,887 |

$\Delta X^2$ : Ki kare(CMIN) df: Degrees of Freedom; RMSEA:Root Mean Square Error of Approximation;CFI:Comparative Fit Index; GFI:Goodness of Fit Index;AGFI:Adjusted Goodness Fit Index.

### Örneklemin Girişimcilik Eğilim Düzeyleri

Tablo 5:

| Giriřimcilik Eğilimi Faktörleri | Ortalama      | Standart sapma |
|---------------------------------|---------------|----------------|
|                                 | 3,5990        | ,69600         |
|                                 | 2,9810        | ,78970         |
| Yenilik Yaratma                 | 3,3205        | ,90595         |
| <b>Riskten Kaçınma</b>          | <b>2,6791</b> | <b>,81528</b>  |
|                                 | 2,7927        | ,65792         |
| <b>Aile desteęi</b>             | <b>3,6935</b> | <b>,95190</b>  |
|                                 | 3,6338        | ,93947         |
|                                 | 3,4875        | ,66981         |
|                                 | 3,6518        | ,81837         |
|                                 | 2,7701        | ,71243         |
| <b>Giriřimcilik Eğilimi</b>     | <b>3,2609</b> | <b>,45432</b>  |

### Giriřimcilik Eğiliminin Cinsiyete Göre Farklılığı

vd.,2013;118).

*H1a: Giriřimcilik eğilimi, cinsiyete göre anlamlı farklılık göstermektedir.*

*H1b: Giriřimcilik eğilimini etkileyen faktörler, cinsiyete göre anlamlı farklılık göstermektedir.*



**Tablo 6:**

| Değişkenler                          | t istatistik  | Serbestlik Derecesi | Anlamlılık Derecesi | Ortalama Fark  |
|--------------------------------------|---------------|---------------------|---------------------|----------------|
|                                      | 1,119         | 1429                | ,263                | ,04130         |
|                                      | -,016         | 1416,714            | ,987                | -,00068        |
| Yenilik Yaratma(f3)                  | -1,577        | 1418,837            | ,115                | -,07526        |
| <b>Riskten Kaçınma(f4)</b>           | <b>-3,641</b> | <b>1429</b>         | <b>,000</b>         | <b>-,15680</b> |
| <b>Kendi İşini Kurma Fırsatı(f5)</b> | <b>-3,999</b> | <b>1429</b>         | <b>,000</b>         | <b>-,13885</b> |
| <b>Aile desteği(f6)</b>              | <b>3,576</b>  | <b>1429</b>         | <b>,000</b>         | <b>,17988</b>  |
| <b>Hümanizm(f7)</b>                  | <b>2,023</b>  | <b>1429</b>         | <b>,043</b>         | <b>,10073</b>  |
|                                      | ,164          | 1429                | ,869                | ,00582         |
|                                      | 1,384         | 1429                | ,167                | ,06007         |
|                                      | -1,402        | 1429                | ,160                | -,05297        |
|                                      | -,152         | 1429                | ,879                | -,00368        |

yoktur.

**Tablo 7:**

|                     | Cinsiyet |     | Ortalama | Standart Sapma | Standart Ortalama |
|---------------------|----------|-----|----------|----------------|-------------------|
| Olma(f1)            |          | 775 | 3,6179   | ,71685         | ,02575            |
|                     | Erkek    | 656 | 3,5766   | ,67039         | ,02617            |
|                     |          | 775 | 2,9806   | ,81607         | ,02931            |
|                     | Erkek    | 656 | 2,9813   | ,75799         | ,02959            |
| Yenilik Yaratma(f3) |          | 775 | 3,2860   | ,93872         | ,03372            |
|                     | Erkek    | 656 | 3,3613   | ,86457         | ,03376            |
|                     |          | 775 | 2,6072   | ,80736         | ,02900            |
|                     | Erkek    | 656 | 2,7640   | ,81702         | ,03190            |
|                     |          | 775 | 2,7290   | ,65328         | ,02347            |
|                     | Erkek    | 656 | 2,8679   | ,65595         | ,02561            |
|                     |          | 775 | 3,7759   | ,95662         | ,03436            |
|                     | Erkek    | 656 | 3,5960   | ,93772         | ,03661            |
|                     |          | 775 | 3,6800   | ,93879         | ,03372            |
|                     | Erkek    | 656 | 3,5793   | ,93807         | ,03663            |
|                     |          | 775 | 3,4901   | ,68531         | ,02462            |
|                     | Erkek    | 656 | 3,4843   | ,65153         | ,02544            |
|                     |          | 775 | 3,6794   | ,81616         | ,02932            |
|                     | Erkek    | 656 | 3,6193   | ,82040         | ,03203            |
|                     |          | 775 | 2,7458   | ,72399         | ,02601            |
|                     | Erkek    | 656 | 2,7988   | ,69799         | ,02725            |
|                     |          | 775 | 3,2592   | ,46666         | ,01676            |
|                     | Erkek    | 656 | 3,2629   | ,43965         | ,01717            |

**Girişimcilik Eğiliminin Öğrencilerin Öğrenim Gördükleri Okullara Göre Farklılığı**

*H2a: Girişimcilik eğilimi, öğrencilerin öğrenim gördükleri okullara göre anlamlı farklılık göstermektedir.*

*H2b: Girişimcilik eğilimini etkileyen faktörler, öğrencilerin öğrenim gördükleri okullara göre anlamlı farklılık göstermektedir.*

**Tablo 8:**

|                                  | Test of Homogeneity of Variances |          | ANOVA |             | Welch Brown-Forsythe |             |
|----------------------------------|----------------------------------|----------|-------|-------------|----------------------|-------------|
|                                  | Levene                           | Derecesi |       | Derecesi    | Derecesi             |             |
| Olma(f1)                         | 1,719                            | ,143     | 2,148 | ,073        | -                    |             |
| <b>Yeni iş Kurma Zorluğu(f2)</b> | ,330                             | ,858     | 5,013 | <b>,001</b> | -                    |             |
| <b>Yenilik Yaratma(f3)</b>       | 1,497                            | ,201     | 3,067 | <b>,016</b> | -                    |             |
| <b>Riskten Kaçınma(f4)</b>       | 3,506                            | ,007     | -     | -           | <b>,000</b>          | <b>,001</b> |
|                                  | 1,494                            | ,201     | 2,178 | ,069        | -                    |             |
|                                  | 4,550                            | ,001     | -     | -           | ,881                 | ,892        |
|                                  | 2,592                            | ,035     | -     | -           | ,314                 | ,308        |
| <b>Başarı İhtiyacı(f8)</b>       | 1,229                            | ,296     | 2,720 | <b>,028</b> | -                    |             |
|                                  | 3,181                            | ,013     | -     | -           | ,066                 | ,046        |
| <b>Dışsal Kontrol Odağı(f10)</b> | ,974                             | ,421     | 7,271 | <b>,000</b> | -                    |             |
|                                  | 2,713                            | ,029     | -     | -           | ,093                 | ,086        |

Levene

-Forsythe

yoktur (Tablo 8).

**Tablo 9:**

| Faktör                            | Değişkenler           | N    | Ortalama      | Standart Sapma | Standart Hata |
|-----------------------------------|-----------------------|------|---------------|----------------|---------------|
| <b>Yeni İş Kurma Zorluğu (f2)</b> | Meslek Lisesi         | 357  | <b>3,0658</b> | ,78648         | ,04162        |
|                                   |                       | 295  | <b>2,8271</b> | ,77714         | ,04525        |
|                                   | Fen Lisesi            | 110  | <b>3,0909</b> | ,81888         | ,07808        |
|                                   | Anadolu Lisesi        | 492  | 2,9573        | ,77788         | ,03507        |
|                                   | Ticaret Meslek Lisesi | 177  | <b>3,0636</b> | ,79584         | ,05982        |
|                                   | Toplam                | 1431 | 2,9810        | ,78970         | ,02088        |
| <b>Yenilik Yaratma (f3)</b>       | Meslek Lisesi         | 357  | 3,2138        | ,88476         | ,04683        |
|                                   |                       | 295  | 3,3605        | ,95990         | ,05589        |
|                                   | Fen Lisesi            | 110  | <b>3,1758</b> | ,90046         | ,08586        |
|                                   | Anadolu Lisesi        | 492  | 3,3672        | ,88114         | ,03972        |
|                                   | Ticaret Meslek Lisesi | 177  | <b>3,4294</b> | ,90604         | ,06810        |
|                                   | Toplam                | 1431 | 3,3205        | ,90595         | ,02395        |

| Faktör                            | Değişkenler           | N    | Ortalama      | Standart Sapma | Standart Hata |
|-----------------------------------|-----------------------|------|---------------|----------------|---------------|
| <b>Riskten Kaçınma (f4)</b>       | Meslek Lisesi         | 357  | <b>2,8034</b> | ,82720         | ,04378        |
|                                   |                       | 295  | <b>2,5207</b> | ,76404         | ,04448        |
|                                   | Fen Lisesi            | 110  | 2,6709        | ,85867         | ,08187        |
|                                   | Anadolu Lisesi        | 492  | 2,6821        | ,77144         | ,03478        |
|                                   | Ticaret Meslek Lisesi | 177  | 2,6893        | ,92242         | ,06933        |
|                                   | Toplam                | 1431 | 2,6791        | ,81528         | ,02155        |
| <b>Başarı İhtiyacı (f8)</b>       | Meslek Lisesi         | 357  | <b>3,3886</b> | ,66955         | ,03544        |
|                                   |                       | 295  | 3,5157        | ,69098         | ,04023        |
|                                   | Fen Lisesi            | 110  | <b>3,5597</b> | ,59080         | ,05633        |
|                                   | Anadolu Lisesi        | 492  | <b>3,5186</b> | ,65749         | ,02964        |
|                                   | Ticaret Meslek Lisesi | 177  | 3,5085        | ,70082         | ,05268        |
|                                   | Toplam                | 1431 | 3,4875        | ,66981         | ,01771        |
| <b>Dışsal Kontrol Odağı (f10)</b> | Meslek Lisesi         | 357  | <b>2,8852</b> | ,70137         | ,03712        |
|                                   |                       | 295  | 2,6723        | ,72150         | ,04201        |
|                                   | Fen Lisesi            | 110  | <b>2,5727</b> | ,75099         | ,07160        |
|                                   | Anadolu Lisesi        | 492  | 2,7473        | ,67689         | ,03052        |
|                                   | Ticaret Meslek Lisesi | 177  | <b>2,8870</b> | ,74118         | ,05571        |
|                                   | Toplam                | 1431 | 2,7701        | ,71243         | ,01883        |
| <b>Girişimcilik Eğilimi</b>       | Meslek Lisesi         | 357  | 3,2677        | ,48576         | ,02571        |
|                                   |                       | 295  | 3,2267        | ,47342         | ,02756        |
|                                   | Fen Lisesi            | 110  | <b>3,2004</b> | ,38356         | ,03657        |
|                                   | Anadolu Lisesi        | 492  | 3,2642        | ,41539         | ,01873        |
|                                   | Ticaret Meslek Lisesi | 177  | <b>3,3324</b> | ,49336         | ,03708        |
|                                   | Toplam                | 1431 | 3,2609        | ,45432         | ,01201        |

### **Giriřimcilik Eğiliminin Öğrencilerin Giriřimcilik Dersi Alma Durumuna Göre Farklılığı**

*H3a: Giriřimcilik eğilimi, öğrencilerin girişimcilik dersi alma durumuna göre anlamlı farklılık göstermektedir.*

*H3b: Giriřimcilik eğilimini etkileyen faktörler, öğrencilerin girişimcilik dersi alma durumuna göre anlamlı farklılık göstermektedir.*

**Tablo 10:**

| <b>Değişkenler</b>               | <b>t istatistik</b> | <b>Serbestlik Derecesi</b> | <b>Anlamlılık Derecesi</b> | <b>Ortalama Fark</b> |
|----------------------------------|---------------------|----------------------------|----------------------------|----------------------|
|                                  | 1,025               | 1359                       | ,306                       | ,05232               |
|                                  | 1,130               | 1359                       | ,259                       | ,06603               |
| Yenilik Yaratma(f3)              | 1,066               | 1359                       | ,287                       | ,07196               |
|                                  | 1,556               | 1359                       | ,120                       | ,09349               |
|                                  | 1,868               | 1359                       | ,062                       | ,09077               |
|                                  | ,206                | 1359                       | ,837                       | ,01456               |
| <b>Hümanizm(f7)</b>              | <b>2,044</b>        | <b>1359</b>                | <b>,041</b>                | <b>,14157</b>        |
|                                  | ,578                | 1359                       | ,564                       | ,02857               |
|                                  | 1,129               | 1359                       | ,259                       | ,06795               |
| <b>Dışsal Kontrol Odağı(f10)</b> | <b>2,604</b>        | <b>285,864</b>             | <b>,010</b>                | <b>,14736</b>        |
| <b>Girişimcilik Eğilimi</b>      | <b>2,323</b>        | <b>1359</b>                | <b>,020</b>                | <b>,07746</b>        |

fark yoktur (Tablo 10).

**Tablo 11:**

|                     | Cinsiyet |     | Ortalama | Standart Sapma | Standart Ortalama |
|---------------------|----------|-----|----------|----------------|-------------------|
|                     |          | 775 | 3,6179   | ,71685         | ,02575            |
|                     | Erkek    | 656 | 3,5766   | ,67039         | ,02617            |
|                     |          | 775 | 2,9806   | ,81607         | ,02931            |
|                     | Erkek    | 656 | 2,9813   | ,75799         | ,02959            |
| Yenilik Yaratma(f3) |          | 775 | 3,2860   | ,93872         | ,03372            |
|                     | Erkek    | 656 | 3,3613   | ,86457         | ,03376            |
|                     |          | 775 | 2,6072   | ,80736         | ,02900            |
|                     | Erkek    | 656 | 2,7640   | ,81702         | ,03190            |
|                     |          | 775 | 2,7290   | ,65328         | ,02347            |
|                     | Erkek    | 656 | 2,8679   | ,65595         | ,02561            |
|                     |          | 775 | 3,7759   | ,95662         | ,03436            |
|                     | Erkek    | 656 | 3,5960   | ,93772         | ,03661            |
|                     |          | 775 | 3,6800   | ,93879         | ,03372            |
|                     | Erkek    | 656 | 3,5793   | ,93807         | ,03663            |
|                     |          | 775 | 3,4901   | ,68531         | ,02462            |
|                     | Erkek    | 656 | 3,4843   | ,65153         | ,02544            |
|                     |          | 775 | 3,6794   | ,81616         | ,02932            |
|                     | Erkek    | 656 | 3,6193   | ,82040         | ,03203            |
|                     |          | 775 | 2,7458   | ,72399         | ,02601            |
|                     | Erkek    | 656 | 2,7988   | ,69799         | ,02725            |
|                     |          | 775 | 3,2592   | ,46666         | ,01676            |
|                     | Erkek    | 656 | 3,2629   | ,43965         | ,01717            |

**Sonuç ve Değerlendirme**



ir. Toplumsal

lere paralel olarak

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## **Extended Summary**

### **Introduction**

The aim of this study is to investigate the entrepreneurial tendencies of high school 3 and 4th grade students in Ankara, to determine the factors affecting these trends and to examine the effects of family environment, personal characteristics, age, gender, demographic characteristics and their effects on these factors. This research; (20 in total), 1431 high schools from 3<sup>rd</sup> and 4<sup>th</sup> grade in Anatolian High School, Imam Hatip High School, Science High School, Commerce Vocational High School, Technical and Industrial Vocational High School and Girls Vocational High School face-to-face survey method.

### **Theoretical Framework**

#### **Entrepreneurship and Entrepreneurship Tendency**

Schumpeter, who is one of the most important specialists in the definition of entrepreneurship, is one of the first researchers to emphasize the concept of "innovation". Entrepreneurship is defined as innovation activities bearing economic value for business purposes (Brockhaus and Horwitz, 1986: 25). Hisrich (1985) described entrepreneurship as "a process and this process is getting money considered in this framework, it seems that the initiator's "need for success" dimension has been emphasized. According to Frank Knight, entrepreneurialism is inherently subject to real uncertainty as well as undertaking certain risks (Praag and Mirjam, 1999: 147, 322). When dealt with in this framework, the "risk taking" dimension of the entrepreneur seems to be emphasized. One of the most important factors affecting being an entrepreneur is the family factor. The main motivational factors of the way the family is raised by the family since childhood, the family support in their decisions, and the entrepreneurial endorsement of the perception of one's entrepreneurship by the family. There are various opinions in the literature on internal and external control orientation. Brockhaus and Horwitz control focus (Locus of Control); (Brockhaus and Horwitz, 1986: 25). This is the situation in which people perceive events that occur in their lives or their consequences as self-control or outside their control.

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### **The Importance of Entrepreneurship in terms of Economic and Social Development**

The place of entrepreneurship in economic development is directly related to the existence and qualities of the entrepreneurial ecosystem in the economy in which it operates. The concept of entrepreneurial ecosystem is often used in economies where the entrepreneurial phenomenon has developed, but it is the answer to the question "How is an entrepreneurial economy?" In terms of content. The innovation element at the core of entrepreneurship requires a development for human resources to be used at an adequate level, which promotes the social level of society (education, culture, language, etc.).

The researchers used religion, race, social environment, social prejudices, historical conditions, ethnic structure, and so on. (eg Verheul, 2003), which are factors that affect entrepreneurship. Max Weber first mentioned the role of non-profit factors in entrepreneurship. The social aspect of Weber's model is defined as the "Protestant Work Ethic". From here it is considered as an important variable in explaining cultural interventional activities.

### **Characteristics of Entrepreneur**

There are various opinions about the characteristics of entrepreneurs. These qualities can be distinguished according to their qualities by birth or later acquirement or by psychological and social based perspectives.

### **Entrepreneurship Education in Turkey**

Although not widespread entrepreneurship education has been given secondary and higher education in Turkey.

Turkey has added Leonardo Da Vinci and Socrates programs which European Union opened to increase professional education, the amount of qualified

people from different age  
83).

2006:82-

Entrepreneurship-oriented EU projects are carried out in primary and secondary schools (Turkey Entrepreneurship Strategy and Action Plan 2014-2016, 2013: 83).

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## Research

### Purpose and Method of Research

The main purpose of this study is; selected high school students; to find out whether they have entrepreneurial tendencies at different levels, to identify the factors that affect entrepreneurial tendencies, and if there are factors that affect the tendency of entrepreneurship, it is a more meaningful difference and to investigate the relation between the prominent demographics and these factors.

competitiveness, the difficulty of establishing new business, innovation, risk avoidance, opportunity and work, to establish self-employment, family support and McClelland's need for achievement factor scale published scale were used.

### Population and Sample

The research was conducted in the form of questionnaire form for the students of 3 rd grade (934 students) and 4 th grade (497 students) in 7 Anatolian High Schools, 3 Science High Schools, 4 Imam Hatip High Schools and 6 Vocational High Schools. Within the scope of the study, a total of 1595 questionnaires were distributed to high school students in 3rd and 4th grade in different high schools and 1431 questionnaires were included in the evaluation.

### Analyzes and Findings

According to the results of the analysis made to determine the adequacy of the sample included in the study; The KMO value was found to be 0.821. The fact that the BMD test is close to 1 indicates that the survey represents the main mass. The significance of the Bartlett test is  $p = 0.00$ , indicating that the sample is adequately tested and that significant factors can be obtained from the research data.

Cronbach's Alpha value was calculated to be 0.856 according to the scale of the questionnaires of the questionnaires affecting the entrepreneurship tendency of the research. This value indicates that your scale is reliable.

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### **Entrepreneurship Trends in the Sample**

The average of the whole sample is high in terms of Perseverance and Competitiveness, Challenge of Establishing New Business, Innovation Creation, Family Support, Humanism, Success Needs and Internal Control Orientation and the average is low in terms of Risktan Avoidance, Self Establishment Opportunity, External Control Locality . The lowest average is found in the Risktan Avoidance factor (2.67) and the highest average is in the Family Support factor (3.69). It is seen that the sample has an average of 3.26 and a standard deviation of 0.45432 in terms of entrepreneurial propensity level.

### **Differences of Entrepreneurship Trend by Gender**

Hypotheses to be tested to determine the sex-specific differences in entrepreneurial tendencies and the factors that influence entrepreneurial tendencies are as follows;

*H1a: Entrepreneurship tendency differs according to sex.*

*H1b: Factors affecting entrepreneurship tendency differ according to sex.*

There is no statistically significant difference between entrepreneurship tendency and gender.

### **Differences in Entrepreneurship Trends by Schools**

The hypotheses to be tested to determine the differences in entrepreneurial propensity and entrepreneurial tendencies of the schools compared to the schools where the students have studied are as follows;

*H2a: Entrepreneurship tendency differs according to the schools in which the students have studied.*

*H2b: Factors influencing entrepreneurship tendency differ according to the schools in which the students have studied.*

There is no statistically significant difference between the entrepreneurial tendency and the Schools of the Students.

### **Difference of Entrepreneurship Trend by Students' Entrepreneurship Course Status**

The hypotheses to be tested to determine the differences in entrepreneurial propensity and entrepreneurial tendencies in order to determine the difference of students according to the level of entrepreneurship lesson taking are as follows;

*H3a: The entrepreneurship tendency differs according to the entrepreneurship lessons of the students.*

*H3b: Factors affecting the tendency of entrepreneurship differ according to the entrepreneurship lessons of the students.*

There is a statistically significant difference between entrepreneurship tendency and entrepreneurship lesson taking.

### **Conclusion**

The lack of gender influence in terms of the entrepreneurship tendency of the students may have influenced the necessity of the place of the woman in the economic role in society and the idea of providing financial freedom against the male. When we look at the relationship between the schools where pupils are taught and the entrepreneurial tendencies, there is no significant difference between entrepreneurship tendencies and the schools where pupils have studied. But it was observed that the average of the entrepreneurial tendency of the "Vocational High School" students was higher than the "Imam Hatip High School" students. Entrepreneurship tendency was found to be higher in the students who took entrepreneurship lessons than those who did not.

In future work; the relationship between entrepreneurship tendencies and cultural phenomena which can give free soul and self-confidence to individuals, and the way of thinking and discussion about entrepreneurship should be analyzed.

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