

T.C.
MARMARA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İŞLETME (İNGİLİZCE) ANABİLİM DALI
YÖNETİM VE ORGANİZASYON (İNGİLİZCE) BİLİM DALI

AN ANALYSIS OF THE FACTORS AFFECTING
ENTREPRENEURIAL INTENTION: EVIDENCE FROM
TURKEY

Master Thesis

SEVDE NUR YUKARIPINAR

İstanbul, 2020

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Danışman: PROF.DR. HANDE SİNEM ERGUN

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ÖZET

GİRİŞİMCİLİK YÖNELİMİNİ ETKİLEYEN BİR ARAŞTIRMA: TÜRKİYE ÖRNEĞİ

Son yüzyıllarda, gelişmiş ve gelişmekte olan ülkelerde girişimciliğe verilen önem giderek artmaktadır. Bu durumun temel nedeni ise, girişimciliğin ekonomik kalkınma ve gelişime olan büyük katkısının ve işsizlik sorununa önemli ölçüde çözüm oluşunun fark edilmesidir. Bu doğrultuda, devletler ekonomik kalkınmayı arttırmak ve devam ettirmek, var olan işsizlik sorununu çözmek amacıyla girişimcileri destekleme ve potansiyel girişimcileri ortaya çıkarma politikaları ve programları geliştirmektedirler.

Türkiye’de girişimciliğe verilen önemle birlikte girişimcilik eğitimi son dönemlerde artarak özellikle üniversitelerin ilgili bölümlerinde ders olarak okutulmaya başlanmıştır ve verilen derslerin öğrencilerin girişimcilik niyetine olan etkisi önemli ölçüde araştırma konusu olmuştur. Ancak yalnızca, girişimcilik dersi alan üniversite öğrencileri değil her yaştan, her meslekten, her gruptan kişilerin çeşitli alanlarda girişimciliğe olan yönelimini görmektediriz. Bu kişiler ailemizden, akrabalarımızdan, yakın arkadaşlarımızdan ve ya yakın çevremizden birileri olabilir. Bu sebeple bu araştırmada, sadece öğrenciler değil, Türkiye’de +18 yaş ve üzeri her kesimden 403 kişinin girişimcilik yönelimini etkileyen faktörler ve bu faktörlerin arasındaki ilişki incelenmiştir.

Araştırmamızda, Shapero ve Sokol’un (1982) Girişimcilik Olayı Modeli ve bu modelin daha kapsamlı hali olarak görülen Ajzen’in (1991) Planlanmış Davranışlar Teorisi birleştirilmiş ve girişimcilik eğitimi unsuru da dahil edilerek girişimcilik yönelimini etkileyen faktörlerin regresyon analizleri yapılmıştır.

Araştırma bulgularına göre, Ajzen’in Planlanmış Davranışlar Teorisine göre **kişisel tutum** bağlamında *girişimci olma cazibesi*, **sosyal norm** bağlamında *girişimcilik kariyerine bakış*, *girişimci olmanın onaylanması* ve *girişimcilik kültürü*, **algılanan davranış kontrolü** bağlamında *kişisel yeterlilik* faktörleri girişimcilik yönelimi ile anlamlı ve ilişkili bulunmuştur. Girişimcilik eğitimi faktörlerinin ise girişimcilik yönelimi ile doğrusal regresyonda ilişkisi bulunurken çoklu regresyonda ilişkisi bulunamamıştır. Bu sebeple, eğitimin ayrıca kişisel tutum ve algılanan davranış kontrolü, ve sosyal normlar ile ilişkisi araştırılmıştır. Elde edilen sonuçlara göre girişimcilik eğitiminin **kişisel tutum** bağlamında *girişimci olma cazibesi* ile ilişkisi ve *çalışan olma cazibesi* ile yüksek oranda ilişkisi, **sosyal**

norm bağlamında *girişimcilik kariyerine bakış ve girişimci olmanın onaylanması* ile ilişkisi, *algılanan davranış kontrolü* bağlamında *kişisel yeterlilik ve kişisel beceri* ile ilişkisi bulunmuştur.

Anahtar Kelimeler: Girişimcilik, Girişimcilik Yönelimi, Girişimcilik Eğitimi, Planlanmış Davranışlar Teorisi, Girişimcilik Olayı Modeli



ABSTRACT

AN ANALYSIS OF THE FACTORS AFFECTING ENTREPRENEURIAL INTENTION: EVIDENCE FROM TURKEY

In recent centuries, the importance given to entrepreneurship is increasing in developed and developing countries. The main reason for this situation is the realization of the great contribution of entrepreneurship to economic development and a significant solution to the unemployment problem. In this direction, states develop policies and programs to support entrepreneurs and unearth potential entrepreneurs in order to increase and maintain economic development and solve the existing unemployment problem.

Turkey has also started to be given in the relevant section of entrepreneurship education courses in universities. The effect of courses on entrepreneurship education on students' entrepreneurial intention has been a significant research topic. However, we see not only university students taking entrepreneurship courses, but also people of all ages, professions and groups towards entrepreneurship in various fields. These people may be members of our family, relatives, close friends or our immediate environment. For this reason, not only the entrepreneurial intention of the students was investigated in this study. In our research data, not just students, were obtained from people who are over the age of +18 in Turkey. Factors affecting entrepreneurial intention were investigated with the obtained data and the relationship between these factors was examined.

In our analysis, the Entrepreneurship Event Model of Shapero and Sokol (1982) and Ajzen's (1991) Planned Behavior Theory, which is seen as a more comprehensive version of this model, were combined and including the entrepreneurial education element made regression analysis of the factors affecting entrepreneurship intention.

According to the findings of the research, according to Ajzen's Theory of Planned Behaviors, *the attraction to be an entrepreneur* in the context of **personal attitude**, *the approach to the entrepreneurial career*, *the approval of being an entrepreneur* and *entrepreneurial culture* the context of **social norms**, and *the personal competence factors* in the context of **perceived behavior control** were found to be meaningful and associated with entrepreneurship intention. On the other hand, entrepreneurship education factors were found to be related to entrepreneurship intention in linear regression, but not in multiple regressions. For this reason, the relationship of education with attitude toward behavior, perceived

behavior control, and subjective norms was also investigated. According to the results, entrepreneurship education was found to be correlated with *the attraction to be an employee* and *the attraction to be an entrepreneur* in the context ***of personal attitude***. The relationship with *perception of entrepreneurial career* and *approval of being an entrepreneur* is found in the context of ***subjective norm***. In the context of ***perceived behavior control***, it has been found to be related to *personal competence* and *personal skill*.

Keywords: Entrepreneurship, Entrepreneurship Intention, Entrepreneurship Education, Planned Behavior Theory, Entrepreneurship Event Model



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ABBREVIATIONS

ANOVA: Analysis of Variance

ATB: Attitude Toward Behavior

df: Degrees of freedom^{[1][1]}_{SEP}

EE: Entrepreneurship Education^{[1][1]}_{SEP}

EI: Entrepreneurial Intention

FORUM: Fuarçılık ve Geliştirme A.Ş.

GAPGİDE: GAP Bölgesi Girişim Destekleme ve Yönlendirme Merkezi

GEM: Global Entrepreneurship Monitor

GİSEP: Türkiye Girişimcilik Stratejisi ve Eylem Planı 2015-2018

İGEME: İhracatı Geliştirme Etüt Merkezi

İŞGEM: İş Geliştirme Merkezi

KAGİDER: Türkiye Kadın Girişimciler Derneği

KGF: Kredi Garanti Fonu

KMO: Kaiser-Meyer Olkin

KOSGEB: Küçük ve Orta Ölçekli İşletmeleri Destekleme ve Geliştirme İdaresi Bakanlığı

Küsget: Küçük Sanayi Geliştirme Teşkilatı

MEKSA: Mesleki Eğitim ve Küçük Sanayi Destekleme Vakfı

PBC: Perceived Behavioral Control

SEE: Shapero's Entrepreneurial Event

Sig: Significance

SN: Subjective Norm

Std.: Standard^{[1][1]}_{SEP}

TEYDEB: Teknoloji ve Yenilik Destek Programları Başkanlığı

TOBB: Türkiye Odalar ve Borsalar Birliği

TOSYÖV: Türkiye Küçük ve Orta Ölçekli İşletmeler, Serbest Meslek Mensupları ve

Yöneticiler Vakfı

TPB: Theory of Planned Behavior

TSKB: Türkiye Sınai Kalkınma Bankası

TUBITAK: Türkiye Bilimsel ve Teknolojik Araştırma Kurumu

TÜSİAD: Türk Sanayici ve İşadamları Derneği

VIF: Variance inflation factor



1. INTRODUCTION

The purpose of this section is primarily to explain the definition of core concepts in the content. Then, the importance and necessity of the research is mentioned. Finally, after mentioning the purpose of the research, the organization of the dissertation is given.

1.1. Definition of Core Concept

In this day and time, we hear the concepts of entrepreneurs and entrepreneurship a lot. When we look at the dictionary meaning, entrepreneurship is explained; “someone who starts a new business or arranges business deals in order to make money, often in a way that involves financial risks” (Longman Dictionary). However, since there is no explanation in a certain pattern in the literature, we cannot say that the concepts of entrepreneur and entrepreneurship express exactly that. For this reason, many of us find it difficult to explain exactly what these concepts mean. In fact, many researchers have tried to define entrepreneurship from past to present.

According to Peter Drucker, one of the most important management thinkers of the 20th century, entrepreneur, with a history of nearly 200 years of use, is still a blurry word. The first use of the word in European languages goes back to the French economist Cantillon in 1734. According to Cantillon, entrepreneur is "self-employment in the face of an uncertain future". When we came to the beginning of the 20th century, Joseph Schumpeter reconsidered the definition of entrepreneurship and completed Cantillon's deficiency in the definition of entrepreneur. According to Schumpeter, an entrepreneur is a person with a new mindset and a new style. In order to apply this new thought and / or style, he has to come to terms with the old and destroy the old when necessary (as cited by Özel, 2019, p. 13).

Furthermore, many researchers had made definitions of entrepreneurs and all of them have mentioned different characteristics of entrepreneurs (Gartner, 1988). Therefore, in this section, we will only talk about the entrepreneurship definition of Türkiye Girişimcilik Stratejisi ve Eylem Planı (GİSEP) (2015-2018) for now. According to GİSEP (2015-2018), entrepreneurs provide the resources needed to use existing or self-created opportunities, combine them with the available resources and organize them to turn them into production, take initiative and demonstrate leadership qualities at all stages of starting a business, calculate the risks at these stages and continue on their way by taking the necessary measures, constantly look for innovations and in this search, beyond being sensitive to the expectations

of the customers, they also create expectations. All these are the outstanding qualities of entrepreneurs (p. 18). In the following chapters, entrepreneurship definition and entrepreneurship features will be discussed in detail.

1.2. The Importance of Entrepreneurship

Today, entrepreneurship have a crucial role in economic development by generating technological innovations, increasing economic efficiency and providing new business opportunities (Zhang, 2013; Sondari, 2014). The reason why entrepreneurship is so important is the following three developments, respectively; increasing the employment problem, the changing economic structure with the strengthening of the new economy, theoretical developments in the fields of economy and business and the general acceptance of entrepreneurship (TUSIAD, 2002, p.40).

According to Rifat İraz (2005), entrepreneurs undertake important missions towards the society that they live in, and the missions which they undertake make them important for social and economic development. These missions are as follows: The most effective way to get rid of unemployment is to establish their own businesses. Therefore, if the number of entrepreneurs is more, the employment rate will be higher. Increasing the number of entrepreneurs will increase the social welfare and quality of life. Entrepreneurs lead the development of science and technology by both using science and technology and transferring resources to these fields. Entrepreneurs who are abroad advertise their own country. Entrepreneurs use unused potentials to prevent them from being idle (as cited by Önce, Marangoz, and Erboy, 2014, p. 2.).

1.3. Need for Research

Many countries prepare entrepreneurship programs and develop specific policies as a solution to the problems that occur in economic and social life. However, the entrepreneurial intention of individuals varies according to the social, economic and cultural structures of the countries. Factors which affecting entrepreneurship intention have been the subject of many scientific studies. These studies have been on the personality analysis and demographic characteristics of individuals, but these researches are not enough to recognize entrepreneurs and entrepreneurship research is still incomplete. Therefore, Linan et al. (2011) conducted an entrepreneurship analysis that included entrepreneurship education and the models of Ajzen's and Shapero's entrepreneurial intention, as well as demographic and personal characters. As a

result of this analysis, it was found that entrepreneurial intention models mostly explain the entrepreneurial intention of individuals.

In addition, the studies of entrepreneurial intention are usually on students from business and engineering faculties in the universities. However, although many people do not study these departments at universities, we can observe that they have entrepreneurial intentions thanks to their families, social circles, or the entrepreneurial opportunities they witness and observe in their daily lives. In the literature, there are very few studies about investigating the entrepreneurial intentions of individuals other than students. For this reason, in our research with considering the work of Linan et al. (2011), we examined the factors that affecting the entrepreneurial intention of each individual who are over the age of 18+ based on Ajzen's Theory of Planned Behaviors, Shapero and Sokol's Entrepreneurial Event Model, and entrepreneurship education.

1.4. The Purpose of The Study

According to Gartner (1988), explaining the entrepreneurship phenomenon is also insufficient to understand entrepreneurship. He advocates the necessity of examining entrepreneurship approaches to understand entrepreneurship (p.12). Moreover, Ajzen (1991) states that we can understand intentions in the best manner thanks to observing and predicting behaviors.

Hence, our research has two purposes; the first one is to try to predict intentions by using Ajzen and Shapero's behavioral approaches. The second one is to investigate whether entrepreneurship education has an indirect or direct effect on entrepreneurial intention.

1.5. Organization of Dissertation

This thesis study consists of 5 chapters. The first chapter is organized as an introduction. In the second chapter, the literature review about entrepreneurship is made. In the third part, the methodology of the research is explained in detail. In the fourth chapter, empirical analysis is comprehensively examined. Finally, in the fifth chapter, discussions and implications, conclusion, limitations of the research and recommendations are given.

2. LITERATURE REVIEW

In the literature study, there are definitions of the concept of entrepreneurship from past to present and the history of entrepreneurship is mentioned. Then, entrepreneurial intention and factors affecting entrepreneurial intention are clarified. The headings of the factors that affect entrepreneurship intention are briefly as follows; Demographic Factors, Personal Traits, Education, Entrepreneurial Intention Models. Finally, in this section, studies on entrepreneurial intention in the literature are mentioned.

2.1. The Definitions and Historical Development of Entrepreneurship

According to Gartner (1990), the well-known and accepted definition of entrepreneurship has not yet become prominent, and it does not have to be a single definition of entrepreneurship. Until now, most researchers have not been able to agree on an existing definition, so it is significant to say what we mean. There are many definitions of entrepreneurship in the literature, so we need to explain what we are talking about in order to be understandable when talking about entrepreneurship (p.28). In addition, Jerome A. Katz (2003) mentions that entrepreneurship studies have increased considerably in the academic field in 1990s. Furthermore, Gartner et al. (2006) examined the articles of many experts in the field of entrepreneurship with bibliometrics methods in their article. The benefits of examining these articles bibliometrically are to see how rich and comprehensive the field of entrepreneurship is. Therefore, in this section, we will explain how entrepreneurship emerged historically and the definitions of entrepreneurship existing in the literature in order to better understand the concept of entrepreneurship.

According to Westhead and Wright (2000), when we look historically, "entrepreneur", which is translated into Turkish as "girişimci", comes from the French word "entreprendre" and its meaning is "to do something". In the Middle Ages, it was used to mean the person who is active and doing business (as cited by TÜSİAD, 2002). In the early 18th century, Richard Cantillon's definition of the entrepreneur was widely accepted. According to Cantillon, the entrepreneur is defined as the person who organizes the business and takes the risks of the business in order to make a profit (Korkmaz, 2012, p. 210). After that, Hisrich and Peters (1995) stated that the concept of entrepreneur was used by the French economist Jean Baptiste Say in the 19th century, and Jean Baptise Say improved the definition of Cantillon; he emphasized that "the entrepreneur should have the qualifications to organize

and manage production factors as well as take risks” (as cited by Çetinkaya Bozkurt et al., p. 232).

At the beginning of 20th century, the Austrian economist Joseph Schumpeter integrated technology and the concept of entrepreneurship, adding the concept of "innovation" to the concept of entrepreneurship. During this period, Schumpeter (1934) made the most important contribution to the concept of entrepreneurship with his work titled The Theory of Economic Development. With this study, Schumpeter explained entrepreneurship as the person who offers innovation. Moreover, Schumpeter (1961) stated that the concept of innovation, which constitutes the essence of this definition, reveals entrepreneurship in five different ways. These elements are listed as follows; the first one is creating a new product and increasing the quality of the produced product, the second one is improving product manufacturing techniques, the third one is opening to new markets, the fourth one searching for new semi-finished and raw material sources and discovering new sources of supply along the way, and the last and fifth one is achieving some new organizational industries (as cited by Dashdamirova, 2019, p. 35).

Thus, the concept of "innovation", which emerged under the leadership of Schumpeter, has also formed the ultimate building block on today's entrepreneurship concept (Saatçi, 2017, p.96). If we look at the historical development of the concept of entrepreneurship in detail, Robert Hisrich (1986) gives the historical development of the concept of entrepreneurship in the table below:

Table 2.1. Historical Development of The Concept of Entrepreneurship

Middle Ages		actor and person in charge of large-scale production projects
17th century		person bearing risks of profit (loss) in a fixed-price contract with government
1725	Richard Cantillon	person bearing risks is different from one supplying capital.
1803	Jean Baptiste Say	separated profits of entrepreneur from profits of capital
1876	Francis Walker	distinguished between those who supplied funds and received interest and those who received profit from managerial capabilities.
1934	Joseph Schumpeter	entrepreneur is an innovator and develops untried technology.
1964	Peter Drucker	entrepreneur maximizes opportunities.
1975	Albert	entrepreneur takes initiative, organizes some social and

	Shapero	economic mechanisms, and accepts risks of failure.
1980	Karl Vesper	entrepreneur seen differently by economists, psychologists, businesspersons, and politicians
1983	Gifford Pinchot	intrapreneur is an entrepreneur within an already established organization
1985	Robert Hisrich	entrepreneurship is the process of creating something different with value by devoting the necessary time and effort; assuming the accompanying financial, psychological, and social risks; and receiving the resulting rewards of monetary and personal satisfaction.

Source: Robert D. Hisrich, "Entrepreneurship and Intrapreneurship: Methods for Creating New Companies That Have an Impact on the Economic Renaissance of an Area." In *Entrepreneurship, Intrapreneurship, and Venture Capital*. ed. Robert D. Hisrich (Lexington, MA: Lexington Books, 1986), p. 96.

As can be seen from the definitions, according to Ercan and Gökdeniz (2009), the entrepreneur in the classical sense is accepted as the person who undertakes the risk, responsibility and organizational management of an enterprise. Along with the information society, the concept was redefined and accepted as the person who innovates, takes risks, takes opportunities and puts them into practice. Therefore, "innovation" has been the determinant in the definition of the entrepreneur (p. 67).

In this direction, if we look at other definitions of entrepreneurship in the recent past, Shane expresses that entrepreneurship as an activity which includes the discovery, evaluation and use of opportunities for the promotion of new goods and services, organizational ways, markets, processes and raw materials by organizing efforts that did not exist before (as cited by Davidsson, 2004, p. 206).

Hisrich, Peters, and Shepherd (2005) said that entrepreneurship is the process of creating something new with value and receiving the resulting rewards by taking on financial and social risks and devoting the necessary time and effort.

Besides, Burns' (2001) definition of entrepreneurship, an entrepreneur is a person who uses change and opportunities in order to gain profit or who innovates to create change and opportunity (as cited by Önce, Marangoz, and Erboy, 2014, p. 1-2).

Global Entrepreneurship Monitor (GEM) defines entrepreneurship as follows: "Any attempt at new business or new venture creation, such as self-employment, a new business organization, or the expansion of an existing business, by an individual, a team of individuals, or an established business" (2019-2020, p. 22).

Taking everything into consideration, Çetinkaya Bozkurt et al. (2012) said that

although these definitions contain differences, it is possible to say that all authors meet on common points on basic points. These points are innovative thinking, seeing opportunities, starting a new business, producing new products, etc. can be counted as. However, it should not be forgotten that every definition made in the field of entrepreneurship may have a missing side. One of the reasons for this is that each of the entrepreneurs has a unique entrepreneurship understanding and exhibits different entrepreneurship examples in this context (p. 232).

2.2. Entrepreneurship in Turkey

During the Ottoman period, the Turks were not very interested in entrepreneurship, and Jews, Greeks and Armenians mostly carried out the trade. During these periods, Turks mostly dealt with military service, animal husbandry, ulama and bureaucratic affairs. The fact that Turks are not interested in entrepreneurial activities can be seen from the ages of their current businesses. The number of enterprises that has reached the hundred years is quite low in Turkey (Cici, 2013, p.35). Thus, Küçük (2014) said that the number of Turkish industrialists remained in a minority, as the entrepreneurship organizations were held by the minorities in the empire and foreigners who cooperated with them. On the other hand, supporting Turkish and Muslim entrepreneurs during the period of İttihat and Terakki, albeit for a short time, was an effort to establish an upper hand against non-Muslim Ottoman citizens (p.37).

In addition, during the period of İttihat and Terakki, the concept of "National Economy" emerged in the sources and the condition of establishing an "entrepreneur class" was defended for economic development. One of the most important goals of national economics has been to reduce the negative effects of non-Muslims and foreigners on Turkish entrepreneurs who played a major role in Ottoman trade. In this direction, industrialists were supported, privileges given to foreigners for nationalization were abolished and the establishment of national banks was supported (Gümüšoğlu and Karaöz, 2014, p.103).

During the foundation years of the Republic, economic thought takes place in the Izmir Economy Congress. The dominant thought in the Congress is that the functioning of the economy should be transferred to its own rules and that the state should not interfere with economic activities. The state will only support institutions related to organizations for economic purposes. It is observed that approaches based on liberal thought predominated in the first periods of the Republic. The Treaty of Lausanne, which was in force in the same

period, consists of decisions limiting the state's intervention in the economy. Liberalism is the dominant mindset in the economic literature and in the West; It can be easily stated that Turkish economic thought is also affected by this structure (Gençay, 2017, p. 32).

Efforts to develop and support the entrepreneur continued between 1950-1980. As a turning point after 1980, with the effect of free market economy and privatizations, export-oriented economic policies reduced the role of the state in the economy. In 2001, the economic crisis emerged, which had great effects in the world as well. The effects of the crisis in Turkey, especially thanks to restructuring efforts in the banking system, the financial resources to be secured in front of the entrepreneur is eliminated the problem. Thus, it was tried to pave the way for entrepreneurs with capital (Üzümcü, 2017, p. 68).

Furthermore, in the 2000s, many institutions and organizations that support entrepreneurship have increased significantly. Recently, studies have been carried out to provide training and consultancy in development plans, to include entrepreneurship in the education system in order to instill entrepreneurship culture at an early age, to support the R&D studies of university students and academicians and to provide services for this, to organize the entrepreneurship training of civil societies and to spread them to the whole society. (Sönmez and Toksoy, 2014, p.47-48).

Today, many institutions and organizations contribute to the development of entrepreneurship in Turkey. These are as follows: Turkey Chambers and Commodity Exchanges (TOBB), the Chamber of Commerce, Small and Medium Business Support and Development Organization (KOSGEB), Turkey Scientific and Technological Research Council of Turkey (TUBITAK), Small Industries Development Organization (Küsget), Technology and Innovation Support programs Directorate (TEYDEB), Turkey Industrial Development Bank (TSKB), Turkey Women Entrepreneurs Association (KAGİDER), Vocational Training and Small Industry Support Foundation (MEKSA), Fair and Development Inc. (FORUM), Export Development Studies Center (İGEME), Credit Guarantee Fund (KGF), GAP Regional Initiative Support and Guidance Center (GAPGİDE) Foundations Venture Capital Investment Trust Inc., Turkey Small and Medium-Sized Businesses, Freelance Professionals and Managers Association (TOSYÖV) Entrepreneurs Club Association , Information Technologies Research Institute, Business Development Center (İŞGEM), Enterprise Factoryetc. (Dashdamirova, 2019, p. 42).

2.3. Entrepreneurial Intention

The state of mind that directs one's attention to a particular goal or a way to achieve something is called "intentionality". According to William James (1890/1950), intention is the emergence of what is planned in the mind as a result of a person's focus on something, and the inner communication or talking to himself during the process of reaching a decision (Bird, 1988).

In fact, two important critical ideas are put forward in the intention literature. First of all, intentions help to focus the attention of decision makers on a target behavior. It usually demonstrates to be the best predictor of this behavior. As a result, certain basic attitudes or beliefs can strongly predict intentions. That is to say, the forces that influencing a potential behavior do this indirectly by influencing intentions through these basic attitudes. Secondly, these key attitudes and intentions are based on perception. Therefore, they are learned and learnable. They necessarily differ between individuals and situations (Krueger and Brazeal, 1994, p. 93).

When it comes to entrepreneurship intention, it is defined as creating a new enterprise or creating new values in already existing enterprises (Bird, 1988). Fini et al. (2009) defined the entrepreneurial intention as determining the actions in mind while creating a new enterprise or rearranging the existing one (as cited by Pandit, 2018, p. 27).

Furthermore, entrepreneurial intention is defined as the commitment of an individual to actions to make entrepreneurial efforts in order to establish his own business. Entrepreneurial activity generally occurs depending on the desire of the individual. In this respect, entrepreneurship activity is a planned behavior carried out with intention (Timuroğlu and Çakır, 2014, p.121).

Karabey (2013) says that entrepreneurial intention reflects the idea of establishing a business and initiating a venture that will enable one to seize the potential opportunities in his environment rather than other career options. It is considered deliberate and purposeful behavior for a person to initiate his own initiative (p.3).

Entrepreneurial intention models are widely used in studies to explain what the factors motivate individuals to start their own business and become entrepreneurs. This is because intentions explain behavior and consequently, entrepreneurship intention models ensure a practical and easy perspective on entrepreneurial behavior. Among the different models found in the literature, Ajzen's Theory of Planned Behavior (TPB) and Shapero's Entrepreneurial Event model (SEE) have attracted special attention due to their capacity to explain

entrepreneurial intent (Miralles, Riverola, & Giones, 2012).

In addition, there are several factors that influence entrepreneurial intention. For example, entrepreneurship education is observed as an effective way to stimulate and strengthen interest in entrepreneurship. Similarly, gender role orientation has been identified as an important factor for motivating entrepreneurial intentions. Moreover, factors such as self-efficacy, work experience, parental role models, personality traits, and culture have been identified as factors that may lead to this intention. Additionally, it has been said by many researchers that factors such as economic and institutional factors, family background, neighborhood, school, peer group and general job status can affect career choice (Adekiya and Ibrahim, 2016, p. 118).

2.4. Factors Affecting Entrepreneurial Intention

We will examine the factors affecting entrepreneurship intention under 3 headings. These are respectively; demographic factors, personal characteristics, and education.

2.4.1. Demographic Factors

We will examine in detail the demographic factors that affect entrepreneurship intention under the subheadings of age, gender, education level, job groups, income level, prior family exposure, and culture.

2.4.1.1. Age

Some people view entrepreneurship as a risky and uncertain business breakthrough. Older people, in particular, have more opportunities in business and are more experienced in starting a new business, but they are less likely to start a new business than younger people. According to Lévesque and Minniti (2006), this is because elderly people do not want to devote time to activities that have a long and uncertain duration (as cited by Hatak, 2015, p. 40). For this reason, it can be said that young people have more entrepreneurial intention than older people.

Also, there may be a lack of opportunities and high unemployment rates for young people in some countries. For this reason, young people are in search of new jobs. With the recent increase in entrepreneurship training, young graduates have a lot of knowledge about entrepreneurship and therefore entrepreneurial intention may be high (Birch, 2017).

2.4.1.2. Gender

It is accepted by everyone that there is a big difference between men and women in entrepreneurship. Generally, the proportion of women participating in entrepreneurship in any

country is lower than men. The reason for the gender difference is individual and environmental factors. When we examine individual factors, women have lower self-efficacy and opportunity perceptions. Also, women have more fear of failure than men. When we examine the environmental factors, cultural values and beliefs can affect the self-employment thoughts of individuals and this situation varies from country to country, from culture to culture. According to some studies, women in the social environment have fewer opportunities and face higher financial barriers than their male counterparts (Santos, Roomi, and Liñán, 2016; Westhead and Solesvik, 2016; Shinner, Giacomini, and Janssen, 2012).

2.4.1.3. Education Level

According to Turkey's 2010 report of GEM, individuals with lower education have difficulty for finding work; therefore, they can necessarily see entrepreneurship as an option. Individuals with a higher education level tend to be opportunity-oriented entrepreneurs. So if they perceive potential gains from a business, then they enter entrepreneurship. People with low education, on the contrary, have few options for employment and are prone to entrepreneurship due to their economic conditions (p. 32).

2.4.1.4. Job Groups

The satisfaction or dissatisfaction of individuals with their jobs affects their entrepreneurial intentions. The working conditions of the current job may affect the entrepreneurial desire of individuals. For example, individuals who are satisfied with current working conditions are unlikely to see entrepreneurship as an alternative. In addition, individuals may have lower entrepreneurial intentions if they are committed to their work and feel belonging and satisfied (Lee et al., 2011).

For example, according to researches, the excessive dominance of the public sector in a region may contribute to institutional and structural conditions, while adversely affecting the field of entrepreneurship, thus preventing the formation of new firms (Kibler, 2013). Özcan and Reichstein (2009) state that the transition rate of public sector employees to entrepreneurship is very low. According to them, individuals working in the public sector are non-entrepreneurial types.

2.4.1.5. Income Level

According to Kibler (2013), Low-income households may tend to be more concerned with finding a job to deal with financial problems and earn high returns. Higher-income households may tend to become entrepreneurs, realizing the high-earning advantage of being

an entrepreneur (p. 299).

According to the GEM report (2010), families that have higher income tend to be entrepreneur more. 76% of Turkish entrepreneurs come from the highest 33% income level, 17% percent are found in the middle 33% income level, and only 8% of Turkish entrepreneurs come from the lowest 33% income level. Obviously, setting up a company is difficult if someone has a low household income.

In the study of Talaş (2013) et al., Students were surveyed to measure their entrepreneurial intentions. As a result, students with low household income have less entrepreneurial tendencies.

2.4.1.6. Prior Family Exposure

Family businesses play a big role in individuals' career choice. Attitudes and behaviors of individuals in the family can affect and shape entrepreneurial intention. According to theoretical research, past behaviors can affect intentions and there may be a transition between generations. Intergenerational influence is based on sociological and psychological theories. According to these theories, children can undertake some social roles and behaviors through the behavior that they see in the family. For this reason, children who are exposed to the work experience of their parents in the family have more attitudes and intentions towards entrepreneurship than others (Carr and Sequeira, 2017).

Shapero and Sokol (1982) argued that the family, mother, or father have an important role in influencing entrepreneurial action. Individuals whose parents have small businesses have a higher self-employment preference, and these individuals are less likely to be employed in large companies. According to the researches, it has been observed that individuals who see their parents as role models have more entrepreneurial intentions (Tkachev and Kolverid, 1999, p.271; Krueger, 1993).

Individuals who have experience in family businesses also state that they have gained the necessary confidence, skills and values for entrepreneurship. However, witnessing parents' experiences of entrepreneurship can positively or negatively affect individuals' attitudes and behavior towards entrepreneurship. The reason is that while individuals see these jobs as feasible, they may not see them as desirable. The success stories and experiences of family members or close friends in entrepreneurship can positively affect the entrepreneurial intentions of individuals (Ozaralli and Rivenburgh, 2016, p.11).

2.4.1.7. Culture

One of the factors that explains entrepreneurial intention is culture at the country level. According to Hofstede (2010), culture reflects the basic values, beliefs and preferences of a country. A lot of cultural research has been done in the entrepreneurship literature. Cultural differences significantly explain the entrepreneurial differences between countries. Culture not only affects the entrepreneurial intentions of individuals, but also significantly affects the contribution of new enterprises to the national economy (Paul, Hermel, and Srivastava, 2017).

Many researchers use four cultural dimensions of Hofstede; individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity. Studies show that individuals' innovativeness and internal locus of control are higher in cultures where individualism is high and uncertainty avoidance is low. According to Hofstede, in societies where uncertainty avoidance is low, individuals show more willingness to engage in unknown initiatives. It is also said that high individualism, high masculinity, low uncertainty avoidance and low power distance contribute to entrepreneurship (Licht and Siegel, 2006).

2.4.2. Psychological Characteristics

One of the factors affecting entrepreneurship intention in the literature is personality traits and there are many studies in this area. However, there is no clear consensus in the literature as to which personality traits greatly affect entrepreneurial intent (Blasco, Guijarro, Perez-de-Lema, 2017). This study will examine the following: Creativity, Proactivity, Risk-Aversion, Locus of Control, Self-Efficacy, Need for Achievement, Tolerance for Ambiguity.

2.4.2.1. Creativity

Creativity is when individuals create new and original jobs. These jobs must be overcoming barriers, appropriate, usable, and adaptable. Often times, new businesses are unique and useful, but whenever creativity gets involved, then we can talk about entrepreneurship. Creativity is a natural feature and does not happen by planning. There are two forms of creativity; one is problem solving and the other is creative performance. In addition, creativity can be defined as follows: If the results of a work are known or predicted before, that work is not considered creative. To be considered creative, there must be uncertainty in it and the artist must not know what he is doing (Mahmood et al., 2018).

Creativity is a psychological concept and has an important role in entrepreneurship. When we look at the definitions of creativity, it is the emergence of surprising and understandable new ideas and the ability to see things that no one else can see. According to another definition, creativity is to find new ways, find answers and unexpected solutions in

existing realities and methods. There is no general definition of creativity, but it is said that creative skill is naturally present and creative work occurs easily. According to studies, creative thinking ways can be learned and taught with education (Olusola and Adebola, 2017).

2.4.2.2. Proactivity

Individuals with proactive personality exhibit behaviors that change their situation and have a tendency to maintain this state. In addition, these individuals see opportunities quickly and act spontaneously. Other traits of proactive personalities predict and try to prevent problems before they arise, as well as show patience until they make a significant change. It was found that there is a significant relationship between proactive personalities and entrepreneurial career choice (Sánchez, 2013, p. 451).

2.4.2.3. Risk-Aversion

Taking risks is an important feature of entrepreneurs. When we look at the definition of risk, it is the possibility of encountering an undesirable situation. The entrepreneurial environment contains great uncertainty. Therefore, knowing how to manage some risks is an important skill in an environment of uncertainty. According to studies, individuals who can make risky decisions show more intention to choose an entrepreneurial career. To sum up, risk aversion negatively affects the entrepreneurial intention of individuals (Blasco, Guijarro, Perez-de-Lema, 2017).

2.4.2.4. Locus of Control

When people start a business, they think about whether it can continue and overcome difficulties, and show the required performance and energy. In this case, the locus of control is involved and individuals perceive success and failure according to their own personal behavior. Combining the outcome of events by accident and fate is often associated with a limited internal locus of control. At this point, the level of internal control is one of the most dominant entrepreneurial characteristics. Individuals with a high level of internal control are likely to set up long-term plans for the future, develop business and have a clear vision. According to the literature, individuals with high internal locus of control show high entrepreneurial intention (Kristiansen and Indarti, 2004, p. 59-60).

2.4.2.5. Self-Efficacy

Self-efficacy is the belief of a person to implement and organize their behavior effectively to achieve the necessary results. According to the results of the studies, it is

claimed that there is a significant relationship between entrepreneurship and self-efficacy for some reasons. First of all, people often choose professions that can reveal their abilities. Secondly, there are certain risks and challenges in entrepreneurship, so entrepreneurs need to have high self-efficacy to deal with these risky and difficult situations. Third, it is important to be resilient and competent in the face of difficulties in career choice. Finally, when people believe they can be successful as a result of a business, their willingness to take action is high, so one of the characteristics of successful entrepreneurs is self-efficacy. In addition to these, self-efficacy has an important place in perceived behavioral control according to Ajzen's (1991) Planned Behaviors theory, and feasibility perceptions in Shapero and Sokol's (1982) Entrepreneurial Event model (Sánchez, 2011, p.242).

2.4.2.6. Need for Achievement

According to McClelland (1961) and Holland (1985), individuals with high motivation for success are more prone to risky jobs. They can also allow control over results and make direct and immediate decisions while doing a job. The entrepreneurship environment offers individuals with these characteristics more opportunities and an environment with a high motivation for success. For this reason, individuals with a high need for success tend to venture professions (as cited by, Collins, Hanges, and Locke, 2004, p. 101).

2.4.2.7. Tolerance for Ambiguity

Uncertainty is the inability to know the outcome of events and to explain the reason. Tolerance to uncertainty is defined as the ability of individuals to cope with an uncomfortable situation. While some individuals have a low tolerance to uncertainty, some individuals may be high. While people with low tolerance to uncertainty experience problems such as stress and indecision when faced with an uncertainty, people with high tolerance to uncertainty can be tolerant and even enjoy a state of uncertainty. When establishing a business, it is a great uncertainty not to know what the result will be, but business owners have to make some decisions without knowing the results (Azumah, 2019, p.14-15). At this point, research shows that entrepreneurs have high tolerance to uncertainty and can make strong decisions in case of uncertainty (Paço et al., 2013).

2.4.3. Entrepreneurship Education

From past to present, education has developed the imagination, inspired, created and promoted innovation. The contribution of education is increasing. However, many students

cannot establish an enterprise due to lack of education, so investing in education and training will greatly support entrepreneurship. For this reason, many countries around the world try to support entrepreneurship through investment and policy to support the knowledge economy. Education policies reveal the important place of the skilled and enthusiastic workforce in the economy and society (Birch et al, 2017).

In fact, the first trainings on entrepreneurship started in America in the 1940s. Later, the importance given to entrepreneurship education has increased considerably since then. The tendency to provide education gradually increased in universities especially in countries such as America, Canada and France in the 1990s. The reason why education plays an important role in encouraging entrepreneurship is that it primarily instills a sense of independence, autonomy and self-confidence in individuals. Second, it offers alternative career options. Finally, education enables people to see their opportunities better by opening them to their horizons and provides important information to create new initiatives (Paço et al., 2013). For this reason, in the UK's primary and secondary education system, young children are encouraged to take risks, go, enjoy entrepreneurial activity, and start their own businesses. Universities, on the other hand, are seen as a source of strength in the knowledge-based economy of the 21st century. In economic growth, universities play an important role in fostering young people's entrepreneurial mindset and ambition (Birch et al, 2017).

Many educators and professionals in the business world argue that entrepreneurship is not an innate characteristic, but can be learned, taught and encouraged. Peter Drucker (1985), on the other hand, argues that entrepreneurship is not a mystery, a magic and a trait transmitted by genes, entrepreneurship is a learnable discipline (as cited by Kuratko, 2005, p.580). Peterman and Kennedy (2003) expressed that entrepreneurship trainings provide individuals with experiences such as setting up their own business, observing role models and guiding how to fulfill their responsibilities. After experiencing these experiences, one can desire an entrepreneurial career. Therefore, entrepreneurship education can affect people's desire to start a business. Self-efficacy is said to be affected by experience, observation, social persuasion and support, personal judgments, and physiological conditions. Entrepreneurship training is likely to increase self-efficacy (p.132)

In addition, Westhead and Solesvik (2016) expressed that entrepreneurship training increases entrepreneurial skills. For example, self-confidence, the ability to capitalize, the ability to cope with uncertainty and thus to make more informed decisions. In addition,

important information such as theory, techniques and tools, gathering and analyzing information are taught to facilitate individuals to take risks (p. 980). In this way, Sánchez-Escobedo et al. (2011), training programs that encourage entrepreneurship tend to significantly increase one's perception of the viability of starting a new venture. As a result, individuals who see business education as a positive experience show more entrepreneurial intentions than individuals who see it as a negative experience.

Many studies revealed the direct and indirect effects of entrepreneurship education on entrepreneurship intention. It is thought that entrepreneurship education has a positive mediating effect between cultural factors and entrepreneurial intention. Same as other studies, it has been observed that personal competencies such as trust, knowledge and skills increase in individuals who receive entrepreneurship training. Many previous theoretical studies also suggested that students who have received entrepreneurship education have more entrepreneurship intent than students who do not have entrepreneurship education. The reason is that students learn how to use environmental resources, how to overcome regulatory and institutional barriers, and how to provide technical and social connections. Students are also taught how to deal with uncertainty and risks so that these individuals can ignore negative cultural factors (Sølesvik, Westhead, Matlay, 2014, p.686).

Moreover, the literature has examined the indirect effect of education in some studies. For example, Wu and Wu (2008) found that educational background indirectly affects entrepreneurial intention with factors affecting entrepreneurial intention. By focusing only on entrepreneurship education, they found that there is no significant difference between entrepreneurship intent of individuals who have received entrepreneurship training and individuals who have not received entrepreneurship training. However, what is surprising in this study is that individuals who received entrepreneurship training showed more entrepreneurial intentions from the beginning. Therefore, they argued that entrepreneurship education affects entrepreneurship intention directly, not indirectly (as cited by Zang, Duysters, and Cloudt, 2013, p. 624).

2.4.4. Entrepreneurial Intention Models

Entrepreneurial intention plays a crucial role in individuals' enterprise creation process. Entrepreneurial intention is a bridge in establishing the link between ideas and actions. According to Ajzen (1991), intention is the measure of showing people's motivation and desires when they act to realize their desires. As we have said before, Bird (1988)

explains intention as a mental activity that directs one's attention to a goal or path to achieve something (as cited by Saeed et al, 2013, p.3).

Since individuals make a willing and conscious decision to become entrepreneurs, it seems more accurate to analyze how this decision was made. In this context, entrepreneurial intention is a previous and determining factor in performing entrepreneurial behavior. The intention of a person to perform a behavior depends on the person's attitude towards that behavior. Positive attitudes will affect entrepreneurial intention positively, while negative attitudes will affect entrepreneurial intentions negatively. Accordingly, it may be preferable to use attitude approach in analysis rather than using personal characteristics and demographic factors. The reason can be measured to what extent people approach their behavior positively or negatively. Considering all these, entrepreneurial behavior is best predicted with entrepreneurial intent as it is explained as the exploration, evaluation and use of opportunity (Liñán, Cohard, and Cantuche, 2011, p. 198).

In addition, Saeed et al. (1993) say that the best predictor of intention is shown as planned behavior especially when this behavior is occasional, difficult to observe or involves unpredictable time delays in the literature. In previous studies, they proposed many models to understand entrepreneurial intent, including Shapero and Sokol's (1982) Entrepreneurial Event Model. For example, Krueger and Carsrud's (1993) Intentional Basic Model; The Entrepreneurial Potential Model of Krueger and Brazeal (1994); and Davidsson Model (1995). According to the results of the studies, it has been revealed that there is very little difference between these models. For this reason, Saeed et al. (2013) also used Ajzen's (1991) Planned Behavior Theory (TPB) and Shapero and Sokol's (1982) Entrepreneurship Event Model (SEE). Although these models are conceptually different from each other, explaining entrepreneurial intent also offers similar and comparable results (p. 3.). Moreover, Krueger, Reilly and Carsrud (2000) pointed out that TPB and SEE are homogeneous. TPB's perceived behavior control and SEE's perceived feasibility concepts are related to the concept of self-efficacy. On the other hand, the other two concepts of TPB and the perceived desirability of SEE overlap with each other (p. 419).

If we take a detailed look at Shapero and Sokol's model and Ajzen's models and their combined form, in Krueger (1993) first tested the Shapero and Sokol's model and found that it had 50% explanatory power. Later, Reitan (1996) and Davisson (1995) changed the model further. By adding Ajzen's model, Davidsson focused on entrepreneurship and proposed an

economic-psychological model. After that, Reitan (1996) combined Ajzen and Shapero's models and added some situational variables. As a result, he found that this model explains 63 percent of entrepreneurial intent (as cited by Byabashaija and Katono, 2011, p. 132).

When we consider most of the studies in the literature, Ajzen's and Shapero's models of entrepreneurial intention are quite successful in explaining entrepreneurial intent. For this reason, in our study, we will include the models of Shapero and Ajzen in detail.

2.4.4.1. Shapero's Model of The 'Entrepreneurial Event' (SEE)

The first model among the entrepreneurial intention models was Shapero and Sokol's (1982) Entrepreneurial Event Model. Katz (1992) said that Shapero's model guides human behavior until the inertia of the person interrupts it or moves it. If people are displaced they perceive it as negativity (such as job loss), but this situation can easily be perceived positively (such as inheritance). Displaced persons' behavior is accelerated and decision makers try to find the best opportunity among their alternatives. Which behavior will be displayed depends on the relative "credibility" of the decision maker's alternative behaviors and somewhat "propensity to act". "Credibility" is mentioned if the behavior is only desirable and applicable. Therefore, the entrepreneurship case requires the potential to start a business with a tendency to act before and after being displaced. Shapero says perceptions are vital and argues that significant events (job loss, migration, etc.) accelerate entrepreneurial activities. Although individuals do not change, their perceptions also change as new living conditions change. Although individuals have the potential to become an entrepreneur, this potential may come to light with changing living conditions. As a result, according to Krueger (1993), studies provide convincing evidence that perceived credibility, perceived desirability, and propensity to act explain more than half of the variance in entrepreneurial intentions (as cited by Krueger and Brazeal, 1994, p.93-94).

Moreover, according to this model, starting a business is an interactive event between management, capabilities, autonomy and risk. This model has basically three sub-factors for starting a business, which are perceived feasibility, perceived desirability, and propensity to act respectively. Krueger et al. (2000), Peterman and Kennedy (2003), Audet (2002, 2004), and Wilson et al. (2007) tested this model experimentally (Guerrero, Rialp, and Urbano, 2006, p.37; Zhang, Duysters, and Cloudt, 2013, p. 626).

2.4.4.1.1. Perceived Desirability

A person's desire to start a business with both internal and impersonal effects is defined as

perceived desirability (Kruger, Reilly, and Carsrud, 2000, p. 419). Perceived desirability shows people's likelihood of starting a business as attractive and their love for entrepreneurship. The desire to carry out such an entrepreneurial activity can be seen in TPB as a combination of personal attitude and social norm. The concept of desirability is measured by using data from parents, family members, peers, educational and professional contexts, and cultural values of potential entrepreneurs (Ozaralli and Rivenburgh, 2016, p. 7).

2.4.4.1.2. Perceived Feasibility

On the other hand, how capable a person feels to start a business is defined as perceived feasibility (Kruger, Reilly, and Carsrud, 2000, p. 419). Perceived feasibility is also defined as seeing to what extent people are capable of performing entrepreneurial activity. Role models or partners, barriers, financial and moral support, education, trust in one's entrepreneurial competencies or availability of resources needed to create an enterprise are factors that affect perceived feasibility. The TPB model's perceived behavioral control overlaps with the perceived feasibility of the SEE model (Ozaralli and Rivenburgh, 2016, p. 7).

2.4.4.1.3. Propensity to Act

The tendency to act personally towards one's decisions is defined as the propensity to act. Thus, the volitional aspects of intentions are reflected; for example as I will do. In situations where there is no inclination to act, it is difficult to think of well-formed intentions (Kruger, Reilly, and Carsrud, 2000, p. 419).

2.4.4.2. Ajzen's Model of The 'Theory of Planned Behavior' (TPB)

In recent years, planned behavior theory has become one of the most common psychological theories used to explain and predict human behavior. Theory of Reasoned Action and its developed version, TPB, have been used to predict many behaviors, including weight loss, family planning behavior, consumer behavior, voting in elections, alcoholics' behavior and leisure choice (Kolverid, 1996, p. 49).

First of all, Fishbein and Ajzen (1975), Ajzen and Fishbein (1980) put forward the "Theory of Reasoned Action". According to this theory, behaviors that are completely under the person's control can be explained. However, the conditions and time of the behavior may not be suitable for this. In such cases, the necessity of Perceived Behavior Control has emerged. This deficiency seen in the Theory of Reasoned Action was placed in the model as "Perceived Behavior Control" in TPB, which was revised by Ajzen (1985, 1988, 1991), Ajzen and Madden (1986). This theory is similar to Bandura's (1977, 1982) "self-efficacy" theory. In

addition, the concept of behavior is used instead of action in the new theory. According to Bamberg (1996), TPB is the most commonly used social psychology theory today. Piles and Schmidt (1996) explain that TPB is the theory that works best in social psychology and has been empirically tested in a very wide range of explaining behaviors (as cited by Erten, 2002, p. 219).

As in reasoned action theory, the fundamental factor is the intention of the individual to perform a certain behavior in planned behavior theory. Intentions allow us to easily recognize the motivational factors that affect behavior. For this reason, intentions are an indicator of how much effort people are willing to try and how much effort they plan to make in carrying out a behavior. According to general rules, the stronger the intention of individuals to show the behavior, the more likely they are to perform. With all this, the more a behavioral intention is under the control of will, and then the behavioral act can be mentioned (Ajzen, 1991, p. 181).

Intentions are the advanced stage of the behavioral process and are explained in the Theory of Planned Behavior (Ajzen 1991) according to the perception of opportunity (attitude towards entrepreneurship and social norm perception) and the perception of the possibility of starting a business. Ajzen and Fishbein (1975) stated that people are affected by social norms and therefore they cannot make a rational and economically based decision. According to TPB, individuals will activate their entrepreneurial potential only if they realize that they are talented in entrepreneurship that there are environmental opportunities and that they are socially supported (Paço et al., 2013).

Ozaralli and Rivenburgh (2016) say that It is claimed by many researchers that intentions are the best predictors of entrepreneurial behavior and many planned behavior. Entrepreneurial intention is the intention to start a new business. The intention to become an entrepreneur and start a new business is a conscious decision that requires time, serious planning, a high level of knowledge and competence. Thus, the decision to become an entrepreneur can be seen as planned behavior that can be explained by intention models (p. 6).

Moreover, Ajzen's (1991) model seems appropriate to model the development of entrepreneurial intent through pedagogical processes and learning contexts. Ajzen (1991) thinks that intentions towards target behavior depend on a series of basic attitudes. In particular, the intention to take a particular action depends on people's perception of whether they can achieve that action and their perception of their personal and social desirability. TPB

is used to explain the emergence of entrepreneurial behavior and is a broad international model. TPB assumes that while performing social behaviors of individuals, they are justified, controlled or planned by taking into account the possible consequences of these behaviors. According to TPB, an individual's attitudes have an effect on behavior through intention. They define three basic attitudinal premises of TPB: (1) personal attitude towards the consequences of the behavior; (2) perceived social norm; and (3) perceived behavioral control (self-efficacy). Segal et al. (2005), this theory has approval in many areas of behavioral science and has been used experimentally in various studies to predict and understand behavioral intentions. It offers significant opportunities to better understand and predict entrepreneurial action (Paço et al., 2011).

2.4.4.2.1. Attitude toward Behavior

Attitude towards behavior refers to the degree to which they have a positive or negative evaluation or evaluation of the behavior in question (Ajzen, 1991, p. 188). When people perform a behavior, they can develop an attitude towards the consequences of this behavior based on their beliefs. . Such outcomes can be both intrinsic and extrinsic rewards, such as financial gains, achieving independence / autonomy, personal rewards, and family security. All these awards positively affect the intention to start a business. However, consequences such as perceiving risk or financial losses in entrepreneurial activities negatively affect the intention to start their own business (Ozaralli and Rivenburgh, 2016, p. 6). Furthermore, when a new problem arises, people can use relevant information or beliefs stored in their memory to find an evaluative answer. Attitudes are created automatically, as each of these beliefs consists of evaluated implications. According to Krueger (1993), this factor overlaps with the concept of perceived desirability, which is one of the components of Shapero and Sokol's (1982) model (Fayolle, Gailly, and Clerc, 2006, p. 707).

2.4.4.2.2. Subjective Norm

Subjective norm is a social factor; It refers to the perceived social pressure to perform or not to perform the behavior (Ajzen, 1991, p. 188). Individuals care about what people around them (such as family, friends, other relatives) think and whether they approve of their intentions while performing their entrepreneurial behavior. This perception is related to the social norm. Social norms may be weaker in explaining intention, depending on personality traits and individuals' tendency to accept other thoughts (Ozaralli and Rivenburgh, 2016, p. 6). In other words, it is the perception of other people's thoughts and opinions about the

proposed behavior. These perceptions are influenced by normative beliefs, but individuals with a strong internal locus of control are less likely to be influenced by normative beliefs. This factor overlaps with Shapero and Sokol's concepts of perceived desirability feasibility (Fayolle, Gailly, and Clerc, 2006, p. 707).

2.4.4.2.3. *Perceived Behavioral Control*

It is the degree of perceived behavioral control that refers to the perceived ease or difficulty of performing the behavior and is assumed to reflect past experiences as well as expected barriers (Ajzen, 1991, p. 188). The concept of perceived behavior control has been included in the planned behavior theory in order to contain at least the involuntary elements which are inherent in the individual in all behaviors. Individuals generally interiorize behaviors that they think they can control and master by gaining competence (Fayolle, Gailly, and Clerc, 2006, p. 707). This concept can also be called entrepreneurial self-efficacy. Krueger et al. (2000) claimed that entrepreneurial behavior is significantly affected by entrepreneurial self-efficacy.

2.5. Researches on Entrepreneurial Intention

In the study of Isiwu and Onwuka (2017), psychological factors affecting the entrepreneurial intention of Nigerian women were examined. The study was conducted among 117 women aged 18 to 50 with an average age of 20.07. Job involvement (JI), self-efficacy, goal orientation and entrepreneurial intention scales are tools used for data collection. According to the research findings, it was understood that the significant predictor of women's participation in entrepreneurship was only self-efficacy ($p < 0.01$). According to the results of this research, women who develop high self-efficacy may be more likely to become entrepreneurs.

In the study by Santos, Roomi, and Liñán (2016), entrepreneurial intentions were analyzed using the interaction between gender differences and social environment. According to the results of data from two different European countries, the formation of entrepreneurial intentions is similar for men and women. Besides, men showed more positive intentions than women. However, social perceptions of entrepreneurship only serve to reinforce men's entrepreneurial intentions, not women's. This result is valid for both regions, and the reason may be that women think entrepreneurship is not a suitable career option for them.

Westhead and Solesvik (2016) investigated the intensity of women's and men's participation in entrepreneurship education, alertness, risk-taking skills, and entrepreneurial

intention on the way to becoming an entrepreneur. Business students participating in entrepreneurship education (EE) and engineering students not participating in this program were compared in the study. According to the results of the regression analysis, it was observed that business students participating in education show more entrepreneurial intentions than engineering students who do not participate in education. However, EE did not benefit all students equally. The intensity of intention of women is significantly lower, on the other hand, women who do not receive EE, considering their alertness skills, may be more likely to show entrepreneurial intent than women with EE. On the basis of risk-taking skills, men who did not receive EE and men who received EE showed higher entrepreneurial intentions, while female students who received EE were found to have lower entrepreneurship intentions.

Shinnar, Giacomini, and Janssen (2012) examined how culture and gender affect entrepreneurship perceptions and intentions in their articles. The research was tested how university students in three different countries perceive the obstacles to entrepreneurship, whether there are gender differences, and whether gender has a mediating effect on the relationship between perceived barriers and entrepreneurial intentions. According to the findings of the study, there are significant gender differences in barrier perceptions. However, these differences are not consistent across cultures. In addition, the mediating effect of gender was found between barriers and entrepreneurial intentions.

Paço et al. (2013) compared entrepreneurial intent and psychological characteristics and behaviors associated with entrepreneurship between girls attending business school and boys attending sports school. It was expected that girls attending business school, where entrepreneurship education is deeply involved, had more entrepreneurial intentions, but the results were not as expected. It turned out that men who attended sports school had great entrepreneurial intentions even though they did not have any entrepreneurship training. According to the results, it was concluded that there are other factors affecting entrepreneurship intention.

Hatak, Firms, and Fink (2015) investigated how age and job description affect entrepreneurial intention. According to the findings of the study, as employees get older, they show less entrepreneurial intention. In addition, when they identify themselves with job, their entrepreneurial intention becomes lower the more. In addition, the more they identify with their business, the lower their entrepreneurial intentions. It was found that leadership and

having entrepreneurial parents did not have an impact on the entrepreneurial intention of employees, while gender, education, and previous entrepreneurial experience affect entrepreneurial intent.

Talaş, Çelik, and Oral (2012) investigated the entrepreneurial intentions of undergraduate students by using demographic factors. In the study, it was revealed that the current faculty, the type of high school and the household income of their families were important factors affecting entrepreneurship intention among the participants thanks to evaluating the written questionnaires of 638 undergraduate students at a Turkish university.

Kibler (2013) investigated the effects of regional factors on the formation of entrepreneurial intentions through using the TPB model. The research was conducted randomly among 834 Finnish individuals of working age. It has been found that the population density, education level, income and wealth level of a region and the employment rate of the public and manufacturing sectors have a moderate effect on the formation of entrepreneurial intentions of the person. According to this study, regional characteristics have shown that there are significant moderate effects in the TPB model and contribute to the further development of entrepreneurial intentions in theoretical terms.

Lee et al., (2011) state that individuals' work environment and personal characteristics can affect their intention to continue an entrepreneurial career. Data of a sample of 4192 IT professionals in Singapore were used in the study. According to the results of the study, it shows that a negative innovation environment and / or working environments without technical superiority incentives affect entrepreneurial intentions through low job satisfaction. Moderating effects indicate that a person's innovation orientation reinforces the work environment with a job satisfaction relationship; self-efficacy reinforces the relationship between job satisfaction and entrepreneurial intention.

Carr and Sequeira (2007) used Ajzen's TPB model to investigate the mediating effects of attitudes towards business startup, perceived family support, and entrepreneurial self-efficacy (ESE) on entrepreneurial intention. It is tested using a sample of 308 people. According to the research findings, considerable direct and indirect effects of family business exposure on entrepreneurial intention were found thanks to the mediation variables of attitudes towards business ownership, perceived family support and ESE.

According to Krueger's (1993) view, previous experiences with entrepreneurship influence entrepreneurial intent through perceived feasibility, perceived desirability and

propensity to act in Shapero's model. In the research findings, all elements in Shapero's model significantly affect entrepreneurial intentions. In particular, perceived feasibility was found to be significantly correlated with the breadth of past experience. Perceived desirability was significantly related to individuals' positive past experiences. Shapero's model, on the other hand, was found to be very powerful for measuring entrepreneurial intentions.

Peterman and Kennedy (2003) analyzed the effect of participation in an entrepreneurship training program on perceived feasibility and desirability. The research was investigated with a pre-test and a post-control group test of middle school students in the Young Achievement Australia (YAA) business program. After completing the training program, the desirability and feasibility perception of the participants increased. The positiveness of the previous experience and the training program experience is related to the degree of change in perceptions. Also, self-efficacy theory contributed to explain the effects of the program on perceptions. Ultimately, the addition of exposure to entrepreneurial education as additional exposure experience to the study supported entrepreneurial intention models and ensured robust empirical evidence.

Ayob et al. (2013) examined undergraduate students' entrepreneurial intentions using the entrepreneurship models of Shapero and Sokol (1982) and Kruger and Brazeal (1994). In the proposed model, the concepts of empathy and exposure to social entrepreneurship were added and differentiated from other entrepreneurial intention studies. The study was conducted among 257 business and economics undergraduate students in private and public higher education in Malaysia. According to the results of the research, students' exposure to social enterprise and their perceived feasibility are positively correlated with perceived desirability to initiate social entrepreneurship projects, and this situation reveals students' intention to establish a social enterprise. Moreover, empathy plays an important role in the perceived feasibility of establishing a social enterprise. Finally, the mediating effect of perceived desirability was found, between perceived feasibility and intention to establish a social enterprise.

Paul, Hermel, and Srivastava (2017) examined the entrepreneurial intention pioneers and strategic driving forces with the data they obtained from strategically important countries, including India, Japan, the USA and France, in cross country context according to country culture and proactive personality. In the research, the entrepreneurial intention of young managers has been examined depending on the theory of planned behavior. According to the

findings of the study, the cultures of the countries and the proactive personality directly affect the degree of entrepreneurial intention and thus make contribution to the competition.

Solesvik, Westhead and Matlay (2014) conducted a study with the data they obtained from 321 undergraduate students from three different universities in Ukraine. According to the findings of this study, it was revealed that students who talked about a perceived desirability and perceived feasibility for entrepreneurship, a culture of taking initiative and participation in entrepreneurship education had significantly higher entrepreneurial intentions. On the other hand, students who talked about the culture factor in their ability beliefs showed less entrepreneurial intention. There was no significant relationship between perceived cultural factors and entrepreneurship-specific training activities as well as perceived feasibility and perceived desirability on entrepreneurial intention.

Adekiya and Ibrahim (2016) analyzed perceived conformity, perceived consistency, and perceived effectiveness which are three cultural predictor, as well as entrepreneurship education and entrepreneurship intention. The data was obtained from randomly selected 255 senior students from Bayero University Kano. According to the findings of the research, it was found that perceived suitability, perceived effectiveness, and entrepreneurship education have a positive and significant effect on entrepreneurial intention. The concept of perceived consistency did not have any effect on entrepreneurial intention.

Gürol and Atsan (2006) investigated the profiles of entrepreneurial students and compared the profiles of students with entrepreneurial orientation and those without entrepreneurial orientation. In the study, six characteristics were used to define the entrepreneur profile: need for success, locus of control, risk taking propensity, tolerance for ambiguity, innovativeness and self-confidence. The data were randomly selected and analyzed from university fourth year students ($n = 400$) from two Turkish universities. According to the findings of the study, it was found that students with entrepreneurial tendency have higher risk taking tendency, internal locus of control, higher need for success and higher innovation. As a result, it has found that, except for tolerance to uncertainty and self-confidence, all entrepreneurial characteristics of students who have entrepreneurial tendency are higher than students who have not entrepreneurship tendency.

Ozaralli and Rivenburgh (2016) examined the precursors of entrepreneurial behavior by focusing on experience, education, economic factors, political factors, and personality traits. The data of the study were obtained from 589 fourth year university students from

American and Turkish universities and the results were compared. According to the findings of the study, while students from both universities showed positive entrepreneurial attitude, entrepreneurial intentions were found to be low. A relationship was found between personality traits such as optimism, innovativeness, risk taking tendency and entrepreneurial intention. In addition, experiential activities such as exposure to other cultures, new experiences and artistic events known to encourage creative thinking contributed to perceived innovativeness. Both Turkish students and US stated that they needed more entrepreneurship training to engage in entrepreneurial activities. While US students perceive entrepreneurship as a high risk, Turkish students stated that the economic and political conditions for starting a business are negative.

Collins, Hanges, and Locke (2004) made a meta-analysis of the relationship between motivation for success and variables associated with entrepreneurial behavior. According to the results, motivation for success was found to be significantly correlated with both entrepreneurial career and entrepreneurial performance.

Remeikiene, Startiene, and Dumciuviene (2013) investigated the effect of entrepreneurial education that encourages entrepreneurship among young people. According to the findings of the study, it was found that personal characteristics such as self-efficacy, risk taking, need for success, proactivity, attitude towards entrepreneurship, behavioral control and internal locus of control were the main factors of entrepreneurship intention. Also, the education program affected the entrepreneurial intentions of the students differently. Economics students stated that, besides providing useful information about starting a business, entrepreneurship education also contributes to the development of the personality traits mentioned above. The views of mechanical engineering students are in the opposite direction of economics students and they considered that education has no contribution and benefit in any subject.

Blasco, Guijarro, and Pérez-de-Lema (2017) examined entrepreneurial intention within the framework of the theory of planned behavior. In addition, it was investigated how certain personal abilities, creativity, proactivity, risk aversion and internal focus of control affect the concept of multidimensional entrepreneurial self-efficacy and attitude towards entrepreneurship. In the results obtained, it was observed that personal skills have both direct and indirect effects on entrepreneurial intention. Moreover, it was found that the attitude towards entrepreneurship also mediated between self-efficacy and entrepreneurial intention.

As a result, the place of personal talents in understanding the theory of planned behavior is very important and can encourage entrepreneurship with different approaches.

Olusola and Adebola (2017) researched the creativity level and entrepreneurial intentions of undergraduate students. Based on the information obtained from 500 students, it was found that undergraduate students have low creativity and low entrepreneurial intention. A positive and significant relationship was found between creativity and entrepreneurial intention. No significant difference was found between students' creativity and entrepreneurial intent by gender.

Fayolle, Gailly, and Clerc (2006) conducted a research within the framework of the entrepreneurship education program and planned behavior theory. In the research, the independent variables are the characteristics of the entrepreneurship education program, while the dependent variables are the precursors of the planned behavior theory. According to the findings of the research, the entrepreneurship education program has a strong effect on the entrepreneurial intention of the students, on the other hand, it has a positive but not very important effect on perceived behavioral control. Graevenitza, Harhoffa and Weberb (2010) investigated whether entrepreneurship education affects entrepreneurship intentions and whether it makes a change in the ranking of students. In the research, it was said that education provided some basic information about entrepreneurship to the students and the intentions of the students before and after the education were analyzed. According to the findings of the study, it was found that entrepreneurship education decreased entrepreneurship intention, but it was revealed that it had a significant positive contribution on entrepreneurship skills. As a result, the hypotheses that students get important information about entrepreneurship and improve their entrepreneurship skills are supported in the study.

Rauch (2014) conducted a quasi-experimental analysis by comparing the students from the Graduate Entrepreneurship Program and the Graduate Supply Chain Management Program in order to examine the effect of entrepreneurship education based on the TPB model. According to the findings of the study, an increase in the attitudes and perceived behavioral control of students participating in entrepreneurship education was observed, and at the end of the program, students showed higher entrepreneurial intentions. In addition, entrepreneurial intentions mediate the impact of entrepreneurship education on subsequent behaviors associated with the formation of new business ventures.

Tkachev and Kolvereid (1999) investigated the intention of individuals to choose paid or salaried employment status rather than entrepreneurship. The research was tested on a sample of 512 Russian students studying at three different universities in St. Petersburg. The research hypotheses are based on monitoring models and planned behavior theories. In the findings of the study, it was found that the planned behavior theory determined the employment status selection intentions, but the models and demographic information did not have any effect.

Souitaris, Zerbinati, and Al-Laham (2007) examined the effect of entrepreneurship education programs on the entrepreneurial attitudes and intentions of science and engineering students within the framework of planned behavior theory. According to the findings of the study, it was observed that some attitudes and general entrepreneurship intentions of the students increased at the end of the education, and the most effective aspect of the program was to increase the students' inspiration.

Zhang, Duysters, and Cloudt (2013) tested the relationship between entrepreneurial intentions (EI) of entrepreneurial education, previous entrepreneurial exposure, perceived desire, and feasibility, using Ajzen's planned behavior theory and Shapero's entrepreneurial case model and entrepreneurial cognition theory. The data of the study were obtained from 494 students studying at ten different universities. According to the findings of the study, while perceived desirability significantly affected entrepreneurial intention, perceived feasibility did not have any effect on entrepreneurial intention. On the other hand, exposure to entrepreneurship negatively affected entrepreneurship intention, while entrepreneurship education positively affected entrepreneurship intention. Especially the entrepreneurial intentions of students, men and background from technological universities are higher than women and students from other universities. There are also crucial positive effects on the relationship between entrepreneurship education and emotional intelligence on entrepreneurial intention through gender, university type and study major.

In their study, Yeşilay and Yavaş (2017) evaluated the perspective of entrepreneurship by students who are likely to operate in the aviation field, where competitiveness is very strong and it is difficult to enter the sector. The research data have been obtained from the field of civil aviation training undergraduate students in Turkey. It was understood that the students participating in the study had high entrepreneurship intentions but needed financial

and theoretical support, so suggestions were made regarding the content of the entrepreneurship courses.

Byabashaija and Katono (2011) are devoted to the impact of entrepreneurship education and social subjective norms on the entrepreneurial attitudes and entrepreneurial intentions of university students in Uganda. Data were obtained before and after entrepreneurship training. According to the findings obtained from the research, there have been significant changes in students' attitudes and intentions after entrepreneurship education. In addition, the findings of the research include the mediating role of attitudes and the mitigating role of employment prospects. As a result, minor but important changes in attitudes have been observed; attitudes have an important mediating role - perceived feasibility, perceived desirability, and self-efficacy. On the other hand, an insignificant moderate effect of employment expectations was observed.

Liñán, Cohard, and Cantuche (2011) investigated whether Ajzen's Planned Behaviors theory, which is the advanced version of Shapero's Entrepreneurial Event Model, has an impact on entrepreneurial intention within the framework of entrepreneurship education and knowledge. According to the findings of the study, it was found that personal attitude and perceived behavioral control are the factors that best explain entrepreneurial intentions. Therefore, based on these results, research has been done and some inferences have been made regarding the most effective role of education in promoting and developing attitudes and intentions towards entrepreneurship.

3. METHODOLOGY AND RESEARCH DESIGN

3.1. The Scope of The Research

Robinson (1991) suggested that demographic characteristics and role models do not directly affect entrepreneurial intentions. Krueger (1993) argued that demographic data can poorly predict entrepreneurial intentions. In Kolvereid's (1996) entrepreneurial intention study, he found that demographics indirectly predicted entrepreneurial intent. Ajzen (1991) stated that demography affects intentions indirectly, and it would be better to evaluate demographic characteristics in order for planned behavior theory to be sufficient in predicting entrepreneurial intention (as cited by Tkachev and Kolvereid, 1999, p. 293).

Krueger et al. (2000) stated that personal characteristics have little prediction in explaining entrepreneurial intention. It can occur through personality traits, attitudes and behaviors. Therefore, intention models are good predictors of planned behavior. Liñán, Cohard, and Cantuche (2011) conducted a new study to fill this gap, as demographic information and personal characteristics remain weak in explaining entrepreneurial intent. This study is an experimental study investigating entrepreneurship intention in entrepreneurship education initiative. In their study, Liñán, Cohard, and Cantuche presented a new model and a new questionnaire by improving the questionnaire that Liñán and Chen (2009) used before. Since the reliability analysis of this study is high and it provides strong evidence in explaining entrepreneurial intention, we also benefited from the model and questionnaire of this study.

Thus, we will use the Theory of Planned Behavior model of Ajzen (1991), which is the development of Shapero and Sokol's (1982) Entrepreneurial Event model, and investigate the effect of entrepreneurship education on entrepreneurial intention and elements of the theory of planned behavior

3.2 The Proposed Theoretical Research Model

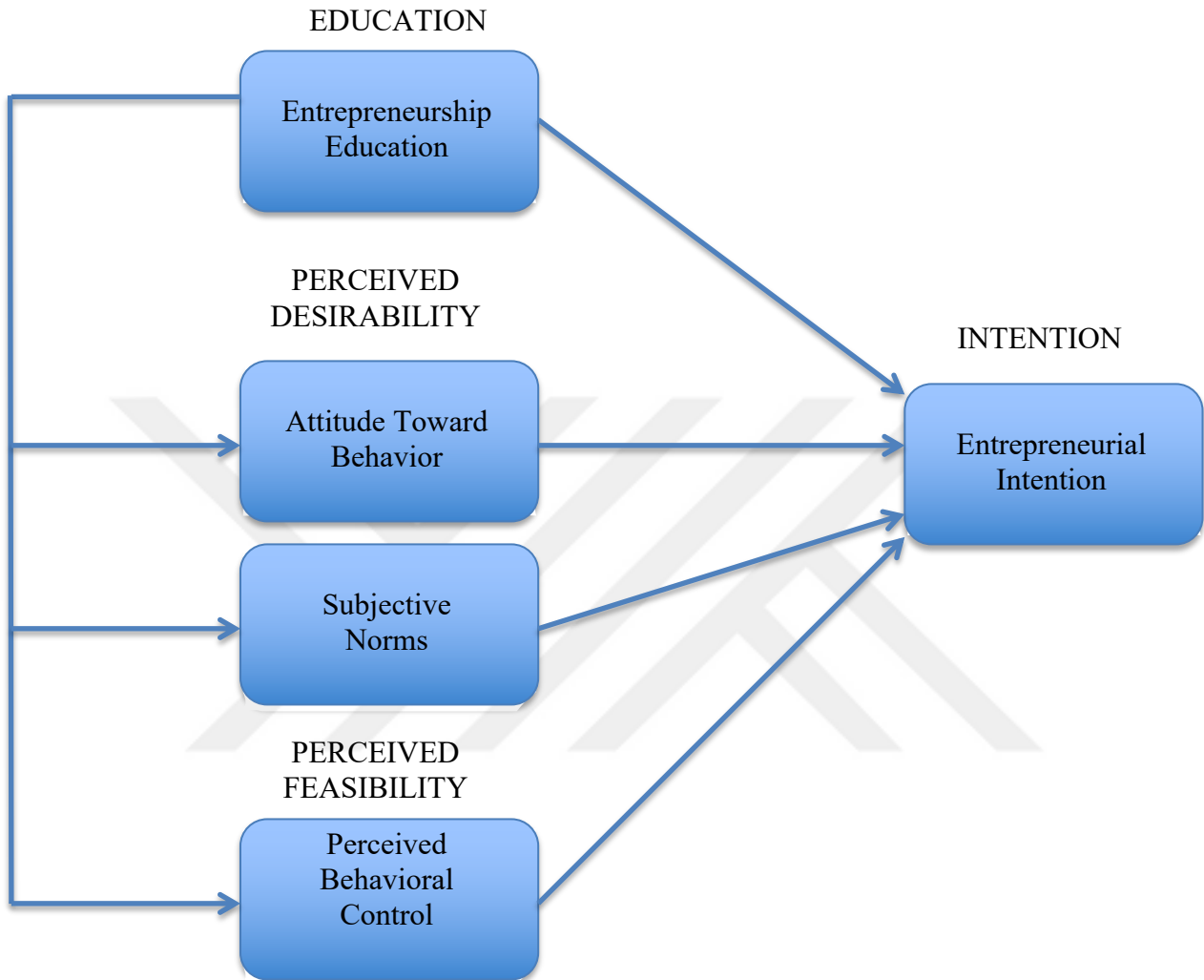


Figure 3.1. The Proposed Theoretical Research Model

H1: There is a relationship between the attitude toward behavior and the entrepreneurial intention.

H2: There is a relationship between the subjective norms and the entrepreneurial intention.

H3: There is a relationship between the perceived behavioral control and the entrepreneurial intention.

H4: There is a relationship between the entrepreneurship education and the entrepreneurial intention.

H5: There is a relationship between the entrepreneurship education and the attitude toward behavior.

H6: There is a relationship between the entrepreneurship education and the subjective norms.

H7: There is a relationship between the entrepreneurship education and the perceived behavioral control.

3.3. Research Questions

1. How does entrepreneurship education affect entrepreneurship intention? Is there a significant relationship between them?
2. Is there a significant relationship between entrepreneurship education and the Theory of Planned Behavior premises?
3. How does the Theory of Planned Behavior premises affect entrepreneurial intention and is there a significant relationship between them?
4. Which factor better explains entrepreneurial intention?

3.4. Sample and Data Collection

First of all, we used the questionnaire used by Liñán, Cohard, and Cantuche in their article "Factors affecting entrepreneurial intention levels: a role for education" for the entrepreneurial intention analysis. Ece Ekici (2016), Alpay Vardar (2018), and Özlem Bahadır (2018) used this questionnaire to analyze entrepreneurship intention in their thesis. For the Turkish version of the questionnaire, we used the questionnaires they used.

Our survey consists of six sections, namely Personal Data, Professional Attraction, Social Valuation, Entrepreneurial Capacity, Entrepreneurial Education, and Entrepreneurial Intention. A total of 403 people participated in our survey and no data loss was observed. SPSS version 23.00 was used to analyze the data obtained from the survey. Factor analysis, reliability analysis, simple linear regression analysis, multiple linear regression analysis, independent t-test, and ANOVA analysis were performed in SPSS to analyze entrepreneurial intention.

Table 3.1. Demographic Variables

Demographic Variables		n	% Rate
Gender	Male	232	57.6
	Female	171	42.4
Age	18-24	149	37.0
	24-30	177	43.9
	30-36	33	8.2

	36+	44	10.9
Education	Primary	0	0
	Secondary	5	1.2
	High School	31	7.7
	University	333	82.6
	Other	34	8.4
Mother Education	Primary	151	37.5
	Secondary	65	16.1
	High School	104	25.8
	University	71	17.6
	Other	12	3.0
Father Education	Primary	85	21.1
	Secondary	62	15.4
	High School	97	24.1
	University	139	34.5
	Other	20	5.0
Mother Occupation	Private Sector Employee	20	5.0
	Public Sector Employee	30	7.4
	Self-Employed or Entrepreneur	17	4.2
	Retired	41	10.2
	Unemployed	270	67.0
	Other	25	6.2
Father Occupation	Private Sector Employee	77	19.1
	Public Sector Employee	57	14.1
	Self-Employed or Entrepreneur	89	22.1
	Retired	134	33.3
	Unemployed	10	2.5
	Other	36	8.9
Your Job	Student	143	35.5
	Private Sector Employee	91	22.6
	Public Sector Employee	64	15.9
	Self-Employed or Entrepreneur	38	9.4
	Retired	9	2.2
	Unemployed	44	10.9
	Other	14	3.5
Income Level	0-1300TL	5	1.2
	1300-2000TL	10	2.5
	2000TL-3000TL	20	5.0
	3000TL-4000TL	37	9.2
	4000TL-5000TL	68	16.9
	5000TL-6000TL	31	7.7
	6000TL-7000TL	46	11.4

	7000TL +	186	46.2
Family Number	1p-3p	171	42.4
	3p-5p	191	47.4
	5p+	41	10.2



4. RESEARCH AND FINDINGS

4.1. Reliability and Factor Analyses

In order to obtain more reliable results from the data collected in a common language, these variables are grouped primarily under certain dimensions. Then, factor analysis is performed on these data. The purpose of factor analysis is to find sets of variables that are highly related to each other and known as factors.

When conducting factor analysis, firstly, Kaiser-Meyer-Olkin KMO and Bartlett's test of sphericity results are found. Bartlett's test of sphericity shows whether there is a sufficient correlation between variables. If the p value of Bartlett's test of sphericity is lower than 0.05 significance level, there is a sufficient level of relationship between variables for factor analysis. If the result of the test is not significant, variables are not suitable for factor analysis.

After the KMO value is appropriate, the Measures of Sampling Adequacy (MSA) values in the Anti Image Correlation matrix are examined. MSA values show the suitability of each question for individual factor analysis. If these values are less than 0.50, this question should be excluded from the analysis. If there is no value below 0, 50, other findings continue to be examined.

Next, we look at the Rotated Component Matrix. Thanks to the sorted by size option of the Rotated Component, factors are sorted by weight in ascending order, so it can easily identify questions under each column. There are three basic rules in the Rotated Component matrix. First of all, in factor analysis, each factor should consist of at least two questions. For this reason, when factors consisting of a single question are found, the problem that constitutes this factor should be removed from the analysis and the factor analysis should be performed again. After this process, if there is no factor that is a single question, secondly, if any question has close values in the factor columns, this question should also be excluded from the analysis. Finally, after this process, some researchers eliminated the questions with a factor weight below 0.50, while others set the limit as 0.70. Considering this in our research, we examined whether there are questions below 0.50 or not.

After the factor analysis is completed, the reliability of each factor is tested. Alpha model is used for reliability analysis. Cronbach's Alpha is the fit value depending on the correlation between questions. Cronbach's Alpha value shows the total reliability level of the questions under the factor. The scale is considered to be reliable when Cronbach's Alpha

value is 0-70 and above. However, when the number of questions is small, this limit is accepted as 0.60 and above (Durmuş et al., 2018).

Now, we will explain the factor and reliability analyzes of Attitude Toward Behavior, Subjective Norms, Perceived Behaviarol Control, Entrepreneurship Education, and Entrepreneurship Intention, which we performed respectively below.

4.1.1. Reliability and Factor Analysis of Attitude Toward Behavior

In the Attitude Toward Behavior section, we first asked 3 questions and asked the participants to value the sub-options of these questions on a scale of 1 to 6. Our question was as follows;

13. If you are a student, what would you like to do immediately after finishing your degree? Value the following options from 1 (minimum preference) to 6 (maximum preference)

- Working as an employee^{[1][1]}_[SEP]
- Starting-up a firm
- Follow on training and preparation

14. In the medium and longer term, considering all advantages and disadvantages (economic, personal, social recognition, labor stability, and so on), indicate your level of attraction towards each of the following professional options from 1 (minimum attraction) to 6 (maximum attraction)

- Salaried work^{[1][1]}_[SEP]
- Liberal profession
- Entrepreneur

15. Indicate your level of agreement with the following sentences from 1 (total disagreement) to 6 (total agreement).

- Being an entrepreneur implies more advantages than disadvantages to me^{[1][1]}_[SEP]
- A career as entrepreneur is attractive for me^{[1][1]}_[SEP]
- If I had the opportunity and resources, I'd like to start a firm
- Being an entrepreneur would entail great satisfactions for me^{[1][1]}_[SEP]
- Among various options, I'd rather be an entrepreneur

Table 4.1. The Factor and Reliability Analyses of Attitude Toward Behavior

Factor Name	Factor Items	Factor Loadings	% of Variance	Croanbach's Alpha
Attraction of Being An Entrepreneur	13.2. Starting up a firm	0.713	52.487	0.922
	14.3. Entrepreneur	0.679		
	15.1. Being an entrepreneur implies more advantages than disadvantages to me	0.777		
	15.2. A career as entrepreneur is attractive for me	0.859		
	15.3. If I had the opportunity and resources, I'd like to start a firm	0.846		
	15.4. Being an entrepreneur would entail great satisfactions for me	0.911		
	15.5. Among various options, I'd rather be an entrepreneur	0.894		
Attraction of Being An Employee	13.1. Working as an employee	0.917	22.572	0.851
	14.1 Salaried work	0.905		

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			
			.850
Bartlett's Test of Sphericity	Approx. Chi-Square	1.055.654	
	df	36	
	Sig.	.000	

First of all, we included all Attitude Toward Behavior questions into factor analysis. The KMO value was 0.836 and the significance value was significant at 0.000. Then we looked at the Anti-Image table and observed that there was no factor value below 0.500. Finally, when we look at the Rotated Component Matrix, there are 3 columns in total, but 13.3. the question remained the only factor in column 3. So we pulled this question out and did factor analysis again.

Secondly, when we did the factor analysis again, the KMO value was 0.841 and the significance value was significant at 0.000. We then looked at the Anti-Image table and no factor below 0.500 was observed. Finally, when we look at the Rotated Component Matrix, there are 3 components in total, but 14.2. the question remained as the only question in column 3. That's why we removed it and did factor analysis again.

Thirdly, when we did factor analysis again, KMO value was 0.850 and significance value was significant at 0.000. Later, when we looked at Anti-Image table, we did not observe a question below 0.500. Finally, when we looked at the Rotated Component Matrix, no single question was found under any column, the factor loadings of the questions did not have similar factor values and no factors below 0.500 were found.

As a result, questions 15.1, 15.2, 15.3, 15.4, 15.5, 13.2, 14.3 remain under our 1st column. In our second column, questions 13.1 and 14.1 remain. The questions for column 1 were about Attraction of Being An Entrepreneur. The questions of column 2 were about Attraction of Being An Employee.

After the factor analysis, we conducted reliability analysis for Attraction of Being An Entrepreneur and Attraction of Being An Employee.

When we did the reliability analysis for the questions of Attraction of Being An Entrepreneur, Croanbach's Alpha value was found 0.922. In the reliability analysis, values between 0.900 and 1 are almost perfect. When we deleted if item for 13.2 questions, our Croanbach's Alpha value increased to 0.924. However, without removing this question, our result was over 0.700 and it was perfect, so this problem did not need to be removed.

Finally, we conducted a reliability analysis for Attraction of Being An Employee questions and Croanbach's Alpha value was found to be 0.851. There was no question that raised Croanbach's Alpha when we deleted any questions. Thus, we completed the reliability analysis.

4.1.2. Reliability and Factor Analysis of Subjective Norms

In the Subjective Norms section, we first asked 3 questions and asked the participants to value the sub-options of these questions on a scale of 1 to 6. Our question was as follows;

16. In your closest environment, do you think the entrepreneurial activity is valued worse or better than other activities and careers? Indicate from 1 (much below others) to 6 (much above others)

- In your close family^[1]_{SEP}
- Among your friends^[1]_{SEP}
- Among your colleagues and mates

17. If you decided to create a firm, people in your close environment would approve of that decision? Indicate from 1 (total disapproval) to 6 (total approval).

- Your close family^[1]_{SEP}
- Your friends^[1]_{SEP}
- Your colleagues and mates

18. Indicate your level of agreement with the following sentences from 1 (total disagreement) to 6 (total agreement).

- Entrepreneurial activity clashes with the culture in my country.
- The entrepreneur's role in the economy is not sufficiently recognized.^[1]_{SEP}
- Many people consider hardly acceptable to be an entrepreneur.^[1]_{SEP}
- Entrepreneurial activity is considered too risky to be worthwhile.

Table 4.2. The Factor and Reliability Analyses of Subjective Norms

Factor Name	Factor Items	Factor Loadings	% of Variance	Croanbach's Alpha
Perception of The Career of Entrepreneurship	16.1. In your close family	0.700	20.845	0.779
	16.2. Among your friends	0.876		
	16.3. Among your colleagues and mates	0.820		
Approval of Being Entrepreneur	17.1. Your close family	0.812	23.028	0.827
	17.2. Your friends	0.889		
	17.3. Your colleagues and	0.812		

	mates			
Entrepreneurship and Culture	18.1. Entrepreneurial activity clashes with the culture in my country	0.722	22.420	0.728
	18.2. The entrepreneur's role in the economy is not sufficiently recognized	0.781		
	18.3. Many people consider hardly acceptable to be an entrepreneur	0.731		
	18.4. Entrepreneurial activity is considered too risky to be worth while	0.718		

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		
		.702
Bartlett's Test of Sphericity	Approx. Chi-Square	1.500.823
	df	45
	Sig.	.000

First of all, we took all Social Valuation questions into factor analysis. Our KMO value at 0.702 and our significance value at 0.000 could be meaningful and acceptable. Later, when we looked at the Anti-Image table, no questions were observed below 0.500. Finally, when we look at the Rotated Component Matrix, it consisted of 3 columns in total. One question was not observed under any column, the factor loads of the questions did not have a value close to each other and there was no factor load below 0.500. Thus, the Rotated Component Matrix consists of 3 columns in total. We named each column as Perception of The Career of Entrepreneurship, Approvement of Being Entrepreneur, Entrepreneurship and Culture, respectively. The Career of Entrepreneurship questions consist of 16.1, 16.2, 16.3 questions,

Approvement of Being Entrepreneur questions 17.1, 17.2, 17.3, Entrepreneurship and Culture questions are 18.1, 18.2, 18.3, and 18.4.

After the factor analysis, we conducted reliability analysis for each sub-dimension of Subjective Norm. When we first performed the reliability analysis for Perception of The Career of Entrepreneurship, the Croanbach's Alpha value was found to be 0.779. If question 16.1 is removed, the value increases by 0.810, but since our value is already good, this value does not need to be subtracted. Thus, the questions of Perception of The Career of Entrepreneurship sub-dimension consisted of 16.1, 16.2, 16.3.

Secondly, when the reliability analysis for the Approvement of Being Entrepreneur sub-dimension was performed, the Croanbach's Alpha value was found to be 0.827. If question 17.1 was removed, the value would rise to 0.841, but the value found was already good, so it didn't need to be removed. Thus, the Approvement of Being Entrepreneur questions consisted of 17.1, 17.2, and 17.3.

Third and lastly, Croanbach's Alpha value was found to be 0.728 for the Entrepreneurship and Culture sub-dimension. When we raised any questions, Croanbach's Alpha value did not increase. Thus, Entrepreneurship and Culture sub-dimension consisted of questions 18.1, 18.2, 18.3, and 18.4. This sub-dimension normally consisted of 5 questions, but this sub-dimension could not be evaluated on 5 questions because 1 question was entered in the data incompletely.

4.1.3. Reliability and Factor Analysis of Perceived Behavioral Control

In the Perceived Behavioral Control section, we first asked 2 questions and asked the participants to value the sub-options of these questions on a scale of 1 to 6. Our question was as follows;

19. To what extent do you agree with the following statements regarding your entrepreneurial capacity? Value them from 1 (total disagreement) to 6 (total agreement).

- Start a firm and keep it working would be easy for me^[1]
- I'm prepared to start a viable firm^[1]
- I can control the creation process of a new firm
- I know the necessary practical details to start a firm
- I know how to develop an entrepreneurial project^[1]
- If I tried to start a firm, I would have a high probability of succeeding

20. Do you think you have a satisfactory level of the following capacities to be an entrepreneur? Indicate from 1 (no capacity at all) to 6 (very high capacity).

- Opportunity recognition^{[1][2]}_[SEP]
- Creativity^{[1][2]}_[SEP]
- Problem solving^{[1][2]}_[SEP]
- Leadership and communication skills
- Development of new product and services^{[1][2]}_[SEP]
- Networking and making professional contacts

Table 4.3. The Factor and Reliability Analyses of Perceived Behavioral Control

Factor Name	Factor Items	Factor Loadings	% of Variance	Cronbach's Alpha
Personal Competence	19.1 Start a firm and keep it working would be easy for me	0.773	38.901	0.938
	19.2 I'm prepared to start a viable firm	0.860		
	19.3. I can control the creation process of a new firm	0.816		
	19.4. I know the necessary practical details to start a firm	0.879		
	19.5. I know how to develop an entrepreneurial project	0.845		
	19.6. If I tried to start a firm, I would have a high probability of succeeding	0.729		
Personal Ability	20.1. Opportunity recognition	0.609	33.774	0.901
	20.2. Creativity	0.765		

	20.3. Problem solving	0.784	
	20.4. Leadership and communication skills	0.840	
	20.5. Development of new products and services	0.793	
	20.6. Networking and making professional contacts	0.744	

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		
		.924
Bartlett's Test of Sphericity	Approx. Chi-Square	3.893.638
	df	66
	Sig.	.000

First of all, we took all questions for Perceived Behavioral Control into factor analysis. In factor analysis, our KMO value was 0.924 and our significance value was found to be significant and acceptable at 0.000. Later, when we looked at the Anti-Image table, no questions were observed below 0.500. Finally, when we examined the Rotated Component Matrix, it consisted of 2 columns in total. Not a single question under the columns was observed, when looking at each question, factor loads close to each other were not found, and there was no factor load below 0.500. We named these two sub-dimensions as Personal Competence and Personal Ability, respectively. Personal Competence questions consisted of questions 19.1, 19.2, 19.3, 19.4, 19.5 and 19.6. Personal Ability questions consisted of 20.1, 20.2, 20.3, 20.4, 20.5, and 20.6 questions.

After factor analysis, reliability analysis was performed for both sub-dimensions. When the reliability analysis was performed for Personal Competence, Croanbach's Alpha value was found to be 0.938 and when we removed any questions, the value did not increase. Thus, Personal Competence questions consisted of 19.1, 19.2, 19.3, 19.4, 19.5, and 19.6.

When we did the reliability analysis for Personal Skill, Croanbach's Alpha value was found to be 0.901 and when we removed any questions, the value did not increase. Thus, Personal Ability questions consisted of 20.1, 20.2, 20.3, 20.4, 20.5, and 20.6.

4.1.4. Reliability and Factor Analysis of Entrepreneurship Education

In the Entrepreneurship Education section, we first asked 4 questions and asked the participants to value the sub-options of these questions on a scale of 1 to 6. Our question was as follows:

23. To what extent do you thing it is possible to offer entrepreneurship education courses, which develop the following aspects? Indicate from 1 (not possible at all) to 6 (totally possible).

- Knowledge about the entrepreneurial environment
- Greater recognition of the entrepreneur's figure
- The preference to be an entrepreneur
- The necessary abilities to be an entrepreneur
- The intention to be an entrepreneur^[1-6]

24. Have you taken any course or module that could be considered as entrepreneurship education? ☐Yes ☐No

25. If yes:^[1-6]

a. Indicate which one(s):^[1-6]

26. To what extent has it helped you develop any of those aspects? Indicate from 1 (to no extent) to 6 (to a great extent).

- Knowledge about the entrepreneurial environment
- Greater recognition of the entrepreneur's figure
- The preference to be an entrepreneur
- The necessary abilities to be an entrepreneur
- The intention to be an entrepreneur^[1-6]

Table 4.4. The Factor and Reliability Analyses of Entrepreneurship Education

Factor Name	Factor Items	Factor Loadings	% of Variance	Croanbach's Alpha
The Perception of Entrepreneurship	23.1. Knowledge about the entrepreneurial	0.845	37.711	0.941

Education	environment			
	23.2. Greater recognition of the entrepreneur's figure	0.791		
	23.3. The preference to be an entrepreneur	0.807		
	23.4. The necessary abilities to be an entrepreneur	0.778		
	23.5. The intention to be an entrepreneur	0.878		
The Effect of Entrepreneurship Education	26.1. Knowledge about the entrepreneurial environment	0.827	40.026	0.932
	26.2. Greater recognition of the entrepreneur's figure	0.843		
	26.3. The preference to be an entrepreneur	0.826		
	26.4. The necessary abilities to be an entrepreneur	0.866		
	26.5. The intention to be an entrepreneur	0.840		

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		
		.859
Bartlett's Test of Sphericity	Approx. Chi-Square	653.038
	df	45

First of all, we included all questions of the 23rd and 26th sections into factor analysis, except for the Yes-No question and the lecture question in the entrepreneurship education questions. Part 23 questions were asked to be evaluated by all participants. Only those who received entrepreneurship education evaluated the questions of the 26th section.

When we included the 23rd and 26th section questions into the factor analysis, the KMO value was found to be 0.859 and the significance value was significant at 0.000. When we look at the Anti-Image table later, there was no factor with a value below 0.500. When we look at the Rotated Component Matrix, there are 2 columns in total. Not a single question was observed under the columns, the questions did not have a factor load close to each other, and there was no factor load below 0.500. . We named these two sub-dimensions as The Perception of Entrepreneurship Education and The Effect of Entrepreneurship Education, respectively. The Perception of Entrepreneurship Education questions consisted of questions 23.1, 23.2, 23.3, 23.4, and 23.5. The Effect of Entrepreneurship Education questions consisted of 26.1, 26.2, 26.3, 26.4, and 26.5.

After factor analysis, reliability analysis was performed for the sub-dimensions of the training questions. When the reliability analysis was performed for The Perception of Education, Croanbach's Alpha value was found to be 0.941 and when any question was removed, the value did not increase, so none of the questions were removed. Thus, The Perception of Education questions consisted of 23.1, 23.2, 23.3, 23.4, and 23.5.

Finally, when we did the factor analysis for The Effect of Entrepreneurship Education, Croanbach's Alpha value was found to be 0.932 and the value did not increase when we removed any questions, so the questions remained the same. Thus, The Effect of Entrepreneurship Education questions consisted of 26.1, 26.2, 26.3, 26.4, and 26.5.

4.1.5. Reliability and Factor Analysis of Entrepreneurial Intention

In the Entrepreneurial Intention section, we first asked 2 questions and asked the participants to value the sub-options of these questions on a scale of 1 to 6. Our question was as follows:

21. Have you ever seriously considered becoming an entrepreneur? ☐Yes ☐No

22. Indicate your level of agreement with the following statements from 1 (total disagreement) to 6 (total agreement).

- I'm ready to make anything to be an entrepreneur
- My professional goal is becoming an entrepreneur
- I will make every effort to start and run my own firm
- I'm determined to create a firm in the future^[1]_{SEP}
- I have very seriously thought in starting a firm^[1]_{SEP}
- I've got the firm intention to start a firm some day

Table 4.5. The Factor and Reliability Analyses of Entrepreneurial Intention

Factor Name	Factor Items	Factor Loadings	% of Variance	Croanbach's Alpha
Entrepreneurial Intention	22.1.I'm ready to make anything to be an entrepreneur	0.849	84.848	0.964
	22.2. My professional goal is becoming an entrepreneur	0.902		
	22.3. I will make every effort to start and run my own firm	0.943		
	22.4. I'm determined to create a firm in the future	0.948		
	22.5. I have very seriously thought in starting a firm	0.953		
	22.6. I've got the firm intention to start a firm some day	0.927		

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.906
Bartlett's Test of Sphericity	Approx. Chi-Square	3.299.090
	df	15
	Sig.	.000

First of all, only the 22nd question and its subsections were included in the factor analysis. When we put all the intention questions of the 22nd question into the factor analysis, the KMO value was found to be 0.906, and a significant result was obtained at the significance value of 0.000. When we looked at the Anti-Image table later, no question with a

factor load of less than 0.500 was observed. Since it consists of a single column, a rotated component matrix did not appear.

After the factor analysis, when we did the reliability analysis for the intention questions, the Croanbach's Alpha value was found to be 0.964, and if we subtracted the question 22.1, the value would increase to 0.967, but since our value was already quite high, we did not need to remove this question. Thus, our intention questions consisted of 22.1, 22.2, 22.3,22.4,22.5,22,6.



4.2. Revised Model and Hypotheses After the Reliability and Factor Analyses

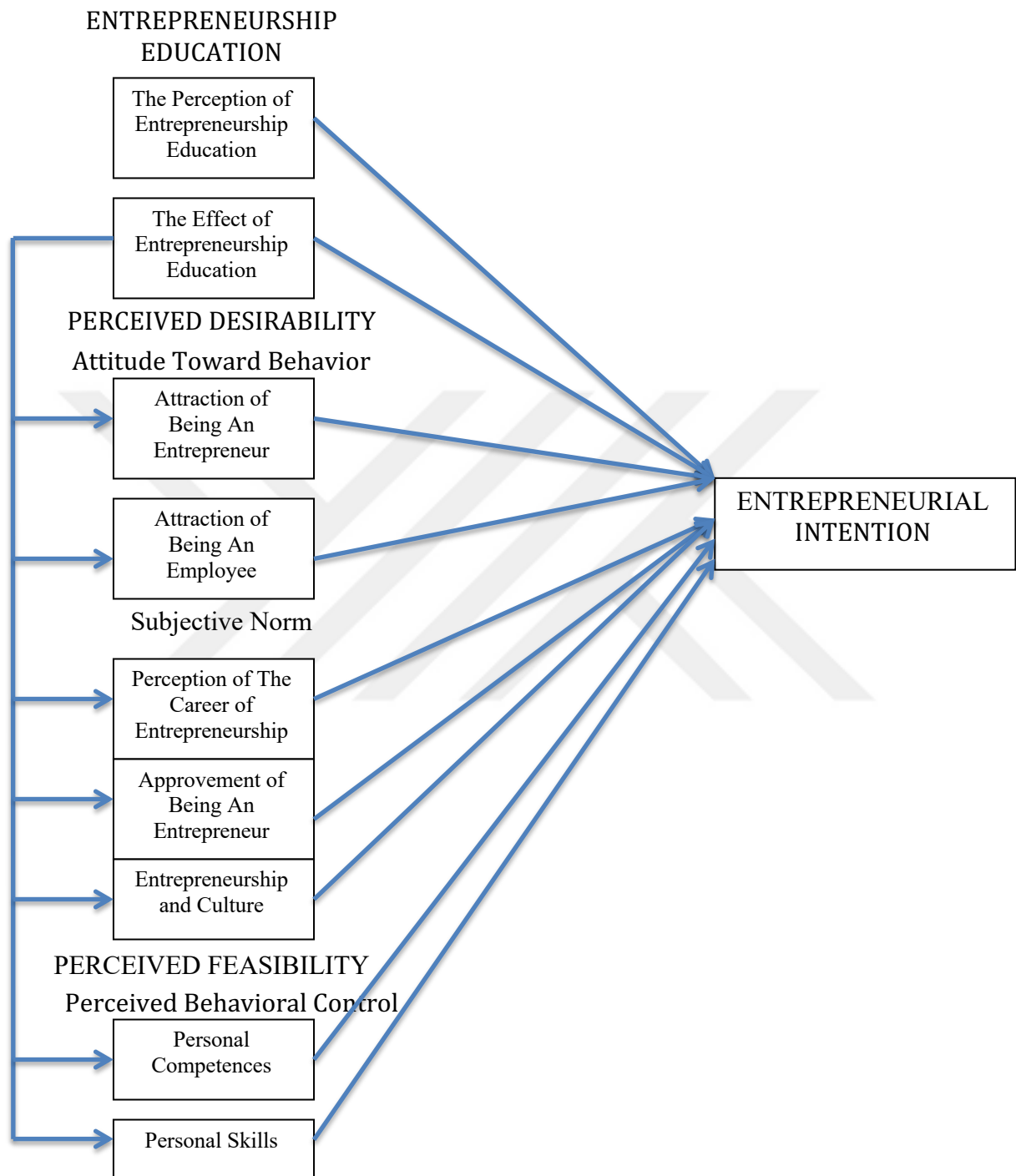


Figure 4.1. Revised Theoretical Research Model

H1: There is a relationship between the attitude toward behavior and the entrepreneurial intention.

H1x: There is a relationship between the attraction of being an entrepreneur the entrepreneurial intention.

H1y: There is a relationship between the attraction of being an employee and the entrepreneurial intention.

H2: There is a relationship between the subjective norms and the entrepreneurial intention.

H2x: There is a relationship between the perception of the career of entrepreneurship and the entrepreneurial intention.

H2y: There is a relationship between the approval of being an entrepreneur and the entrepreneurial intention.

H2z: There is a relationship between the entrepreneurship and culture and the entrepreneurial intention.

H3: There is a relationship between the perceived behavioral control and the entrepreneurial intention.

H3x: There is a positive relationship between the personal competences and the entrepreneurial intention.

H3y: There is a relationship between the personal skills and the entrepreneurial intention.

H4: There is a positive relationship between the entrepreneurship education and the entrepreneurial intention.

H4x: There is a positive relationship between the perception of entrepreneurship education and the entrepreneurial intention.

H4y: There is a positive relationship between the effect of entrepreneurship education and the entrepreneurial intention.

H5: There is a relationship between the entrepreneurship education and the attitude toward behavior.

H5x: There is a relationship between the effect of entrepreneurship education and the attraction of being an entrepreneur.

H5y: There is a relationship between the effects of entrepreneurship education and the attraction of being an employee.

H6: There is a relationship between the entrepreneurship education and the subjective norms.

H6x: There is a relationship between the effects of entrepreneurship education and the perception of the career of entrepreneurship.

H6y: There is a relationship between the effects of entrepreneurship education and the approval of being an entrepreneur.

H6z: There is a relationship between the effects of entrepreneurship education and the entrepreneurship and culture.

H7: There is a relationship between the entrepreneurship education and the perceived behavioral control.

H7x: There is relationship between the effect of entrepreneurship education and the personal competences.

H7y: There is a relationship between the effect of entrepreneurship education and the personal skills.

4.3. Correlation and Simple Linear Regression Analyses

Durmuş et al. (2018) say that regardless of whether the variables are dependent or independent, the statistical method used to determine the degree and direction of the relationship between them is called correlation. Regression analysis is an analysis that tries to determine how a dependent is explained by other independent variables. The regression model is called simple linear regression when there is one dependent and one independent variable, and as multiple linear regression when there is more than one independent variable. In regression analysis, hypotheses are expressed as follows:

H0: The independent variable (s) are statistically insignificant in explaining the dependent variable.

H1: At least one independent variable is statistically significant in explaining the dependent variable.

The hypothesis of the regression analysis is tested with the F statistic. When the p value corresponding to the F statistic is less than 0.05, the H0 hypothesis is rejected. After performing a

general test of the regression model, the F test is performed; the significance test t statistic is made for each of the coefficients that make up the model. When there are coefficients that fail the significance test, the relevant variables are removed from the model and regression analysis is performed. Thus, it is ensured that all the parts that make up the model contribute significantly to the explanation of the dependent variable.

Table 4.6. Simple Linear Regression Analyses Between Attraction Of Being An Entrepreneur and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Attraction Of Being An Entrepreneur	0.754	14.771	0.754	0.568	218.193	0.000

When we look at the Anova table, the F value is 218.193 and the significance value is 0.000. Since p value is less than 0.05, H₀ is rejected and our independent variable is statistically significant to explain the dependent variable. When we look at the Coefficients table, the VIF value is 1.000 < 10 and the argument p value of the t value is 0.000. Therefore, since the p value is less than 0.05, the independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that R = 0.754 and R Square = 0.568. As a result, our independent variable explains 56.8 % of our dependent variable and the H₁ hypothesis is accepted.

Table 4.7. Simple Linear Regression Analyses Between Attraction Of Being An Employee and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Attraction Of Being An Employee	-0.408	-5.979	0.408	0.166	35.744	0.000

When we look at the Anova table, the F value is 35.444 and the significance value is 0.000. H0 is rejected because the p value is less than 0.05. Thus, our independent variable is statistically significant to explain our dependent variable. When we look at the Coefficients table, VIF 1.000 <10 and the independent variable p value of the t value was found to be 0.000. Therefore, since the p value is less than 0.05, the independent variable can be used to predict the dependent variable.

Finally, when we look at the Model Summary table, we see that R = 0.408 and R Square = 0.166. As a result, there is an inverse relationship between attraction of being an employee and entrepreneurial intention so our independent variable explains 16.6% of our dependent variable and the H1y hypothesis is accepted.

Table 4.8. Simple Linear Regression Analyses Perception of The Career of The Entrepreneurship and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Perception of The Career of The Entrepreneurship	0.383	8.307	0.383	0.147	69.003	0.000

When we look at our Anova table, F value is 69.003 and significance value is 0.000. H0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at our Anova table, the value of F is 69.003 and the significance value is p 0.000. H0 is rejected because it has a p value and less than 0.05. As a result, our independent variable explains 14.7 % of our dependent variable and the H2x hypothesis is accepted.

Table 4.9. Simple Linear Regression Analyses Between Approvement Of Being An Entrepreneur And The Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent	Beta	t	R	R²	F	p

Variables:						
Approvement Of Being An Entrepreneur	0.321	6.790	0.321	0.103	46.098	0.000

When we look at our Anova table, the F value is 46.098 and the significance value is 0.000. H0 is rejected because the p value is less than 0.05.

Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, VIF 1.000 < 10 and the independent significance value of t value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that R = 0.321 and R Square = 0.103. As a result, our independent variable explains 10.3% of our dependent variable and our H2y hypothesis is accepted.

Table 4.10. Simple Linear Regression Analyses Between Entrepreneurship and Culture And The Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Entrepreneurship and Culture	0.228	4.691	0.228	0.052	22.006	0.000

When we look at our Anova table, the value of F is 22.006 and the significance value is 0.000. H0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, VIF 1.000 < 10 and the independent significance value of t value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that R = 0.228 and R Square = 0.052. Our independent variable explains 5.2% of our dependent variable, so the H2z hypothesis is accepted.

Table 4.11. Simple Linear Regression Analyses Between Personal Competences And The Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
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Independent Variables:	Beta	t	R	R²	F	p
Personal Competence	0.759	23.349	0.759	0.576	545.194	0.000

When we look at our Anova table, the F value is 545.194 and the significance value is 0.000. H₀ is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, VIF 1.000 < 10 and the independent significance value of t value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that R = 0.759 and R Square = 0.576. Our independent variable explains 57.6% of our dependent variable and the H_{3x} hypothesis is accepted.

Table 4.12. Simple Linear Regression Analyses Between Personal Skills And The Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Personal Skill	0.549	-0.501	0.549	0.301	172.184	0.000

When we look at our Anova table, the F value is 172,784 and the significance value is 0,000. H₀ is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, VIF 1.000 < 10 and the independent significance value of t value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that R = 0.549 and R Square = 0.301. Our independent variable explains 30.1% of our dependent variable and the H_{3y} hypothesis is accepted.

Table 4.13. Simple Linear Regression Analyses Between The Perception of Entrepreneurship Education And The Entrepreneurial Intention

Dependent	Entrepreneurial					
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Variable:	Intention					
Independent Variables:	Beta	t	R	R²	F	p
Perception of Entrepreneurship Education	0.370	7.979	0.549	0.137	63.666	0.000

When we look at our Anova table, $F = 63.666$ and its significance value is 0.000. H_0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, $VIF\ 1.000 < 10$ and the independent significance value of t value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that $R = 0.370$ and $R\ Square = 0.137$. Our independent variable explains 13.7% of our dependent variable and the H_{4x} hypothesis is accepted.

Table 4.14. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And The Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	0.266	2.371	0.266	0.071	5.624	0.020

When we look at our Anova table, the F value is 5.624 and the significance value is 0.020. H_0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, the independent significance value of $VIF\ 1.000 < 10$ and t value is 0.020. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that $R = 0.266$ and $R\ Square = 0.071$. Our independent variable explains 7.1% of our dependent variable and the H_{4y} hypothesis is accepted.

Table 4.15. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And The Personal Attraction of Being An Entrepreneur

Dependent Variable:	Personal Attraction of Being An Entrepreneur					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	0.407	2.633	0.407	0.165	6.935	0.012

In this section, we examined whether individuals who received entrepreneurship training have a significant relationship with the sub-dimensions of attitude toward behavior, subjective norms, and perceived behavioral control.

First of all, when we look at our Anova table, the F value is 6.935 and the significance value is 0.012. H₀ is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, the independent significance value of VIF 1.000 <10 and t value is 0.012. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that R = 0.407 and R Square = 0.165. Our independent variable explains 16.5 % of our dependent variable and the H_{5x} hypothesis is accepted.

Table 4.16. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And The Personal Attraction of Being An Employee

Dependent Variable:	Personal Attraction of Being An Employee					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	-.702	-5.570	0.702	0.492	31.029	0.000

When we look at our Anova table, the F value is 31.029 and the significance value is 0.000. H₀ is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, the

independent significance value of VIF $1.000 < 10$ and p value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that $R = 0.702$ and $R\text{ Square} = 0.492$. There is an inverse relationship among them. Our independent variable explains 49.2 % of our dependent variable and the H5y hypothesis is accepted.

Table 4.17. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And The Perception of The Career of The Entrepreneurship

Dependent Variable:	Perception of The Career of The Entrepreneurship					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	0.237	2.094	0.237	0.056	4.386	0.040

When we look at our Anova table, the F value is 4.386 and the significance value is 0.040. H0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, the independent significance value of VIF $1.000 < 10$ and p value is 0.040. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that $R = 0.237$ and $R\text{ Square} = 0.056$. Our independent variable explains 5.6 % of our dependent variable and the H6x hypothesis is accepted.

Table 4.18. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And Approvement of Being An Entrepreneur

Dependent Variable:	Approvement of Being An Entrepreneur					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	0.284	2.545	0.284	0.081	6.479	0.013

When we look at our Anova table, the F value is 6.479 and the significance value is 0.013. H0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, the independent significance value of VIF $1.000 < 10$ and p value is 0.013. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that $R = 0.284$ and $R\text{ Square} = 0.081$. Our independent variable explains 8.1 % of our dependent variable and the H6y hypothesis is accepted.

Table 4.19. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And Entrepreneurship and Culture

Dependent Variable:	Entrepreneurship and Culture					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	0.191	1.671	0.191	0.036	2.791	0.099

When we look at our Anova table, the F value is 2.791 and the significance value is 0.099. H0 is accepted because the p value is higher than 0.05. Thus, our independent variable is not meaningful to explain the dependent variable statistically. For this reason, H6z hypothesis is not accepted.

Table 4.20. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And Personal Competence

Dependent Variable:	Personal Competence					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	0.428	4.072	0.428	0.183	16.583	0.000

When we look at our Anova table, the F value is 16.583 and the significance value is 0.000. H0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, the independent significance value of VIF $1.000 < 10$ and p value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that $R = 0.428$ and $R \text{ Square} = 0.183$. Our independent variable explains 18.3 % of our dependent variable and the H7x hypothesis is accepted.

Table 4.21. Simple Linear Regression Analyses Between The Effects of Entrepreneurship Education And Personal Skill

Dependent Variable:	Personal Skill					
Independent Variables:	Beta	t	R	R²	F	p
Effects of Entrepreneurship Education	0.499	4.957	0.499	0.249	24.571	0.000

When we look at our Anova table, the F value is 24.571 and the significance value is 0.000. H0 is rejected because the p value is less than 0.05. Thus, our independent variable is meaningful to explain the dependent variable statistically. When we look at the coefficients table, the independent significance value of VIF $1.000 < 10$ and p value is 0.000. Since the p value is less than 0.05, our independent variable can be used to predict the dependent variable. Finally, when we look at the Model Summary table, we see that $R = 0.499$ and $R \text{ Square} = 0.249$. Our independent variable explains 24.9 % of our dependent variable and the H11 hypothesis is accepted.

Table 4.22. Correlation Matrix

Correlations											
		ATB_F1	ATB_F2	SN_F1	SN_F2	SN_F3	EC_F1	EC_F2	EE_F1	EE_F2	EI_F
ATB_F1	Pearson Correlation	1	.415**	.435**	.370**	.209**	.618**	.535**	.365**	.407*	.754**

	Sig. (2-tailed)		.000	.000	.000	.007	.000	.000	.000	.012	.000
	N	168	150	168	168	168	168	168	168	37	168
ATB_F2	Pearson Correlation	-.415**	1	-.219**	-.161*	-.007	-.342**	-.079	-.069	-.702**	-.408**
	Sig. (2-tailed)	.000		.003	.030	.922	.000	.289	.353	.000	.000
	N	150	181	181	181	181	181	181	181	34	181
SN_F1	Pearson Correlation	.435**	-.219**	1	.481**	.221**	.418**	.368**	.389**	.237*	.383**
	Sig. (2-tailed)	.000	.003		.000	.000	.000	.000	.000	.040	.000
	N	168	181	403	403	403	403	403	403	76	403
SN_F2	Pearson Correlation	.370**	-.161*	.481**	1	.139**	.400**	.439**	.409**	.284*	.321**
	Sig. (2-tailed)	.000	.030	.000		.005	.000	.000	.000	.013	.000
	N	168	181	403	403	403	403	403	403	76	403
SN_F3	Pearson Correlation	.209**	-.007	.221**	.139**	1	.241**	.316**	.220**	.191	.228**
	Sig. (2-tailed)	.007	.922	.000	.005		.000	.000	.000	.099	.000
	N	168	181	403	403	403	403	403	403	76	403
EC_F1	Pearson Correlation	.618**	-.342**	.418**	.400**	.241**	1	.670**	.332**	.428**	.759**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	168	181	403	403	403	403	403	403	76	403
EC_F2	Pearson Correlation	.535**	-.079	.368**	.439**	.316**	.670**	1	.467**	.499**	.549**
	Sig. (2-tailed)	.000	.289	.000	.000	.000	.000		.000	.000	.000
	N	168	181	403	403	403	403	403	403	76	403
EE_F1	Pearson Correlation	.365**	-.069	.389**	.409**	.220**	.332**	.467**	1	.613**	.370**
	Sig. (2-tailed)	.000	.353	.000	.000	.000	.000	.000		.000	.000
	N	168	181	403	403	403	403	403	403	76	403
EE_F2	Pearson Correlation	.407*	-.702**	.237*	.284*	.191	.428**	.499**	.613**	1	.266*
	Sig. (2-tailed)	.012	.000	.040	.013	.099	.000	.000	.000		.020
	N	37	34	76	76	76	76	76	76	76	76
EI_F	Pearson	.754	-	.383	.321	.228	.759	.549	.370	.266	1

	Correlation	**	.408 **	**	**	**	**	**	**	*	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.020	
	N	168	181	403	403	403	403	403	403	76	403
** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).											

All variables are correlated to each other. Although the attraction to be an entrepreneur is highly linked to entrepreneurial intention at 0.754 and also, the personal competence is highly linked to entrepreneurial intention at 0.759, there is no multicollinearity problem among them because scattering appears normal in scatter diagrams. In addition, when we look the correlation matrix in detail, we can see easily that the attraction of being an employee is negatively correlated to entrepreneurial intention.

4.4. Correlations and Multiple Regression Analyses

In this part, we will examine correlations and independent variables which are the sub-dimensions of attitude toward behavior, subjective norms, perceived behavioral control, and entrepreneurship education in order to explain our dependent variable which is entrepreneurial intention.

Table 4.23 Correlations Between Attitude Toward Behavior and Entrepreneurial Intention

Correlations			
		Attitude	Intention
Attitude	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	150	150
Intention	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	150	403
** Correlation is significant at the 0.01 level (2-tailed).			

Table 4.24 Correlations Between Subjective Norms and Entrepreneurial Intention

Correlations			
		Intention	SubjectiveNorm
EI	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.000
	N	403	403
SubjectiveNorm	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.000	
	N	403	403
** Correlation is significant at the 0.01 level (2-tailed).			

Table 4.25 Correlations Between Perceived Behavioral Control and Entrepreneurial Intention

Correlations			
		Intention	Behavioral Control
Intention	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	403	403
Behavioral Control	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	403	403
** Correlation is significant at the 0.01 level (2-tailed).			

Table 4.26 Correlations Between Entrepreneurship Education and Entrepreneurial Intention

Correlations			
		Intention	Education
Intention	Pearson Correlation	1	.293*
	Sig. (2-tailed)		.010
	N	403	76
Education	Pearson Correlation	.293*	1
	Sig. (2-tailed)	.010	
	N	76	76
* Correlation is significant at the 0.05 level (2-tailed).			

The significance value of all Correlations tables is less than 0.05 and is significant. Correlation coefficients are suitable for analysis.

Table 4.27. Multiple Linear Regression Analyses Between Sub-dimensions of The Attitude Toward Behavior and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R Square	F	p
Attraction Of Being An Entrepreneur	0.761	14.771	0.761	0.573	100.877	0.000
Attraction Of Being An Employee	0.089	1.506				0.134

In the Anova table, the F value is 100.877 and our significance value is 0.000. Since the p value is less than 0.05, the H0 hypothesis is rejected and the independent variables are meaningful to explain the dependent variable as statistics. When we look at the significance of t values, VIF 1.208 <10 in the Coefficients table, the p value of Attraction of Being An Employee is 0.134 and it is greater than 0.05. For this reason, this argument cannot be used to estimate the intention variable and is removed. After this independent variable is removed, regression analysis is performed again.

Table 4.28. Repeated Regression Analyses for The Sub-dimension of Attitude Toward Behavior and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Attraction Of Being An Entrepreneur	0.754	14.771	0.754	0.568	218.193	0.000

As can be seen from the table, we got the same result with simple linear regression. As a result, Attraction of Being An Entrepreneur explains the entrepreneurial intention with a rate of 56.8%.

Table 4.29. Multiple Linear Regression Analyses Between Sub-dimensions of The Subjective Norms and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Perception of The Career of The Entrepreneurship	0.269	5.146	0.437	0.191	131.143	0.000
Approvement of Being An Entrepreneur	0.172	3.339				0.001
Entrepreneurship and Culture	0.145	3.136				0.002

In the Anova table, the F value is 31.413 and our significance value is 0.000. Since the p value is less than 0.05, H0 is rejected and the independent variables are significant to explain the dependent variable statistically.

All of the VIF values in the Coefficients table are less than 10, when we look at the significance of t values, The Perception of Career of The Entrepreneurship is 0.000, Approvement of Being An Entrepreneur 0.001, and finally Entrepreneurship and Culture 0.002. Since all p values are less than 0.05, independent variables can be used to predict the intention variable.

Finally, when we look at the Modal Summary section, we see when you are R = 0.437, and R Square 0.191. It shows that these three independent variables explain the dependent variable at the rate of 19.1%.

When we look at the beta values in the Standardized Coefficients section, we see that The Perception of Career of The Entrepreneurship value is 0.269, the Approvement of Being An Entrepreneur value is 0.172, and finally, the Entrepreneurship and Culture value is 0.145. Since the independent variable with a large beta coefficient is the variable that explains the intention dependent variable the most, The Perception of Career of The Entrepreneurship has been the most explaining value, then the Approvement of Being An Entrepreneur, and finally the Entrepreneurship and Culture value.

Table 4.30. Multiple Linear Regression Analyses Between Sub-dimensions of The Perceived Behavioral Control and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Personal Competence	0.710	16.256	0.761	0.579	275.234	0.000
Personal Skill	0.073	1.677				0.094

In the Anova table, the F value is 275.234 and the significance value is 0.000. Since the p value is less than 0.05, H₀ is rejected and the independent variables are significant to explain the dependent variable statistically.

In the Coefficients table, all VIF values are less than 10, when we look at the significance of the t values, the p value for the Personal Skill was found to be 0.094 and it is seen that it is greater than 0.05. Therefore, this independent variable cannot be used to estimate the dependent variable and is removed from the analysis. Regression analysis is performed again.

Table 4.31. Repeated Regression Analyses for The Sub-dimension of Perceived Behavioral Control and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
Personal Competence	0.759	23.349	0.759	0.576	545.194	0.000

As can be seen from the table, we got the same result with simple linear regression. As a result, Personal Competences explain the entrepreneurial intention with a rate of 57.6%.

Table 4.32. Multiple Linear Regression Analyses Between Sub-dimensions of The Entrepreneurship Education and Entrepreneurial Intention

Dependent Variable:	Entrepreneurial Intention					
Independent Variables:	Beta	t	R	R²	F	p
The Perception of	0.157	1.107	0.293	0.086	3.434	0.272

Entrepreneurship Education						
The Effect of Entrepreneurship Education	0.170	1.198				0.235

In the Anova Table, the F value was 3.434 and our significance value was 0.038. Since the p value is less than 0.05, H₀ is rejected and the independent variables are significant to explain the dependent variable statistically.

When we look at the coefficients table, the VIF value of all variables is less than 10, but when we look at the significance values of the t values, p value is 0.272 for The Perception of Entrepreneurship Education and p value is 0.235 for The Effect of Entrepreneurship Education. So both of them are greater than 0.05. For this reason, these two independent variables cannot be used together to estimate the dependent variable. As a result, these hypotheses were rejected.

4.5. Independent t-Test Analyses of Demographic Data

Independent t-TEST is a statistical analyse method to analyse difference between the averages of the two independent groups. Measurement should be done on the level of equally interval scale. Before t-TEST is done, it should be examined that equality of the group variance. And, this can be done with Levene Test. It is also known as the Homogeneity test. In the case of acceptance of Levene test or unacceptance of Levene Test, the result of the t-test will be change (Durmuş et al., 2018).

Table 4.33. Independent t-Test between Gender and Entrepreneurial Intention

		N	Mean	Std. Deviation	p-Value Levene's Test	t	p-value
Entrepreneurial Intention	Women	232	2.9361	1.49228	0.005	-4.626	0.000
	Men	171	3.6813	1.67194			

When we first check the Levene's Test, we assume the following hypotheses;

H₀: The variances of entrepreneurial intention values of women and men are equal.

H₁: The variances of entrepreneurial intention values of women and men are not equal.

When we look at Levene's Test, we see that the F value is 8.036 and the Significance value is 0.005. p value is less than 0.05. For this reason, H0 hypothesis is rejected because it is small and the variances are not equal. Since the H0 hypothesis is rejected, the p value in the second t-test row is checked. T-Tests are as follow:

H0: The mean values of entrepreneurial intention of men and women are equal.

H1: The mean values of entrepreneurial intention of men and women are not equal.

Here, since the H0 hypothesis in Levene's is rejected, we look at the p value in the second row and we see that the significance value is 0.000. Since the p value is less than 0.05, the H0 hypothesis of the t-Test is rejected. H1 is accepted and it is concluded that the means are not equal.

Finally, when we look at the group means, we see that men's entrepreneurial intention is significantly higher than women's entrepreneurial intention ($3.6813 > 2.9361$).

Table 4.34. Independent t-Test between Entrepreneurs in Relatives or Friends and Entrepreneurial Intention

	relatives or friends	N	Mean	Std. Deviation	p-Value Levene's Test	t	p- valu e
Entrepreneurial Intention	Yes	280	3.4732	1.61064	0.112	4.239	0.00 0
	No	123	2.7493	1.50339			

First of all, when we check Levene's Test, we assume the following hypotheses;

H0: The variances of entrepreneurial intention values of people who are entrepreneurs in their close circle and friends and those who do not are equal.

H1: The variances of entrepreneurial intention values of people who are entrepreneurs and those who are not entrepreneurs in their close circle and friends are not equal.

When we look at Levene's Test, we see that the F value is 2.543 and the significance value is 0.112, and since the p value is greater than 0.05, H0 is accepted and the variances are equal. Since the H0 hypothesis is accepted, the p value in the t-test first row is checked. T-Test hypotheses;

H0: The mean values of entrepreneurial intention of people who are entrepreneurs in their close circle and friends and those who do not are equal.

H1: The average values of entrepreneurial intention values of people who are entrepreneurs in their close circle and friends and those who do not.

Here, since Levene's is accepted as H0, we look at the p value in the first row and see that the significance value is 0.000. Since the p value is less than 0.05, the H0 hypothesis of the T-Test is rejected, H1 is accepted and it is concluded that the means are not equal.

Finally, when we look at the group means, we see that people who are entrepreneurs in their close circle and friends have significantly more entrepreneurial intent than those who have no entrepreneurial intention. ($3.4732 > 2.7493$).

Table 4.35. Independent t-Test between Entrepreneurs in Family Members and Entrepreneurial Intention

	Family Members	N	Mean	Std. Deviation	p-Value Levene's Test	t	p-value
Entrepreneurial Intention	Yes	224	3.5074	1.60070	0.493	3.608	0.000
	No	179	2.9330	1.57238			

First of all, when we check Levene's Test, we assume the following hypotheses;

H0: The variances of entrepreneurial intention values of individuals who are entrepreneurs and non-family members are equal.

H1: The variances of entrepreneurial intention values of individuals who are entrepreneurs and non-family members are not equal.

When we look at Levene's Test, we see that the F value is 0.472 and the significance value is 0.493, and since the p value is greater than 0.05, H0 is accepted and the variances are equal. Since H0 is accepted, the p value in the t-test first row is checked. T-Tests is as follows;

H0: The average values of entrepreneurial intention values of individuals who are entrepreneurs and non-family members are equal.

H1: The average values of entrepreneurial intention values of individuals whose family members are entrepreneurs and those who do not are equal.

Here, since Levene's is accepted as H0, we look at the p value in the first row and we see that the significance value is 0.000. Since the p value is less than 0.05, the H0 hypothesis of the T-Test is rejected, H1 is accepted and it is concluded that the means are not equal.

Finally, when we look at the group means, among family members, people who are entrepreneurs do not have entrepreneurial intent

We see that it is significantly more than entrepreneurial intention. (3.5074 > 2.9330).

Table 4.36. Independent t-Test between Entrepreneurship Education and Entrepreneurial Intention

	Education	N	Mean	Std. Deviation	p-Value Levene's Test	t	p-value
Entrepreneurial Intention	Yes	79	4.0549	1.51364	0.781	5.086	0.000
	No	324	3.0566	1.57604			

First of all, when we check Levene's Test, we assume the following hypotheses;

H0: The variances of entrepreneurial intention values of those who take entrepreneurship course and those who do not are equal.

H1: The variances of entrepreneurial intention values of those who take entrepreneurship course and those who do not are not equal.

When we look at Levene's Test, we see that the F value is 0.077 and the significance value is 0.781, and since the p value is greater than 0.05, H0 is accepted and the variances are equal. Since H0 is accepted, the p value in the t-test first row is checked. T-Tests are as follows:

H0: The average of the entrepreneurial intention values of those who take entrepreneurship course and those who do not are equal.

H1: The average values of entrepreneurship intention of those who take entrepreneurship course and those who do not are not equal.

Here, since Levene's is accepted as H0, we look at the p value in the first row and we see that the significance value is 0.000. H0 hypothesis of the T-Test is rejected because the significance value is less than 0.05. H1 is accepted and it is concluded that the means are not equal.

Finally, when we look at the group averages (Mean), we see that the entrepreneurial intention of the people who take the entrepreneurship course is significantly higher than the entrepreneurial intention of the people who do not ($4.0549 > 3.0566$).

4.6. ANOVA Analyses of Demographic Data

The one-way analysis of variance (ANOVA) helps to determine if there are any statistically significant differences between the means of three or more independent (unrelated) groups. ANOVA compares the means between the groups we are interested in and determines whether any of those means are statistically significantly different from each other. Specifically, it tests the null hypothesis. And also Levene's test is used to assess variance homogeneity, which is a precondition for parametric tests both t-test and ANOVA (Durmus et al., 2018).

First of all, if the value between groups is too high, these groups are grouped in Recode Into Different Variables section. Then ANOVA analysis is done.

In the ANOVA table, first of all, Homogeneity test is checked. Hypotheses are created and are as follows;

H0: The variances of the intent values of the groups are equal.

H1: The variances of the intent values of the groups are not equal.

Here, in order to look at the ANOVA table, if the p value is greater than 0.05 and H0 is accepted and the table cannot be examined. If the p value is greater than 0.05, the ANOVA table is checked.

In the ANOVA table, the p-value is checked again and hypotheses are formed.

H0: The intention variables of the groups are not different from each other.

H1: The intention variables of the groups are different from each other.

If p value is greater than 0.05, it is accepted as H0 and it is decided that it is not different. If the p value is less than 0.05, the Sheffe and Tukey test is checked. Which group is different from the other is understood by looking at the significance value.

In addition, if the Levene Test is not homogeneous and it is less than 0.05, this time Welch and Brown-Forsythe Tests are performed and significance values are checked. If p value is less than 0.05 in both tests, Tamhane test is used instead of Sheffe and Tukey tests. To see which group is more or less last, mean values are checked in Descriptive section.

To look at the difference between age groups' entrepreneurial intention, we first grouped age groups as 18-24, 24-30, 30-36, and 36+. When we looked at the Homogeneity test later, it was not observed that the p value was greater than 0.05. When we looked at the ANOVA table, it was observed that the p value was greater than 0.05 and it was decided that there was no difference between the age groups' entrepreneurial intentions.

The number of people living at home was also grouped as 1-3, 3-5, and 5+. Later, when we looked at the Homogeneity test, it was not observed that the p value was greater than 0.05. When we looked at the ANOVA table, it was observed that the p value was greater than 0.05 and it was decided that there was no difference between the number of people living at home and entrepreneurial intentions.

When we wanted to examine the difference between people's education level and entrepreneurial intentions, the Homogeneity test was examined again and it was not observed that the p value was greater than 0.05. When we looked at the ANOVA table, it was observed that the p value was greater than 0.05 and it was decided that there was no difference between the education level and entrepreneurial intentions of the individuals.

Table 4.37. ANOVA Test between Job Groups and Entrepreneurial Intention

	Job	N	Mean		Welch	Brown-Forsythe
Intention	Student	143	32.145	F Value	22.937	12.762
	Private Sector Employee	91	30.861	p value	.000	.000
	Public Sector Employee	64	26.953			
	Self-Employed or Entrepreneur	38	51.447			
	Retired	9	31.852			
	Unemployed	44	28.485			
	Other	14	34.405			

	Job	Jobs	Mean Difference (I-J)	Std. Error	p Value
Tamhane	Student	Private Sector Employee	.12837	.20582	1.000

		Public Sector Employee	.51914	.22375	.370
		Self-Employed or Entrepreneur	-1.93028*	.21222	.000
		Retired	.02927	.58588	1.000
		Unemployed	.36597	.25074	.966
		Other	-.22602	.44963	1.000
	Private Sector Employee	Student	-.12837	.20582	1.000
		Public Sector Employee	.39077	.23400	.883
		Self-Employed or Entrepreneur	-2.05866*	.22300	.000
		Retired	-.09910	.58987	1.000
		Unemployed	.23760	.25994	1.000
		Other	-.35440	.45482	1.000
	Public Sector Employee	Student	-.51914	.22375	.370
		Private Sector Employee	-.39077	.23400	.883
		Self-Employed or Entrepreneur	-2.44942*	.23965	.000
		Retired	-.48987	.59636	1.000
		Unemployed	-.15317	.27435	1.000
		Other	-.74516	.46321	.940
	Self-Employed or Entrepreneur	Student	1.93028*	.21222	.000
		Private Sector Employee	2.05866*	.22300	.000
		Public Sector Employee	2.44942*	.23965	.000
		Retired	195.955	.59213	.167
		Unemployed	2.29625*	.26504	.000
		Other	1.70426*	.45775	.035
	Retired	Student	-.02927	.58588	1.000
		Private Sector Employee	.09910	.58987	1.000
		Public Sector Employee	.48987	.59636	1.000
		Self-Employed or Entrepreneur	-195.955	.59213	.167
		Unemployed	.33670	.60701	1.000
		Other	-.25529	.71257	1.000
	Unemployed	Student	-.36597	.25074	.966

		Private Sector Employee	-.23760	.25994	1.000
		Public Sector Employee	.15317	.27435	1.000
		Self-Employed or Entrepreneur	-2.29625*	.26504	.000
		Retired	-.33670	.60701	1.000
		Other	-.59199	.47684	.996
		Student	.22602	.44963	1.000
Other		Private Sector Employee	.35440	.45482	1.000
		Public Sector Employee	.74516	.46321	.940
		Self-Employed or Entrepreneur	-1.70426*	.45775	.035
		Retired	.25529	.71257	1.000
		Unemployed	.59199	.47684	.996

* The mean difference is significant at the 0.05 level.

When we look at the Homogeneity test in individual's job section, the p value is less than 0.05 and the H0 hypothesis was rejected, as a result, the group variances are not equal to each other. Therefore, we cannot examine the Anova table in this situation. For this reason, Robusts Test of Equality Means

We look at the test. Here we see that both p values of Welch and Brown tests are less than 0.05. So between groups there is a difference.

For this reason, when we look at Tamhane table, there is a significant difference of 0.000 with self-employed, student, private - public Sector, unemployed, and 0.035 with other. We look at which group is different from the mean part of the descriptive table. So, Self-Employed (5.1447)> Other (3.4405)> Student (3.2145)> Private Sector Employee (3.0861)> Unemployed (2.8485)> Public Sector Employee (2.6953), respectively.

Table 4.38. ANOVA Test between Mother Education and Entrepreneurial Intention

	Mother Education	N	Mean	F Value	p Value
Intention	Primary	151	29.448	4.250	0.002
	Secondary	65	36.487		
	High School	104	36.170		

	University	71	30.023	
	Other	12	32.917	

			Mean Difference (I-J)	Std. Error	Sig.
Scheffe	Primary	Secondary	-.70391	.23533	.064
		High School	-.67217*	.20214	.027
		University	-.05754	.22827	1.000
		Other	-.34685	.47578	.970
	Secondary	Primary	.70391	.23533	.064
		High School	.03173	.25082	1.000
		University	.64637	.27232	.230
		Other	.35705	.49841	.972
	High School	Primary	.67217*	.20214	.027
		Secondary	-.03173	.25082	1.000
		University	.61464	.24421	.178
		Other	.32532	.48363	.978
	University	Primary	.05754	.22827	1.000
		Secondary	-.64637	.27232	.230
		High School	-.61464	.24421	.178
		Other	-.28932	.49512	.987
	Other	Primary	.34685	.47578	.970
		Secondary	-.35705	.49841	.972
		High School	-.32532	.48363	.978
		University	.28932	.49512	.987

* The mean difference is significant at the 0.05 level.

When we look at the Homogeneity test in the Mother Education section, the p value is greater than 0.05 and the H0 hypothesis was accepted, so group variances are equal to each other.

When we look at the Anova table later, it turns out that there is a p value less than 0.05 and there is a difference between the groups. That's why we look at the Scheffe painting. The primary group appears to be significantly different from the high school group by 0.027. To understand which group is different, we look at mean values in Descriptive. We see that high school graduates have more intentions than primary school graduates with a ratio of $3.6170 > 2.9448$.

Table 4.39. ANOVA Test between Father Education and Entrepreneurial Intention

	Father Education	N	Mean	F Value	p Value
Intention	Primary	85	30.902	2.953	.020
	Secondary	62	31.129		
	High School	97	37.302		
	University	139	30.731		
	Other	20	33.000		

			Mean Difference (I-J)	Std. Error	Sig.
Scheffe	Primary	Secondary	-.02271	.26661	1.000
		High School	-.64004	.23717	.124
		University	.01705	.21980	1.000
		Other	-.20980	.39672	.991
	Secondary	Primary	.02271	.26661	1.000
		High School	-.61734	.25956	.228
		University	.03976	.24379	1.000
		Other	-.18710	.41050	.995
	High School	Primary	.64004	.23717	.124
		Secondary	.61734	.25956	.228
		University	.65710*	.21119	.048
		Other	.43024	.39202	.877
	University	Primary	-.01705	.21980	1.000
		Secondary	-.03976	.24379	1.000
		High School	-.65710*	.21119	.048
		Other	-.22686	.38176	.986
	Other	Primary	.20980	.39672	.991
		Secondary	.18710	.41050	.995
		High School	-.43024	.39202	.877
		University	.22686	.38176	.986

* The mean difference is significant at the 0.05 level.

When we look at the Homogeneity test in the Father Education section, the p value is greater than 0.05 and the H0 hypothesis was accepted, so the group variances are equal to each other.

When we look at the Anova table later, the p value is less than 0.05, and it was revealed that there is a difference between the groups. That's why we look at the Scheffe painting. It appears that the University group is significantly different from the High School group by 0.048.

To understand which group is different, we look at mean values in Descriptive. We see that the high school group has more intentions than the university group at a rate of $3.7302 > 3.0731$.

Table 4.40. ANOVA Test between Father Occupation and Entrepreneurial Intention

	Father Occupation	N	Mean	F Value	p Value
Intention	Private Sector Employee	77	29.697	5.944	.000
	Public Sector Employee	57	26.959		
	Self-employed or Entrepreneur	89	39.419		
	Retired	134	31.505		
	Unemployed	10	27.833		
	Other	36	35.417		

			Mean Difference (I-J)	Std. Error	Sig.
Scheffe	Private Sector Employee	Public Sector Employee	.27379	.27335	.962
		Self-employed or Entrepreneur	-.97225*	.24348	.008
		Retired	-.18080	.22371	.985
		Unemployed	.18636	.52584	1.000
		Other	-.57197	.31585	.657
	Public Sector Employee	Private Sector Employee	-.27379	.27335	.962
		Self-employed or Entrepreneur	-1.24604*	.26539	.001
		Retired	-.45459	.24738	.642
		Unemployed	-.08743	.53634	1.000
		Other	-.84576	.33304	.267
	Self-employed or Entrepreneur	Private Sector Employee	.97225*	.24348	.008
		Public Sector Employee	1.24604*	.26539	.001
		Retired	.79145*	.21392	.019
		Unemployed	115.861	.52175	.426
		Other	.40028	.30899	.891
	Retired	Private Sector Employee	.18080	.22371	.985
		Public Sector Employee	.45459	.24738	.642

		Employee			
		Self-employed or Entrepreneur	-.79145*	.21392	.019
		Unemployed	.36716	.51283	.992
		Other	-.39117	.29367	.879
	Unemployed	Private Sector Employee	-.18636	.52584	1.000
		Public Sector Employee	.08743	.53634	1.000
		Self-employed or Entrepreneur	-115.861	.52175	.426
		Retired	-.36716	.51283	.992
		Other	-.75833	.55920	.871
	Other	Private Sector Employee	.57197	.31585	.657
		Public Sector Employee	.84576	.33304	.267
		Self-employed or Entrepreneur	-.40028	.30899	.891
		Retired	.39117	.29367	.879
		Unemployed	.75833	.55920	.871

* The mean difference is significant at the 0.05 level.

In the Father Occupation section, when we look at the Homogeneity test, the p value is greater than 0.05 and the H0 hypothesis is accepted, so the group variances are equal to each other.

When we look at the Anova table later, it turns out that there is a p value less than 0.05 and there is a difference between the groups. That's why we look at the Scheffe painting. It is seen that the Self-Employed or Entrepreneur group is significantly different from the Private Sector Employee group by 0.008, from the Public Sector Employee group by 0.001, 0.019. To understand which group is different, we look at mean values in Descriptive. We see that the Self Employed or Entrepreneur group has more intentions at a rate of 3.9419> 3.1505 (Retired)> 2.9697 (Private Sector)> 2.6959 (Public Sector), respectively.

Table 4.41. ANOVA Test between Income Level and Entrepreneurial Intention

	Income	N	Mean		Welch	Brown-Forsythe
Intention	0-1300 TL	5	21.000	F Value	3.161	2.741
	1300-2000 TL	10	28.167	p value	.008	.013
	2000-3000 TL	20	37.750			
	3000-4000 TL	37	28.153			
	4000-5000 TL	68	33.505			
	5000-6000 TL	31	24.570			
	6000-7000 TL	46	32.464			
	7000+ TL	186	34.355			

			Mean Difference (I-J)	Std. Error	Sig.
Tamhane	0-1300 TL	1300-2000 TL	-.71667	.88981	1.000
		2000-3000 TL	-167.500	.66311	.664
		3000-4000 TL	-.71532	.61532	1.000
		4000-5000 TL	-125.049	.60131	.932
		5000-6000 TL	-.35699	.61212	1.000
		6000-7000 TL	-114.638	.60234	.967
		7000+ TL	-133.548	.57949	.894
	1300-2000 TL	0-1300 TL	.71667	.88981	1.000
		2000-3000 TL	-.95833	.76763	.999
		3000-4000 TL	.00135	.72674	1.000
		4000-5000 TL	-.53382	.71492	1.000
		5000-6000 TL	.35968	.72404	1.000
		6000-7000 TL	-.42971	.71578	1.000
		7000+ TL	-.61882	.69667	1.000
	2000-3000 TL	0-1300 TL	167.500	.66311	.664
		1300-2000 TL	.95833	.76763	.999
		3000-4000 TL	.95968	.41966	.548
		4000-5000 TL	.42451	.39883	1.000
		5000-6000 TL	131.801	.41496	.083
		6000-7000 TL	.52862	.40038	.998
		7000+ TL	.33952	.36511	1.000
	3000-4000 TL	0-1300 TL	.71532	.61532	1.000
		1300-2000 TL	-.00135	.72674	1.000
		2000-3000 TL	-.95968	.41966	.548

		4000-5000 TL	-.53517	.31300	.931
		5000-6000 TL	.35833	.33330	1.000
		6000-7000 TL	-.43106	.31497	.995
		7000+ TL	-.62017	.26871	.504
	4000-5000 TL	0-1300 TL	125.049	.60131	.932
		1300-2000 TL	.53382	.71492	1.000
		2000-3000 TL	-.42451	.39883	1.000
		3000-4000 TL	.53517	.31300	.931
		5000-6000 TL	.89350	.30667	.124
		6000-7000 TL	.10411	.28664	1.000
		7000+ TL	-.08499	.23486	1.000
	5000-6000 TL	0-1300 TL	.35699	.61212	1.000
		1300-2000 TL	-.35968	.72404	1.000
		2000-3000 TL	-131.801	.41496	.083
		3000-4000 TL	-.35833	.33330	1.000
		4000-5000 TL	-.89350	.30667	.124
		6000-7000 TL	-.78939	.30868	.303
		7000+ TL	-.97849*	.26131	.013
	6000-7000 TL	0-1300 TL	114.638	.60234	.967
		1300-2000 TL	.42971	.71578	1.000
		2000-3000 TL	-.52862	.40038	.998
		3000-4000 TL	.43106	.31497	.995
		4000-5000 TL	-.10411	.28664	1.000
		5000-6000 TL	.78939	.30868	.303
		7000+ TL	-.18911	.23748	1.000
	7000+ TL	0-1300 TL	133.548	.57949	.894
		1300-2000 TL	.61882	.69667	1.000
		2000-3000 TL	-.33952	.36511	1.000
		3000-4000 TL	.62017	.26871	.504
		4000-5000 TL	.08499	.23486	1.000
		5000-6000 TL	.97849*	.26131	.013
		6000-7000 TL	.18911	.23748	1.000
	* The mean difference is significant at the 0.05 level.				

In the Income section, when we look at the Homogeneity test, the p value is less than 0.05 and the H0 hypothesis was rejected, so group variances are not equal to each other. Therefore, we cannot examine the Anova table in this situation.

For this reason, we look at the Robusts Test of Equality Means test. Here we see that both p values of the Welch and Brown test are less than 0.05. So, there is a difference between groups. After that, we look at the Tamhane table, there is a significant difference of 0.013 between 5000-6000 TL income and 7000+ TL.

We look at which group is different from the mean part of the descriptive table. We see that the 7000+ TL group has $3.4355 > 2.4570$ more entrepreneurial intent than the 5000-6000 TL group.

4.7. Results

4.7.1. Results of Factor and Reliability Analyses

In our analysis department, we first performed Factor and Reliability Analysis. Later, after performing our Simple Linear Regression and Multiple Linear Regression analyzes, we included independent t-Test and ANOVA Tests.

First, we performed factor analysis and reliability analysis separately for each group in our research model. These groups consisted of 5 sections: Attitude Toward Behavior, Subjective Norm, Perceived Behavioral Control, Entrepreneurship Education, and Entrepreneurial Intention, respectively.

In the factor analysis we performed for Attitude Toward Behavior, two of our questions were removed because they were not suitable for factor analysis, and Attitude Toward Behavior consisted of two sub-dimensions in total. These two sub-dimensions are, respectively, Attraction of Being An Entrepreneur and Attraction of Being An Employee. When we did the reliability analysis for these two sub-dimensions, the Croanbach's Alpha value of Attraction of Being An Entrepreneur was found to be highly reliable with 0.922.

When factor analysis was performed for Subjective Norms, there were three sub-dimensions in total, and these three sub-dimensions were Perception of The Career of The Entrepreneurship, Approvement of Being An Entrepreneur, and Entrepreneurship and Culture, respectively. For these three sub-dimensions, reliability analysis was performed later and the Croanbach's Alpha value of Perception of The Career of Entrepreneurship sub-dimension was

found to be 0.779, the Croanbach's Alpha value of the Appovement of Being Entrepreneur sub-dimension was found to be 0.827, and the Croanbach's Alpha value of the Entrepreneurship and Culture sub-dimension was found to be reliable at a rate of 0.728.

In the factor analysis performed for Perceived Behavioral Control, two sub-dimensions were found, namely Personal Competence and Personal Skill. When the reliability analysis was performed for these two sub-dimensions, the Croanbach's Alpha value of the Personal Competence sub-dimension was found to be 0.938 and the Croanbach's Alpha value of the Personal Skill sub-dimension was found to be reliable at a rate of 0.901.

Factor analysis for Entrepreneurship Education also found two sub-dimensions, The Perception of Entrepreneurship Education and The Effects of Entrepreneurship Education. When the reliability analysis was performed for these two sub-dimensions, the Croanbach's Alpha value of The Perception of Education sub-dimension was found to be 0.941 and the Croanbach's Alpha value of The Effect of Entrepreneurship Education sub-dimension was found to be reliable at a rate of 0.932.

Finally, when factor analysis was performed for Entrepreneurial Intention, no sub-dimension was found. Croanbach's Alpha value of Entrepreneurial Intetion was found to be reliable at a rate of 0.964

4.7.2. Results of The Simple Linear Regression for Entrepreneurial Intention

After the factor analysis, we examined the entrepreneurial intention of the sub-dimensions in simple linear regression. As a result of the analysis, we observed that our hypotheses were positively and related to entrepreneurial intention. Attraction of Being an Employee was found to be negatively related to entrepreneurial intention, as expected. Moreover, we observed that individuals who received entrepreneurship education were positively and correlated with the Theory of Planned Behavior sub-dimensions.

When we look at simple linear regression analysis in detail, first of all Attraction of Being An Entrepreneur explains 56.8 % of entrepreneurial intention. However, Attraction of Being An Employee explains interestingly 16.6% of entrepreneurial intention. We will discuss how this can happen in the discussion section.

For the Subjective Norms, The Perception of The Career of The Entrepreneurship explains 14.7 % of entrepreneurial intention, The Approvement of Being An Entrepreneur explains 10.3 % of entrepreneurial intention, and Entrepreneurship and Culture explains 5.2 % of entrepreneurial intention.

For the Perceived Behavioral Control, while Personal Competence explains 57.6 % of the entrepreneurial intention, the Personal Skill explains 30.1 % of the entrepreneurial intention.

When we look at the Entrepreneurship Education sub-dimensions, The Perception of Entrepreneurship explains 18.3 % of the entrepreneurial intention, The Effect of Entrepreneurship Education explains 24.9 % of the entrepreneurial intention.

In explaining entrepreneurship intention, Personal Competence (57.6%) came first and most, Attraction of Being An Entrepreneur (56.8%) was second, and The Effect of Entrepreneurship Education (24.9%) came third.

4.7.3. Results of The Simple Linear Regression for The Effects of Entrepreneurship Education

Many studies in the literature have stated that entrepreneurship education has an indirect effect on entrepreneurial intention by affecting attitude toward behavior, subjective norms, and perceived behavioral control. For this reason, we wanted to examine the relationship between entrepreneurship education and these factors.

As a result of our review, we observed that The Effects of Entrepreneurship Education explained that it had a positive and meaningful relationship with Attraction of Being An Entrepreneur at a rate of 16.5%, that it had a positive and significant relationship with Attraction of Being An Employee, and that it explained at a great rate of 49.2%.

Secondly, The Effects of Entrepreneurship had a positive and meaningful relationship with The Perception of The Career of The Entrepreneurship at 5.2%, and explained that it had a positive and significant relationship with Approvement of Being An Entrepreneur with a small rate of 8.1%. We observed that there was no significant relationship with Entrepreneurship and Culture.

Finally, The Effect of Entrepreneurship has a positive and significant relationship with Personal Competence and explains 18.3%, and finally, it has a significant and positive relationship with Personal Skill and explains 24.9%.

As a result, we found two different effects of entrepreneurship education in an interesting way. First, entrepreneurship education affects people more in becoming an employee than an entrepreneur. Second, entrepreneurship education highly affects people's ability to enter entrepreneurship. We will discuss the reasons for these two different effects in detail in the discussions section.

4.7.4. Results of Multiple Linear Regression for Entrepreneurial Intention

After performing simple linear regression, we performed multiple linear regression analysis to find out which sub-dimension affected entrepreneurial intention and to what extent.

When we first performed multiple regressions for the sub-dimensions of Attitude Toward Behavior, we observed that Attraction of Being An Employee was meaningless in explaining entrepreneurial intention and we removed this sub-dimension from the regression. As a result, we found that, as in simple linear regression, Attraction of Being An Entrepreneur explains entrepreneurial intent as high as 56.7%.

Secondly, when we did multiple regression for the sub-dimensions of Subjective Norm, we found that all sub-dimensions were significant and explained entrepreneurial intent by 19.1%. When we looked at the beta coefficients to find out which one explained more, we found that The Perception of The Career of The Entrepreneurship, then Approvement of Being An Entrepreneur and finally Entrepreneurship and Culture, respectively.

Thirdly, when we did multiple regressions for the sub-dimensions of Perceived Behavioral Control, we observed that the Personal Skill was meaningless in explaining entrepreneurial intention, and we removed this sub-dimension from the regression. As a result, we found that as with simple linear regression, Personal Competence explains entrepreneurial intent as high as 57.6%.

Finally, when we performed multiple regressions for the sub-dimensions of Entrepreneurship Education, we observed that it was meaningless to explain entrepreneurial

intention in both sub-dimensions. We will discuss the reason for this in detail in the discussions section.

4.7.5. Results of Independent t-Tests for Entrepreneurial Intention

When we look at Independent T-Tests, it was observed that men have more entrepreneurial intentions than women, as mentioned in the literature. The entrepreneurial intentions of the people who were close friends and entrepreneurs were higher than those who did not. The entrepreneurial intention of the individuals who do their own business or have entrepreneur parents, as expected, were more than the individuals who were not entrepreneurs in their family. Finally, individuals who received entrepreneurship training had a higher intention to become an entrepreneur than those who did not receive entrepreneurship training.

4.7.6. Results of ANOVA Tests for Entrepreneurial Intention

When we look at the ANOVA tests, we first observed that individuals who are entrepreneurs have more entrepreneurial intentions than other occupational groups. The entrepreneurial intentions of these occupational groups are as follows: Self-employed or Entrepreneur > Other > Student > Private Sector > Unemployed > Public Sector.

Later, the education level of individuals' mothers also differs in entrepreneurial intention. Individuals whose mothers are high school graduates have more entrepreneurial intentions than individuals whose mothers are university graduates.

Father's profession is also one of the factors that affect individuals' entrepreneurial intention. The entrepreneurial intentions of the individuals according to the profession groups of the fathers are as follows: Self-Employed or Entrepreneur > Retired > Private Sector > Public Sector

Finally, entrepreneurial intention is different according to the income levels of individuals. Individuals with a home income of 7000+ TL show more entrepreneurial intentions than individuals with a household income of 5000-6000 TL.

5. DISCUSSIONS AND CONCLUSIONS

5.1. Discussions and Implications

First of all, if we look at the results of the Independent t-Test Analysis, it was stated in the literature that women have less entrepreneurial intentions than men. In our analysis result, it was observed that men had more entrepreneurial intentions than women. Roomi and Linan (2006), Westhead and Solesvik (2016), Shinnar Giacomini and Janssen (2012) also observed that women have less entrepreneurial intentions in their studies. The reason may be that women have less self-confidence, their perception of opportunity, fear of failure, and they are more affected by the environment they live in. Also, the financial barriers and processes faced by women may be holding them back from being entrepreneurs.

According to the results of Independent t-Tests, it was found that individuals who are entrepreneurs in their close friendships and families have more entrepreneurial intentions. Families are role models in front of individuals and individuals are affected by their positive or negative experiences from their families. In addition, individuals who have an entrepreneurial experience at an early age, thanks to their families and close circles, may have more entrepreneurial intentions. Krueger (1993) and Carr and Sequeira (2007) also stated in their studies that exposure to entrepreneurship affects individuals' entrepreneurial intentions. In our study, the reason why individuals who are entrepreneurs in their families and close friends have more entrepreneurial intentions may be that they are affected by their positive experiences, financial gains, position in society, etc.

The entrepreneurship intentions of those who received entrepreneurship training were found to be higher than those who did not receive entrepreneurship training. Remeikiene, Startiene, and Dumciuvienė (2013) examined the effect of entrepreneurship education in their studies and made explanations about how it might affect it. According to them, education contributes to the development of entrepreneurial skills of individuals. Fayolle, Gailly, and Clerc (2006) also showed the strong contribution of entrepreneurship education to entrepreneurial intention in their studies. Individuals who receive entrepreneurship training can feel confident that they can overcome many problems as they learn entrepreneurship processes. We have also examined entrepreneurship education in regression analysis and will talk again in detail.

If we evaluate the results of the ANOVA tests, the analysis of the entrepreneurial intention of the individuals according to their occupational groups did not surprise us. Individuals who did their own business or were entrepreneurs, of course, had more entrepreneurial intentions than other professional groups. However, an interesting result showed that we were able to compare the education level of the individuals' mothers with the entrepreneurial intentions of the individuals. Individuals whose mothers were high school graduates had more entrepreneurial intentions than those whose mothers were university graduates. The reason for this is that while mothers who are university graduates may be working in an easier job, mothers with high school graduates have less opportunity to find a job, and this may have prompted them to do their own business. Therefore, individuals who see an entrepreneurial mother can see their parents as role models and follow them, as stated before. According to the results of the analysis, individuals whose father's profession is entrepreneur tends to show more entrepreneurial intention.

According to the results of the ANOVA test, when we evaluate the entrepreneurship intention according to the income level of the houses, individuals with an income of 7000+ TL show more entrepreneurial intentions than individuals with an income of 5000-6000 TL. As Kibler (2013) stated, low-income homes may not want to see entrepreneurship as a risk because they are dealing with financial problems. However, since high-income individuals have no fear of uncertainty and financial loss, entrepreneurial intentions may be more.

In Simple Linear and Multiple Linear Regression Analysis, we examined the effect of the elements of the Theory of Planned Behavior (1991) model and Entrepreneurship Education, which is the expanded version of Shapero and Sokol's (1982) Entrepreneurial Event model, on entrepreneurial intention. The Theory of Planned Behavior elements Attitude Toward Behavior, Subjective Norms and Perceived Behavioral Control are given in the literature as elements that explain entrepreneurial intent in a strong high rate.

When we first examine the sub-dimensions of Attitude Toward Behavior as a result of factor analysis, Attraction of Being An Entrepreneur has a very high rate (56.8%) to explain entrepreneurship intention (Blasco, Guijarro, and Pérez-de-Lema, 2017). Attitude Toward Behavior highly expressed its entrepreneurial intentions. This section, also known as entrepreneurial attraction, is about individuals' positive perception of being an entrepreneur.

Individuals who see entrepreneurship as an opportunity, want to have authority, and are not afraid of uncertainty are more likely to be entrepreneurs. For this reason, it was a result that we expected that this sub-dimension would explain the entrepreneurial intention at a high rate.

Lee et al. (2011) stated, individuals who are not satisfied enough in the workplace may tend to different jobs. This dissatisfaction may be financially dissatisfied or not feeling sufficient. Many people increase their income by doing different additional jobs besides working in one job. These additional jobs may be different initiatives, new ideas, and new breakthroughs. The sub-dimension of Attraction of Being An Employee, it explained to entrepreneurial intention at a rate of 16.6%. There is an inverse relationship among them. Here we can say that individuals may not want new ventures because they are satisfied with their existing jobs, or they may not have time for new ventures due to their existing jobs. Also, when we applied Attitude Toward Behavior multiple linear regression, we observed that Attraction of Being An Employee did not explain the entrepreneurial intention. The reason for this situation may also be external factors. Individuals may not want new ventures because they are satisfied with their existing jobs, or they may not have time for new ventures due to their existing jobs.

Secondly, when we examined the sub-dimensions of Subjective Norm, Perception of The Career of The Entrepreneurship, Approvement of Being An Entrepreneur, and Entrepreneurship and Culture in simple linear regression, we observed that all dimensions explained the entrepreneurial intention, even if a little. Perception of The Career of The Entrepreneurship sub-dimension explained entrepreneurial intention at a rate of 14.7%. The positive or negative perspective of the society on the entrepreneurial career may affect the entrepreneurial orientation of some individuals. Approvement of Being An Entrepreneur sub-dimension explains entrepreneurial intention by 10.3%. Close circles, friends, families, and parents of individuals can respond positively or negatively to the individual's desire to become an entrepreneur. However, as can be seen from the results, getting approval from the family and close environment and evaluating their opinions is at a low rate. Entrepreneurship and Culture sub-dimension explains the entrepreneurial intention with a very small rate of 5.2%.

After that, multiple linear regression analysis is performed for Subjective Norms sub-dimensions and we observe that all sub-dimensions explain the entrepreneurial intention by

19.1%. The ranking of disclosure rates from top to bottom is Perception of The Career of The Entrepreneurship, Approvement of Being An Entrepreneur, and Entrepreneurship and Education. As seen from the results, social norms have a substantial proportion of individuals' entrepreneurial intention in Turkey. On the other hand, in Liñán, Cohard, and Cantuche's (2011) study, subjective norm has no relation with entrepreneurial intention. This can be explained by Hofstede's cultural norms. Turkey is a country where collectivism is high. Individuals like to live and make collective decisions, so the thoughts of the people they live with and spend time with may affect the individuals' intention to become entrepreneurs.

Thirdly, the sub-dimensions of Perceived Behavioral Control obtained through factor analysis are Personal Competence and Personal Skill. In simple linear regression, the rate of explaining Personal Competence's entrepreneurial intention is 57.6%. As can be seen from the result, Personal Competence is the strongest factor in explaining entrepreneurial intent. It plays a very important role in the emergence of entrepreneurial intent if the individual sees himself as sufficient for performing entrepreneurial activities. Considering the entrepreneurial activity as a convenience or a challenge affects the entrepreneurial intention positively or negatively accordingly. When we do simple linear regression for Personal Skill, it affects entrepreneurial intent by 24.9%. One of the important factors affecting the entrepreneurial intention is whether the individual sees himself as competent or not to be able to fulfill his entrepreneurial activity. When we performed multiple linear regression to find out which sub-dimension affected the entrepreneurial intention to what extent Perceived Behavioral Control, it was observed that the Personal Skill sub-dimension was meaningless in explaining entrepreneurial intention. The reason for this may be that the individual sees himself as talented, but does not have the capacity to engage in entrepreneurial activity. In many studies in the literature, personality traits have been insufficient to explain entrepreneurial intentions (Kristiansen, 2014).

Finally, when we consider entrepreneurship education, entrepreneurship education has two sub-dimensions: The Perception of The Entrepreneurship Education and The Effect of Entrepreneurship Education. When we do simple linear regression for both sub-dimensions, The Perception of The Entrepreneurship Education explains entrepreneurship intention by 18.3% and The Effect of Entrepreneurship Education by 24.9%. However, when we do multiple linear

regressions for both sub-dimensions, both of them are found meaningless in explaining entrepreneurial intention. In simple linear regression, the entrepreneurial intention of the individuals who receive entrepreneurship education is considerably higher; besides, the perception of entrepreneurship education is also meaningful in explaining entrepreneurial intention. However, if there are external factors affecting both, it cannot be said that they directly affect the entrepreneurial intention. Peterman and Kennedy (2003) examined entrepreneurship education before and after and stated that entrepreneurship education negatively affected entrepreneurship intention. In addition, some studies assert that entrepreneurship intention decreases with education. The reason is that since entrepreneurship education programs teach individuals analytical, problem-aware and risk aversion, individuals express that they avoid starting a new business. In addition, individuals' creativity and entrepreneurship in education are suppressed and individuals are mostly directed to work in companies. Thus, individuals do not show entrepreneurial intention by realizing the difficulties in their entrepreneurial career. Researchers say that entrepreneurship education should help to recognize business opportunities, provide basic business information, and help gain feelings of self-esteem and confidence by dealing with difficulties. The positive side of this situation is that the deficiencies of the students in management, administration, accounting and administrative issues were noticed, but it was said that these deficiencies could be covered by education (Ozaralli and Rivenburgh, 2016, p. 11).

We also performed simple linear regression analysis to examine the entrepreneurship education on perceived behavioral control, subjective norms, and attitude toward behavior. Our results are similar to the results of the studies of Peterman and Kennedy (2003) and Ozaralli and Rivenburgh (2016). We found two sub-dimensions for entrepreneurship education and we investigated the sub-dimension of The Effect of Entrepreneurship Education. It was found to be significant and negative at a high and strong rate (49.2%) to explain Attraction of Being An Employee. On the other hand, entrepreneurship education explains 24.9% of personal skill and 18.3% of personal competence. These results are also a high rate and we can interpret that entrepreneurship education affects being an employee, personal abilities and competencies and indirectly can explain entrepreneurial intention. Education affects the subjective norm in small

percentages. It does not affect Entrepreneurship and Culture, which is the sub-dimension of Subjective Norm.

5.2. Conclusion

Gartner (1988) questions how we can recognize a dancer from dance and then emphasizes the importance of not separating the dancer from dance by suggesting a behavioral perspective. Because he says it is a simpler and more reassuring method. He states that the behavioral approach within entrepreneurship will provide easier methodologies and research. In this direction, we tried to understand the entrepreneurial intention by combining Shapero and Sokol's (1982) Entrepreneurial Event Model with Ajzen's (1991) Theory of Planned Behavior in order to easily examine the complex structure of entrepreneurship. We also examined to what extent and how entrepreneurship education affects entrepreneurship intention.

In many studies in the literature, it is said that Perceived Behavioral Control and Attitude Toward Behavior strongly explain the entrepreneurial intent of the Theory of Planned Behavior elements, while Subjective Norms are said to have no effect. In our study, Personal Competence, the sub-dimension of Perceived Behavioral Control, and Attraction of Being An Entrepreneur, which is the sub-dimension of Attitude Toward Behavior, is very powerful in explaining entrepreneurial intent. Subjective Norms are also effective in explaining entrepreneurial intent to a considerable degree. However, while perception of entrepreneurship education and the effect of entrepreneurship education were significant in simple linear regression, it was found insufficient to explain entrepreneurial intention in multiple linear regression. For this reason, when we examine the effect of entrepreneurship education effect on Theory of Planned Behavior elements, it is found that the effect of entrepreneurship education is highly correlated with Attraction of Being An Employee. From here, it can be said that entrepreneurship education does not play a big role in promoting entrepreneurship, but provides basic information about entrepreneurship.

When we examine the demographic information, it was observed that gender, occupational groups, income level, being an entrepreneur in the family and close environment, entrepreneurship training, parents' professions affect individuals' entrepreneurial intentions differently.

5.3. Limitations

Our questionnaires could not be delivered by hand due to the pandemic process, and the online questionnaire created on Google Documents was sent online to the participants. For this reason, only 403 people in total were able to participate in our survey. Our survey, in which every participant aged 18 and over participated, is likely to not provide a homogeneous data. Especially the fact that there are only 79 people who received entrepreneurship training made it difficult to evaluate entrepreneurship education. In addition, they stated that during this process, many participants did not have time to spare for the questionnaire due to their psychological and physical effects.

5.4. Recommendations

It is clear that the more people our research reaches, the stronger results we will get. While questioning entrepreneurial intent, individuals from all professions and groups were included in our research. However, questioning the entrepreneurial intentions of individuals from all professions, especially in the entrepreneurial sector, will contribute more to the entrepreneurship literature. If we refer to the subject of entrepreneurship education, when entrepreneurship training is taught to individuals in practice rather than theoretically, individuals may prefer to be an entrepreneur instead of working in a job due to the experience they have gained. For this reason, entrepreneurship trainings should be given more broadly and comprehensively.

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APPENDIX: QUESTIONNAIRE

1. KİŞİSEL BİLGİLER

1. Yaşınız:

2. Cinsiyetiniz: ☐ Erkek ☐ Kadın

3. Doğduğunuz Şehir:

4. Yaşadığınız Şehir:

5. Evinizde Yaşayan Kişi Sayısı (Kendiniz Dahil):

6. Eğitim Durumunuz:

☐ İlkokul ☐ Orta Okul ☐ Lise ☐ Üniversite ☐ Diğer

7. Anne ve Babanızın Eğitim Durumu Nedir:

Anne: ☐ İlkokul ☐ Orta Okul ☐ Lise ☐ Üniversite ☐ Diğer

Baba: ☐ İlkokul ☐ Orta Okul ☐ Lise ☐ Üniversite ☐ Diğer

8. Anne ve Babanızın Mesleği Nedir:

Anne: ☐ Özel Sektör ☐ Emekli

☐ Kamu Sektörü ☐ Çalışmıyor

☐ Kendi İşini Yapıyor ve ya Girişimci ☐ Diğer

Baba: ☐ Özel Sektör ☐ Emekli

☐ Kamu Sektörü ☐ Çalışmıyor

☐ Kendi İşini Yapıyor ve ya Girişimci ☐ Diğer

9. Evinizin toplam aylık geliri kabaca nedir? (Evinizde yaşayan bütün kişilerin aylık geliri dahil):

☐ 0-1300 TL ☐ 4000-5000 TL

☐ 1300-2000 TL ☐ 5000-6000 TL

☐ 2000-3000 TL ☐ 6000-7000 TL

☐ 3000-4000 TL ☐ 7000 + TL

10. Akraba ve ya arkadaş çevrenizde girişimci olan var mı?

☐ Evet ☐ Hayır

11. Birinci derecede aile bireyleriniz arasında kendi işini kuran var mı?

☐ Evet ☐ Hayır

2. MESLEKİ ÇEKİCİLİK

12. Şuan ki mesleğiniz nedir?

☐Özel Sektör

☐Emekli

☐Kamu Sektörü

☐Çalışmıyor

☐Kendi İşini Yapıyor ve ya Girişimci

☐Diğer

☐Öğrenci

13. Eğer öğrenci iseniz:

Eğitiminizi bitirdikten hemen sonra ne yapmak istersiniz? Aşağıdaki seçenekleri 1 (minimum tercihiniz) ve 6 (maksimum tercihiniz) arasında işaretleyiniz.

	1	2	3	4	5	6
• Maaşlı çalışan	☐	☐	☐	☐	☐	☐
• Bir iş kurmak	☐	☐	☐	☐	☐	☐
• Eğitim ve hazırlığa devam etmek	☐	☐	☐	☐	☐	☐

14. Orta ve uzun vadede, tüm avantajları ve dezavantajları (ekonomik, kişisel, sosyal tanınırlık, iş istikrarı vb.) dikkate aldığınızda, aşağıda belirtilen iş seçeneklerinin sizin için caziplik derecesini 1 (en düşük caziplik) ile 6 (en yüksek caziplik) arasında belirtiniz.

	1	2	3	4	5	6
• Maaşlı çalışan	☐	☐	☐	☐	☐	☐
• Serbest meslek	☐	☐	☐	☐	☐	☐
• Girişimci	☐	☐	☐	☐	☐	☐

15. Aşağıdaki ifadelere katılma düzeyinizi 1 (kesinlikle katılmıyorum) ile 6 (kesinlikle katılıyorum) arasında belirtiniz.

	1	2	3	4	5	6
• Girişimci olmak benim için	☐	☐	☐	☐	☐	☐

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| dezavantajdan daha çok avantaj anlamına gelir. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Girişimci olarak kariyer yapmak bana cazip gelmektedir. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Uygun fırsatları yakaladığımda ve gerekli kaynaklara sahip olduğumda kendi işimi kurmak isterim. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Girişimci olmak, bana büyük memnuniyet verir. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Çeşitli iş fırsatları arasında, girişimci olmayı tercih ederim. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

3. SOSYAL DEĞERLER

16. Yakın çevrenizde, girişimcilik faaliyetinin diğer faaliyetler ve mesleklerden daha kötü ve ya daha iyi değerlendirildiğini düşünüyor musunuz? 1 (diğerlerinin çok altında) ile 6 (diğerlerinin çok üstünde) arasında aşağıdaki seçenekleri işaretleyiniz.

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • Aileniz | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Yakın arkadaşlarınız | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Sınıfınızdaki (bölümünüzdeki) arkadaşlarınız ve ya meslektaşınız | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

17. Eğer kendi işinizi kurmaya karar verseydiniz, yakın çevrenizdeki insanlar bu kararı onaylar mıydı? Aşağıdaki seçenekleri 1 (kesinlikle onaylamazlardı) ve 6 (kesinlikle onaylardı) arasında işaretleyiniz.

- | | 1 | 2 | 3 | 4 | 5 | 6 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • Aileniz | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Yakın arkadaşlarınız | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| • Sınıfınızdaki (bölümünüzdeki) arkadaşlarınız ve ya meslektaşınız | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

18. Aşağıdaki ifadelere katılma düzeyinizi 1 (kesinlikle katılmıyorum) ve 6 (kesinlikle katılıyorum) arasında belirtiniz.

	1	2	3	4	5	6
• Ülkemdeki kültür, girişimcilik faaliyeti ile çatışır.	☐	☐	☐	☐	☐	☐
• Girişimcinin ekonomideki rolü yeterince bilinmiyor.	☐	☐	☐	☐	☐	☐
• Çoğu insan güçlükle girişimci olmayı kabul edilebilir görür.	☐	☐	☐	☐	☐	☐
• Girişimci faaliyetinin sıkıntıya girmeye değer olmayacak kadar çok riskli olduğu düşünülür.	☐	☐	☐	☐	☐	☐

4. GİRİŞİMCİLİK KABİLİYETİ

19. Girişimcilik kabiliyetinizle ilgili aşağıdaki ifadelere ne ölçüde katılıyorsunuz? 1 (kesinlikle katılmıyorum) ve 6 (kesinlikle katılıyorum) arasında değer veriniz.

	1	2	3	4	5	6
• Bir iş kurmak ve onu ayakta tutmak benim için kolaydır.	☐	☐	☐	☐	☐	☐
• Başarılı ve varlığını uzun süre devam ettirecek bir iş kurmaya hazırım.	☐	☐	☐	☐	☐	☐
• Yeni bir iş kurma aşamalarının üstesinden gelebilirim.	☐	☐	☐	☐	☐	☐
• Bir iş kurmak için uygulamaya dair gerekli bilgileri biliyorum.	☐	☐	☐	☐	☐	☐
• Girişimci bir projenin nasıl geliştirileceğini biliyorum.	☐	☐	☐	☐	☐	☐
• Eğer bir iş kurmayı deneseydim büyük olasılıkla başarılı olurum.	☐	☐	☐	☐	☐	☐

20. Kendinizi aşağıda belirtilen girişimcilik yetenekleri/kabiliyetleri açısından nasıl değerlendiriyorsunuz? 1 (tamamen yetersiz) ve 6 (tamamen yeterli) arasında belirtiniz.

	1	2	3	4	5	6
• Fırsatın fark edilmesi	☐	☐	☐	☐	☐	☐
• Yaratıcılık	☐	☐	☐	☐	☐	☐
• Problem çözme yeteneği	☐	☐	☐	☐	☐	☐
• Liderlik ve iletişim yeteneği	☐	☐	☐	☐	☐	☐
• Yeni hizmetler ve ürün geliştirilmesi	☐	☐	☐	☐	☐	☐
• Profesyonel ağ (network) yaratmak ve iş için yeni kişiler ile tanışmak	☐	☐	☐	☐	☐	☐

5. GİRİŞİMCİLİK NİYETİ

21. Girişimci olmayı ciddi şekilde düşündünüz mü? ☐Evet ☐Hayır

22. Aşağıdaki ifadelere ne derecede katıldığınızı 1 (kesinlikle katılıyorum) ve 6 (kesinlikle katılmıyorum) arasında belirtiniz.

	1	2	3	4	5	6
• Girişimci olmak için her şeyi yapmaya hazırım.	☐	☐	☐	☐	☐	☐
• Temel kariyer hedefim girişimci olmaktır.	☐	☐	☐	☐	☐	☐
• Kendi işimi kurmak ve işletmek için elimden gelen her şeyi yapacağım.	☐	☐	☐	☐	☐	☐
• Gelecekte kendi işimi kurma konusunda kararlıyım.	☐	☐	☐	☐	☐	☐
• Bir işletme kurmayı ciddi şekilde düşünüyorum.	☐	☐	☐	☐	☐	☐
• Bir gün kendi işimi kurmaya gerçekten niyetliyim.	☐	☐	☐	☐	☐	☐

6. GİRİŞİMCİLİK EĞİTİMİ

23. Aşağıdaki yönleri geliştirmesi beklenen girişimcilik eğitimi derslerinin ne ölçüde etkili olduğunu düşünüyorsunuz? 1 (kesinlikle etkisiz) ve 6 (kesinlikle etkili) arasında belirtiniz.

	1	2	3	4	5	6
• Girişimcilikle ilgili bilgilerin artmasına	☐	☐	☐	☐	☐	☐
• Girişimci profilini (girişimci özelliklerini) tanımaya	☐	☐	☐	☐	☐	☐
• Girişimci olma tercihinin oluşmasına	☐	☐	☐	☐	☐	☐
• Girişimci olmak için gerekli becerilerin gelişmesine	☐	☐	☐	☐	☐	☐
• Girişimci olma eğiliminin artmasına	☐	☐	☐	☐	☐	☐

24. Girişimcilik eğitimi konusunda herhangi bir ders/kurs aldınız mı?

☐Evet ☐Hayır

25. Eğer evetse;

Dersin adı nedir? Lütfen belirtiniz:

Aldığınız girişimcilik eğitimi dersi/kursu aşağıdaki yönlerinizi geliştirmenizde ne derecede katkı sağladı? 1 (Kesinlikle katkı sağlamadı) ve 6 (Kesinlikle katkı sağladı) arasında belirtiniz.

	1	2	3	4	5	6
• Girişimcilikle ilgili bilgilerimin artmasına	☐	☐	☐	☐	☐	☐
• Girişimci profilini (girişimci	☐	☐	☐	☐	☐	☐

- özelliklerini) tanımama
- Girişimci olma tercihimin oluşmasına ☐ ☐ ☐ ☐ ☐ ☐
 - Girişimci olmak için gerekli becerilerimin gelişmesine ☐ ☐ ☐ ☐ ☐ ☐
 - Girişimci olma eğiliminin artmasına ☐ ☐ ☐ ☐ ☐ ☐

