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The Effects of Entrepreneurship Education on Entrepreneurial Intentions: Exploring Turkish Universities

Yüksek Lisans Tezi

Munther Bulad

İSTANBUL, 2023

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DANIŞMAN: DR. ÖĞR. ÜYESI AYŞE MERAL DÜLGER TAŞKIN

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TEZ ONAY BELGESİ

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Öğretim üyesi Adı Soyadı			**İmzası**
1	Tez Danışmanı		
2	Jüri Üyesi		
3	Jüri Üyesi		
4	Jüri Üyesi		
5	Jüri Üyesi		

ÖZET

Şimdiye kadar birçok yeni mezun öğrenci, yeni işlerini kurmakta ve kendi işini kurmakta güçlüklerle karşılaşmakta, bu sayede kurum veya şirketlerde istihdam sağlanmaktadır. Bazen, bu mezunlar birkaç yıl işsiz kalırlar. Girişimcilik, günümüzde tüm ülkelerin siyasi gündeminin önemli bir konusu olan son küresel ekonomik krizin neden olduğu işsizlik ve büyüme sorunlarına çare olarak rol oynamaktadır (Aşkun ve Yıldırım, 2011).

Ancak, Türkiye'de ulusal düzeyde girişimciliğin artırılması ve yeni işler, yeterli insan kaynağı ve bilgi tabanı oluşturabilecek girişimciler yaratılmasına şiddetle ihtiyaç duyulmaktadır. Girişimcilik, yenilik, fırsatların peşinde koşma, risk alma, yetenekli değişim ve davranışsal faaliyetlerle ilgilidir. Bunları herhangi bir istikrarsız ekonomik bağlamda öğrenmek ve girişimlerini oluşturmak ve serbest meslek veya daha iyi finansal statü elde etmek için fırsatlardan tam olarak yararlanmak için Girişimciler oluşturmak önemlidir. Buna ek olarak, dünya ekonomisinin genel vizyonu, yaşlı iş adamlarından genç iş adamlarına dönüşmüştür ve genç iş adamları, girişimcilik faaliyetlerine eskisinden daha uygundur (Lévesque & Minniti, 2011).

Bu, öğrencileri hem bilgi hem de gerekli becerilerle donatan, böylece girişimci bir zihniyet geliştiren ve öğrencilerin niyetlerini değiştiren girişimcilik eğitiminin gerekliliğine yol açmaktadır. Üniversitelerin rolü, öğrencileri mesleki beceriler, eğitim, iş zekası ve nihayetinde istihdam ile donatan eğitim ve bilgi yoluyla ekonomik kalkınmayı desteklemektir (Florida, 1999). Girişimcilik ikliminin arz tarafında temel bir bileşen olarak girişimcilik eğitimi, gerekli kaynakların ana sağlayıcısıdır.

Üniversite eğitimi ile girişimcilik eğitimi arasında öğretim üyesi rolü (Otache, 2019), ders tasarımı ve içeriği (Fulgence, 2015), üniversite politikası (Yıldırım ve Aşkun, 2012) ve girişimcilik niyetleri gibi etkileşimler olduğu varsayılmaktadır. Bu çalışma, özellikle öğrencilerin bakış açılarından öğretim görevlilerinin, ders içeriğinin ve politikaların rolüne odaklanmaktadır. Bu çalışma, Türk üniversitelerinde öğretim görevlisinin, ders içeriğinin ve politikanın rolünü, öğrencilerin girişimcilik eğitimi çıktılarına ilişkin bakış açıları aracılığıyla girişimcilik niyetlerini teşvik etmedeki rolünü incelemektedir.

Bu çalışma, üniversitelerdeki stratejik planlayıcıların ve politika yapıcıların, girişimcilik eğitimi, ders içeriği ve politika değerlendirmelerine yönelik politikalar oluştururken belirli ayrıntıları ve araştırma sonuçlarını yeniden gözden geçirmelerine yardımcı olmakta ve girişimcilik öğretim üyesinin rolünü geliştirmektedir. Şimdiye kadar, girişimcilik eğitiminin bir sonucu olan girişimcilik niyetleri hakkında bilinenler sınırlıdır

(Genç vd., 2020). Bu çalışma, üniversitelerdeki girişimcilik girişimlerinin mevcut zorluklarla yüzleşmesi için öneriler sunmaktadır.

Anahtar Kelimeler: girişimcilik amaçları , girişimcilik eğitimi, öğretim görevlisi, kurs, yöntem.

ABSTRACT

Until now, many newly graduated students face difficulties establishing their new job and creating self-employment, thereby gaining employment within organizations or companies. Sometimes, these graduates spend several years unemployed. Entrepreneurship plays a role as a remedy for unemployment and growth problems that are caused by the recent global economic crisis, a major issue in the political agenda of all countries today (Aşkun & Yildirim, 2011).

However, enhancing entrepreneurship and creating entrepreneurs who can construct new jobs, adequate human resources, and knowledge-base are strongly required at the national level in Turkey. Entrepreneurship is about innovation, the pursuit of opportunities, risk-taking, skilled change, and behavioral activities. It is important to learn these within any unstable economic context and create Entrepreneurs to create their ventures and make full use of opportunities to obtain self-employment or better financial status. In addition, the general vision of the world economy has changed from old businesspeople to young businesspeople, where the latter is more suited for entrepreneurship activities than the former (Lévesque & Minniti, 2011).

This leads to the necessity of entrepreneurship education that equips students with both knowledge and required skills, thereby developing an entrepreneurial mindset and change in students' intentions. The role of universities is to support economic development through education and knowledge which equip students with professional skills, training, business acumen, and ultimately, employment (Florida, 1999). Entrepreneurship education as a basic component on the supply side of the entrepreneurship climate is the major provider of the required resources.

It is supposed that there are interactions between university education and entrepreneurship education including lecturer role (Otache, 2019), course design and content (Fulgence, 2015), university policy (Yıldırım & Aşkun, 2012), and entrepreneurial intentions. This study focuses on the role of lecturers, course content, and policy specifically from students' perspectives. This study examines the role of the lecturer, course content, and policy in Turkish universities through students' perspectives about entrepreneurship education deliverables in promoting entrepreneurial intentions.

This study helps strategic planners and policy makers at universities to reconsider certain details and research results while constructing policies towards entrepreneurship education, course content, and policy assessments, and enhances the role of the entrepreneurship lecturer. Until now, what is known about

entrepreneurship intentions that are a result of entrepreneurship education is limited (Genç et al., 2020). This study provides recommendations for entrepreneurship initiatives at universities to face existing challenges.

Keywords: entrepreneurial intentions, entrepreneurship education, lecturer, course, policy.

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Munther Bulad

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ABBREVIATIONS

EB	Entrepreneurship\Entrepreneurial Behaviour
EE	Entrepreneurship\Entrepreneurial Education
EI	Entrepreneurship\Entrepreneurial Intention
ELs	Entrepreneurship\Entrepreneurial Lecturers

INTRODUCTION

Recently, the general vision of the world economy has changed from old businesspeople to young businesspeople, where the latter is more suited for entrepreneurship activities than the former (Lévesque & Minniti, 2011). Also, in the same regard, young people from 18 – 24 shows more interest in starting their own business than people who are 35 and over and this seems to be related to flexibility of both learning and change of intentions for youth more than the old. Generally speaking, the older an individual, the less interest they might show in pursuing entrepreneurship activities. This is related to many reasons including access to technology, the internet, and thinking in different ways. (Dollinger, 2008)

Entrepreneurship aids in reducing unemployment rates and supports the economic status of communities. University students or graduates need to develop this knowledge and skill set as they embark on work and employment. Entrepreneurship is about innovation, the pursuit of opportunities, risk-taking, skilled change and behavioral activities. It is important to learn these within any unstable economic context. Entrepreneurs create their ventures and make full use of opportunities to obtain self-employment or better financial status. This leads to the necessity of entrepreneurship education that equips students with both knowledge and required skills, thereby developing an entrepreneurial mindset and change in students' intentions.

Scope and Relevance of the Study

This study guides universities' strategies to focus more on the role of entrepreneurship lecturers, course content, policy, and their deliverables in promoting entrepreneurial intentions. It helps strategic planners and policy makers at universities to reconsider certain details and research results while constructing policies towards entrepreneurship education, course content, and policy assessments, and enhances the role of the entrepreneurship lecturer. Until now, what is known about entrepreneurship intentions that are a result of entrepreneurship education is limited (Genç et al., 2020). This study provides recommendations for entrepreneurship initiatives at universities to face existing challenges.

Problem Statement

Statistics show that about 70.5 percent of the world's unemployed are youth (ILO, 2016). Entrepreneurship plays a role as a remedy for unemployment and growth problems that are caused by the recent global

economic crisis, a major issue in the political agenda of all countries today (Aşkun & Yildirim, 2011). However, enhancing entrepreneurship and creating entrepreneurs who can construct new jobs, adequate human resources, and knowledge-base are strongly required at the national level in Turkey (Aşkun & Yildirim, 2011). Entrepreneurship education as a basic component on the supply side of the entrepreneurship climate is the major provider of the required resources. There are many students from a wide array of specialties and departments. However, very few have started their ventures (Xinzhi et al, 2015) or they are planning to build their ventures or at least have an entrepreneurship mindset after graduation. It is supposed that there are interactions between university education and entrepreneurship education including lecturer role (Otache, 2019), course design and content (Fulgence, 2015), university policy (Yıldırım & Aşkun, 2012), and entrepreneurial intentions. This study focuses on the role of lecturers, course content, and policy specifically from students' perspectives.

Research Question

To achieve the purpose of this research, the following research question has been developed: To what extent are entrepreneurial intentions affected by entrepreneurship education on the part of the lecturer, course content, and policy?

Research Objectives

This study aims to shed light on the crucial role of the lecturer, course content, and policy during the entrepreneurship education process and to what extent they affect entrepreneurship intentions and create students' entrepreneurial mindsets. Furthermore, the study will take a comparative approach to understand the difference between Turkish and international students, entrepreneurship intentions and the level of significance between them.

Originality

As far as the researcher is concerned. This is the first research that explores the impact of entrepreneurial education in Turkish universities from students' perspectives. Additionally, compared to other available research, this is unique research because it covers lecture part, course content and policy in one research from students' reflection. It also studies various universities from different regions while other researches were limited in coverage to a specific case study with certain boundaries. Moreover, this research builds

upon and complement other studies that explored the reflections of academics, or made qualitative analysis and interviews to explore Entrepreneurship Education (EE) in Turkish universities.

This research provides university policymakers with inputs for EE improvement in Turkish universities. It aims to lead to an enhancement of EE which in turn will contribute to better economic status. This will be done through improving students' intentions into behavior in the long term.

LITERATURE REVIEW

Entrepreneurship

The gradual progress of the field of entrepreneurship depends greatly on the learning and progress from other disciplines, including social and business studies (Thornton, 1999). This leads us to why it is impossible to reach one single definition that could be agreed upon (Howorth et al., 2005). Researchers have different perspectives on defining the field of entrepreneurship. The following provides a wide selection of the different conceptualizations of entrepreneurship.

Knight (1921) describes entrepreneurship as the profits gained from uncertainty and risks. He considered the risk-taking process of entrepreneurship within an unclear situation or an uncertain market. Hoselitz (1952) agreed with Knight about the concept of uncertainty and goes further, to include the need for productive coordination and innovation. Finally, Knight concluded with the idea that entrepreneurship involves significant risk-taking and the ability to face uncertainty. In addition to these definitions, Brackhaus (1980) explored further ideas about entrepreneurship, discussing the idea of creating one's job and not being someone else employee. With this definition, Brackhaus reinforces the concept of risk-taking.

Taking a different perspective from Knight and Hoselitz, Casson (1982) defined entrepreneurship through an emphasis on dynamic activities, that is, activities that require intelligence and innovation. To him, entrepreneurship meant numerous decisions and judgments related to the application of best practices to manage resources pursue. Schumpeter's (1934) definition is similar to that of Casson's (1982). Schumpeter (1934) defines entrepreneurship as the implementation of many components together but all of them are new. For example, new methods, new products, new sources, and new markets. His focus was primarily on innovation and the concept of newness (Zubairu, 2012). In a similar concept, three researchers, Hart, Stevenson and Dial (1995), agreed with Casson (1982), that entrepreneurship is a process of chasing

opportunities, a true pursuit process. Moreover, there is a requirement for resource mobilization and control. However, these resources are related to the choices of entrepreneurs and founders, furthermore connected to industry scope. (Austin et al., 2012) Besides the above-mentioned researchers, both Shane and Venkataraman (2000) defined entrepreneurship as the academic domain and academic examination of how, by whom, and with what effects opportunities create a future. Shane and Venkataraman further defined entrepreneurship as a dynamic process of strategic steps, organized change management steps, and the creation of new products or services. A more recent definition was formulated by Professor Howard Stevenson, who is considered the father of entrepreneurship studies at Harvard Business School, describing it as the chasing of opportunities within a controlled resources framework (Lacobelli, 2013). Also similar to Stevenson's definition, Gartner (1985) defined entrepreneurship primarily through the concept of organization and the creation of new organizations.

From alternative perspectives, two researchers, Kobia and Sikalieh (2010), defined entrepreneurship as largely focusing on personal traits and individuals' skills. Three additional scholars, Schindehutte, Morris and Allen (2006) agreed with Kobia and Sikalieh's (2010) idea that entrepreneurship is a way of thinking but went further by including the idea of advancing opportunities and focusing on the importance of growth. In addition, Schindehutte, Morris and Allen depicted its existence in large corporate firms. For them, entrepreneurship meant social responsibility, not the pursuit of profit.

Other writers connect entrepreneurship with intentions and behavior. Lumpkin (2011) discussed the ability of behavior change and referred to the decision-making process, best practices and undertaking new activities that lead to new ideas and products. Soltow agreed with Lumpkin about the idea of behavior change and added a definition that covers many sets of dynamic activities such as pure innovation functions to move to pure performed activities inside a company or firm at all levels. Also, he highlighted the importance of the decision-making process for acquiring resources during times of uncertainty and risk.

To summarize, it can be concluded that the following features are key components of entrepreneurship:

- Risk-taking and overcoming uncertainty;
- Own business;
- Pursuit of resources;
- Innovation and creativity;
- Personal skills, behavior change.

Entrepreneurs

In the early 1700s, Cantillon (Thornton, 2020) defined an entrepreneur as someone taking risks or risks adventures, through buying goods in a certain process and selling them at uncertain times, in an uncertain process (Thornton, 2020). (Richard, 1755) described an entrepreneur as a risk-taker, someone who can create opportunities out of nothing. In a similar vein, Knight (1942) defined an entrepreneur as someone that must expect and predict changes that are happening within markets. The entrepreneur faces the uncertainty of markets and must therefore adapt to market dynamics. In line with uncertainty, Mises (1949) defined an entrepreneur as a speculator and explores the uncertainty of the future. The criteria of entrepreneur success relate to the entrepreneur's understanding and expectation of uncertain events. Unfortunately, if the entrepreneur is not capable of this, they are doomed to fail (Ahmad & Seymour, 2008).

Building on Cantillon's (Thornton, 2020) earlier definition, Jean Baptiste worked on expanding the definition to include concepts of production. Jean also insisted on having special features and traits on a personal level (Carton et al., 1998).

From a different perspective, Schumpeter (1934) defined an entrepreneur using the word "independent". For him, entrepreneurs are businesspersons in an exchange economy. For Schumpeter, those businesspersons who are part of an enterprise are entrepreneurs as they perform innovative deliverables and entrepreneurship functions. Also, he elaborated on the pursuit of new ventures and the creation of new organizations (Śledzik, 2013).

Mintzberg (1973) defined the entrepreneur as someone spending a lot of time and effort in the pursuit process, that is, pursuing opportunities and implementing changes within an organization (Carton et al., 1998). More broadly speaking, the definition of an entrepreneur is a business owner who is innovative and takes risks. However, this broad definition might apply to anyone who has psychological characteristics associated with entrepreneurial intentions and behavior (Caird, 1993). They are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. Similarly, Jean-Baptiste also described an entrepreneur as a production machine and source of distribution. (Murphy et al., 2006)

In contrast, Howorth, Tempest and Coupland (2005) defined the term entrepreneur as a dynamic concept associated with dynamic behavior, explaining that the term should be interpreted according to its actions rather than personal characteristics. Where entrepreneurs' definitions focus on what they do, it is envisaged that entrepreneurs develop the right intentions to see opportunities and exploit them (Howorth et al., 2005).

In support of this idea, Ramamurati (1986) defined the term entrepreneur by building on the concept of not-for-profit purposes, where the ability to initiate and develop opportunities for organizations and institutions is an entrepreneur behavior. For Ramamurati (1986), being an entrepreneur in the private sector is less challenging than in the public sector.

Carton, Hofer and Meeks defined entrepreneurs as intentional and behavioural by nature, which means it applies to only those who oversee entrepreneurial activities, they identify opportunities, control and mobilize resources and respond to uncertainty that organizations face. (Carton et al., 1998)

To summarize, the following features exist in entrepreneurs, similar to those in entrepreneurship:

- Risk-taker, independent, producer of new ideas and products;
- Resource hunter, innovative businessperson, creative;
- Flexible to intention and behavior change.

Entrepreneurship Theories

The following paragraphs explain entrepreneurship theories and the purpose is to provide a theoretical background to the thesis topic. Also, they were developed over years and the development is not chronological but rather topic and concept base. Many scholars have put forward these theories to explain the concept of entrepreneurship and the driving factors for it. These theories are 1) economic theory, 2) sociological theory, 3) anthropological theory, 4) psychological theories, 5) opportunity-based theory and 6) resource-based theory. Also, the detailed explanation of each one will clarify each theory concept and more detailed theoretical background to the theory. These theories are based on background and disciplines.

1. Economic Theories

Within the economic discipline, there are three theories: classical, neo-classical, and the Austrian market process. Classical theorists such as Cantillon described the production as the main role of entrepreneurship and they specified that with both production and distribution of goods in competitive markets. For these theorists, the three types of production are land, capital, and labour. The neo-classical theory, which was built on classical theory criticism, emphasized the importance of exchange combined with utilities is considered entrepreneurship. Finally, the Austrian market process, which was built upon some unanswered questions by, neo-classical theorists such as Marshall identifies the main driver of entrepreneurship as the

market-based system. For them, the most important result of any venture is to therefore create something new in the market that will contribute to the economy (Simpeh, 2011).

2. Sociological Theory

Theorists of sociological theorists focus on social context, where their analysis is mainly on the surrounding society. They defined three social contexts that pave the way for entrepreneurship. First, in social networks, the existence of social relationships means the existence of the trust, which aids entrepreneurship without needing opportunities to advance but rather relying on trust in social relations. The second is life course stage context, which analyses an individual's life situation and characteristics and reflects on their experience that helped them decide to become entrepreneurs. The third is that sociological background is the main force to decide if someone wants to be an entrepreneur or not. (Reynolds, 1991).

3. Anthropological Theory

This theory studies the community from many perspectives including beliefs, origin, development, and customs. that is, the analysis of any venture to be successful is directly related to social and cultural practices (Stewart, 1963). This theory emphasizes cultural factors and models. In other words, cultural behaviors and attitudes lead to innovation and entrepreneurial activities. Cultural environments produce different behavior and create new things.

4. Psychological Theories

Psychological theories focus on personal characteristics that define entrepreneurship. These theories are personality traits, locus of control, and the need for achievement. Personality traits focus on traits by nature, that is people are inborn with some stable qualities that make them entrepreneurs. Some of these traits are being opportunity-driven, and involve a high level of creativity and innovation and tend to be optimistic individuals. The second is the locus of control, which means a person's ability to perceive the root reasons for an event in life. For everyone, there is both internal and external locus of control. Internal means one's ability and support for himself and external is the environment support to him or external factors. The third is the need for achievement, where human beings have a desire to be different, be successful and accomplish their goals. The relationship between achievement motivation and entrepreneurship is furthermore proven. (Simpeh, 2011). Where the need for achievement creates motivation which in turn leads to entrepreneurship.

5. Opportunity-Based Theory

Theorists claim that opportunity pursuit and exploitations are the main drivers of entrepreneurship. Entrepreneurs do not create change but rather they exploit opportunities that create change. They conclude

that the hub and main concepts of entrepreneurship are opportunity-based and the exploitation of opportunities. (Brown et al., 2001)

6. Resource-Based Theory

Theorists of this category explain entrepreneurship as access to resources by founders. They define resources into three types: financial, social, and human resources. This access to resources contributes to the better enhancement of an individual's ability to act upon and discover new opportunities. Financial resources are those with financial capital that is more capable of creating firms and exploiting opportunities because of these resources. Yet others claim that they are entrepreneurs without financial capital, but this does not deny that financial capital and financial liquidity is an essential resource for entrepreneurship. The second type of resource is social. Ventures exist in large social networks that help exploit opportunities. For example, where social connections provide an opportunity to launch a business start-up. More access to a larger social network contributes to more success of entrepreneurship ventures. The third resource is human capital. Within this theory, theorists describe two factors: education and experience. Entrepreneurship knowledge is gained from both education and experience. Studies show significant relationships between human capital and entrepreneurship, as more knowledge will lead to increased opportunities, recognition, and success. (Kellermanns et al., 2016)

This study adopts a resource-based theory approach and more specifically, focuses on the human as a resource. It aims to discuss how the lecturer; course content and policy contribute to the entrepreneurial attention of students. Students, later on, are the people and the human resources who are working in the venture or performing an entrepreneurial activity. These students should have knowledge and experience, thereby constructing their entrepreneurial mindset. Moreover, this study focuses on intention change results from knowledge and skills acquired from lecturer deliverables. Also, it is focused on how an entrepreneurial mindset is created and entrepreneurial intentions are generated as a result of the lecturer, course content and deliverables.

Entrepreneurial Intentions

Entrepreneurial intention in general is defined as a state of mind directing a person's attention, experience and action towards a specific goal, or a path to achieve something (Vesalainen & Pihkala, 1999). Entrepreneurial action has been predicted as an intentional behavior. It is crucial to understand the importance of intentions. The following explains how the relationship between intentions and behavior are related and it is extremely important to understand intentions to reach intention.

The intention is the main reason for students', entrepreneurs', and people's behaviors. This leads to the fact that behavior is intention-based. Some studies, including Ajzen (1991), defined intention in a positive way related to behavior where intentions precede behaviors. Ajzen elaborated on his concept that intention is how people are willing to be in certain behavior or position and how much their efforts are already planned to perform this certain behavior. Further, intentions are considered the first step toward behavior (Lee & Wong, 2004). In addition, other studies reinforced the idea that entrepreneurial behavior (EB) is planned and intentioned (Bellò et al., 2018; Molaei et al., 2014). Urban and Ratsimanetrimanana (2015) supported Ajzen in his definition and emphasized the idea of preceding that intention proceeds behavior.

Building on this, Entrepreneurial Intention (EI), is an individual's decision to launch one's own business and own venture in the future. It is an individual's mindset that guides the individual towards the establishment of new ventures (Karimi et al., 2016). The intention is defined as a human mindset that targets the driving forces to certain attention to perform particular behavior (Uygun & Kasimoglu, 2013). Drawing on this, the more intention is in place, the more entrepreneurial behavior is performed and delivered (Thu & Hieu, 2017). Finally, Sesen (2012) described the intentions and behavior of entrepreneurs as a conscious mental process (Sesen, 2013). Research studies show that entrepreneurial attitudes are significantly related to EIs and more widely to EB (Souitaris et al., 2007). Behavior is a long-term construct that exists long after an entrepreneur's years of study (Joensuu-Salo et al., 2020). Nonetheless, it is not mandatory that an entrepreneur's pathway is preceded by intention in all cases and EI does not necessarily pave the way to immediate entrepreneurial behavior (Carsrud & Brännback, 2011).

Finally, EI was suggested as an indicator for EE as one of its outcomes and effects impact and deliverables in terms of creating an intention for students and learners (Botha et al., 2006).

Antecedents of Entrepreneurial Intentions

These antecedents are the main factors contributing to intentions, they help to understand what is behind entrepreneurial activity or process (Otache, 2019).

1) Psychological factors which influence people's EIs. These psychological factors help them decide whether they want to undertake entrepreneurial activities or new ventures. Personal characteristics influence EIs such as creativity, risk-taking personality, and self-confidence among other traits (Solesvik, 2017; Uygun & Kasimoglu, 2013).

2) Environmental factors influence EIs such as technology, politics, economics, culture, and social context. Environmental factors facilitate context and solutions and, present opportunities and environmental factors present milieus for entrepreneurship decision-making (Urban & Ratsimanetrimanana, 2015).

3) Contextual factors influence EIs, such as the existence of role models including successful businesspersons or entrepreneurs, primarily contextual influencers, parental entrepreneurship especially if they are already self-employed, social networks, and previous experience within a specific domain (Muofhe & du Toit, 2011).

4) Motivational factors influence individual EIs and individuals' decisions to become entrepreneurs. Motivational factors are divided into two categories: push and pull factors. Push factors are reflected in the necessity of a situation that led to business ownership or dissatisfaction with an individual's current situation and pulls factors relate to the desire for independence or desire to create their own social or economic status (Deli, 2011).

5) Demographical factors such as gender and age influence an individual's intentions, where young people are more open to innovations and risk-taking than older individuals. Some studies also demonstrated variations across persons and variations in some societies (Turker & Selcuk, 2009; Johansen, 2013) where gender factors play a big role to determine entrepreneurship intentions.

6) Educational factors influence individual EIs. Education, in general, is a tool that can shape people's intentions and behavior. Human capital is developed through education, which in turn supports them with motivation, discipline, self-confidence, skills and knowledge. Then, human adapts these learned things in a new way that converts into new Intentions (Martin et al, 2013). Other researchers defined education as the main driver of EB (Westhead & Solesvik, 2016) where education in general contributes to knowledge, skills and attitude for living properly in society, and education dedicated to entrepreneurship influences students' intentions and behavior. Thus, EE is the process of influencing attitudes to create EIs and EBs. Many studies have found that students with exposure to EE are more likely to act in an entrepreneurial way and create their ventures and therefore demonstrate more EB (Zamberi, 2013; Lacobucci & Micozzi, 2012).

Each of these antecedents is complex enough for separate studies. For this study, the educational factors are selected considering the long-term effects of individuals joining the labour market that have an entrepreneurial mindset. Such perspectives will thrive in the globalized, digital and technology-driven marketplace and will only contribute to progress for humankind. Accordingly, there has long been a question of how to utilize education to enhance entrepreneurship (Kjellman & Ehrsten, 2005), because learning has a huge impact to build skills and individuals' cognitive and creative behavior. In a similar concept, Douglas

(2014), outlined the results of some experiments showing that students who were exposed to practical exercises scored higher changes in entrepreneurship intentions and became more results-oriented. Entrepreneurship intentions can be acquired through the learning process, yet there are other factors outside learning (Kjellman & Ehrsten, 2005). This study explores only the educational factors, primarily through exploring the role of the entrepreneurship lecturer, course content and policy on promoting entrepreneurial intentions.

At this point, it is necessary to emphasize that EB is not only determined by entrepreneurial intentions but by many other factors such as access to infrastructure, technology, funds and financing, family and social support, the entrepreneurial ecosystem support, economic foreseeability, competitive environment, networking opportunities, technical expertise as well as managerial competence, courage and resilience. On the other hand, even if a particular entrepreneur has intentions, really committing to their business plan and building a business around it might take a long time, there might be complications with accessing/organizing resources to execute the idea or the entrepreneur might lack adequate interest or commitment to deliver on its business idea. Therefore, EB is the result of many different elements and their complex relationships.

Accordingly, this study focuses on EI change, such as creating an entrepreneurial mindset for students and the reflection of entrepreneurship knowledge and experience on students' details which is a reflection of students' intentions.

Entrepreneurship Education

There are many definitions for Entrepreneurship Education (EE), Bechard and Toulouse (1998) defined EE as formal teaching that informs, educates and trains those who want to start businesses or develop small ventures. Also, Fayolle and Lassas-Clerc (2006) indicated that EE is an educational method related to entrepreneurs' attitudes and skills and that used to improve the qualities of individuals. Aligning with previous definitions, Wilson (2008) described EE as developing intentions, skills, and attitudes that the individual can use in an entrepreneurship-based career (Potter et al., 2008). Finally, Mohamed and Shiekh Ali (2021) created one definition depending on all previous ones that entrepreneurship education is a process of developing entrepreneurship skills for enhancing entrepreneurial intention to improve employability and educate entrepreneurs for starting a successful business (Mohamed & Sheikh Ali, 2021). Any EE should lead to the entrepreneurial perspective which helps students gain in-depth insights into entrepreneurship and have opportunity-seeking intentions. (Kirkwood et al., 2014).

The important concept of EE has been presented by many researchers, Fayolle (1991) and Gailly (2008) portray EE as the foremost contributor to students' intentions to start businesses and create new business ideas. Others, such as Walter and Block (2016) claim that EE offers students a combination of different experiences, with innovation and creativity being the most important characteristics. The need for EE in a formal way increases in developing countries more than in developed ones, where education is one of the crucial keys to paving the way to entrepreneurship, especially across a long timeframe, for example, university studies or long study (Aşkun & Yildirim, 2011).

Similarly, (Martin et al., 2013) indicate that EE plays a major role in entrepreneurial development and is one of the most fundamental tools for increasing entrepreneurial intentions and mindset among entrepreneurs. In a similar context, Linan et al (2011) state that EE is an important way to obtain the required knowledge or skills to create or generate new business ideas, then other steps will come sequentially, that is starting a new business and attaining a successful job.

Many other scholars agree with the idea of the positive role of EE on entrepreneurial intentions (Martin et al., 2013; Mohamed & Sheikh Ali, 2021) However, some like Oosterbeek et al, Smith et al, Solomon and Matlay (Fulgence, 2015) proposed that it is not always necessary to affect entrepreneurship and reach to mutual outcomes between students simply because of skills differentiation and the variety of charismatic features and interests. Furthermore, (Matlay,2009; Oosterbeek et al,2010; Smith et al, 2006; Barba-Sánchez & Atienza-Sahuquillo, 2018) agreed with them that EE is not always necessary to lead to entrepreneurial intentions, it depends rather on other complementary parameters such as skills and attitude.

In sum, EE is important and it plays a major role in enhancing entrepreneurial skills for students.

Effects of Entrepreneurship Education

EE contributes to the well-being of society and provides greater benefits for students who study entrepreneurship compared to those who do not attend entrepreneurship courses Within the same scope, Ebewo investigated (Ebewo et al., 2017) EE on students of universities and whether it affects their entrepreneurial intentions or not. The study revealed a direct influence of intentions. If the students have positive exposure to entrepreneurship education, they have options either to find employment in an established business or open their ventures. However, In the case where students do not undertake EE, their options are more limited in that they only have the option to work in an established business.

Furthermore, some scholars have claimed that EE provides students with a positive attitude towards entrepreneurship and the necessary skills to perform well. Timmons (1994) emphasized that entrepreneurship skills and knowledge should be taught to create a high level of entrepreneurship performance and related skills, including networking and team building. Furthermore, improved knowledge and skills through EE may increase the chances of success and reduce the negative image of entrepreneurship and failed businesses. It might give entrepreneurs a chance to meet businesspersons and gain practical experience (Cho & Lee, 2018).

In Africa, some scholars Pulka and Aminu (2015) explored the impact of EE on students and their conclusion that there is a positive relationship between EE and students' intentions to become entrepreneurs in the future (Pulka & Aminu, 2015). Also, they emphasized that EE continuous exposure will increase entrepreneurial skills development which will make gradual movement in intentions level to turn into behavior (Pulka & Aminu, 2015). Other scholars in Africa like Otache, Umar, Audu and Onalo (2021) investigated more about EE influences on students and it significantly affected students to develop their entrepreneurship attitude, intentions and behavior. Also, some of them could become self-employed graduates where their skills have been developed in a better way towards entrepreneurship skills and knowledge (Otache et al., 2021).

Keeping with EE effects, in the United Stated Robinson and Haynes studied the effects of EE in the universities of the United States and the results show that EE increased students' perception of entrepreneurship, their knowledge of entrepreneurship and finally their self-confidence to become entrepreneurs (Robinson & Haynes, 1991). Also, they found a link between EE and students' initiation for their own business where students' beliefs and attitudes will lead them to be entrepreneurs. In the same context in the states, the content of EE has been transformed into entrepreneurial intentions and later on into behavior for those who participated in their EE course (Liu et al., 2021).

In Europe, a Similar study to Robinson and Haynes is Støren (2014) in Norway, EE enhances general entrepreneurial skills and mindset and their abilities to behave in a different way towards entrepreneurship (Støren, 2014). Also, Pittaway and Cope's (2007) explored the role of EE through a systematic review and concluded that EE has an impact on students' entrepreneurial intentions (Pittaway & Cope, 2007). EE stimulated students' entrepreneurial activities and there was a different level between students related to different entrepreneurial environments (Walter & Block, 2016). In addition, EE helped students to gain informative signals about entrepreneurial activities and enhanced their intentions and mindset (Graevenitz et al., 2010).

In sum, there seems to be broad consensus among scholars that entrepreneurial education increases students' entrepreneurial intentions, skills and knowledge to grow their business and help to create their mindset for entrepreneurship.

Effects of Entrepreneurship Education in Turkish Universities

Many studies explored the effects of entrepreneurship education. Mainly, it affects entrepreneurial intentions which will lead to seeking entrepreneurial activities during high education and universities stages or after that. There is a significant correlation between entrepreneurship course success and the level of intentions (Doğan, 2015) and students showed greater intentions to start a business and sufficient levels of entrepreneurship capacity (Doğan, 2015). Three other scholars Kalyoncuoğlu, Aydıntan and Göksel explored the major role of university entrepreneurship courses in bringing out the talents of students through entrepreneurship courses. Their research suggests a significant influence on students' attitudes towards a career path (Kalyoncuoğlu et al., 2017). In addition, EE helped students to bring technology to their ventures and technology as part of their desired entrepreneurial activities. It was an essential factor contributing to economic development where it produces more competitive products and enhanced marketing techniques for their ventures (Demirhan et al., 2019). In similar studies, entrepreneurship courses help students not only to have intentions and think of entrepreneurial activities but rather added internationalization features to it, that is to think globally, include different races and envision the future (Yarkin & Yeşil, 2016).

The importance of intentions relies on their sequential results of it. Ajzen (1991) defined intention in a positive way, related to behavior where intentions precede behavior. Students' efforts are already planned to perform this certain behavior. Furthermore, intentions are considered the first step toward behavior (Lee & Wong, 2004). Then, behavior creates companies and business ventures which will in turn positively impact the economy. Statistics (TOBB, 2020) show that small and medium-sized enterprises (SMEs) numbered 3.2 million in Turkey in 2019. This is a dramatic change in comparison to one decade prior, at 2.6 million in 2009. Also, production values 5.306 billion USD in 2019 compared to 1 billion USD in 2009 (TOBB, 2020).

There are some serious attempts by the government to enhance entrepreneurship education, industry and NGOs on the development of the entrepreneurial climate in Turkey. However, insufficient coordination of national strategies and actions lead to weaknesses in the improvement of entrepreneurship (Aşkun & Yildirim, 2011). Also, the theoretical content of the entrepreneurship courses in universities do not contain

critical issues on entrepreneurship such as market entry, required skills for entrepreneurs and mainly due to resources constraints (Aşkun & Yildirim, 2011).

The concept of EI has been explored in Turkish universities by many scholars. Some explore strategic postures for some departments, cultural and organizational units that supplement and support entrepreneurial activities and collaborations through qualitative content analysis through websites of public universities (Yıldırım & Aşkun, 2012). Other researchers including Talaş, Çelik and Oral explored EI through significant factors in the demographic situation and environment such as family income and type of faculty (Talaa et al., 2014). In addition, other studies explored EI and the role of higher education. Their focus was on personal traits important for creating EI (Ertuna & Gurel, 2011).

The Role of the Lecturer

Many researchers have investigated EE effects and this has raised the question of who should teach EE (Sirelkhatim & Gangi, 2015). Recent literature confirmed a link between EE and Entrepreneurship Lecturers (ELs) to increase intentions which in turn will increase entrepreneurship intentions (Otache, 2019). This issue is gaining traction in everyday EE and at the policy level with policy change being implemented by governments and institutions towards EE. Other researchers went deeper in describing the problems with lecturers, in that there might be three kinds of students during entrepreneurship courses. Some students might have no experience at all, some might have little, and others might have already initiated their start-up (Zeng & Honig, 2016). The lecturer's ability to construct the right module built around the right knowledge and skills that are appropriate to students' level is arguably the most important factor for a lecturer to consider and further deliver. Also, the lecturer might incorporate simulations in different ways, they might reflect on their own experience, stakeholder experiences, and even other students' experiences for both imparting experiences and encouraging them (Zeng & Honig, 2016). In line with the above-mentioned researchers, Edokpolor & Somorin (2017) agreed with the necessity for the lecturer to utilize practical assignments and home-based work by the lecturer during entrepreneurship cours.

Restructuring entrepreneurship education might occur in many ways under the control of the lecturer: changes in the curriculum, where they might create something specialized, changes in the techniques where they might include something more practical rather than theoretical, reflect their own experience, thereby transferring a lecturer's passion and creating long term intentions. All of these should be translated into intentions after a while (Jones & Iredale, 2010). Furthermore, the lecturer should inspire students who want to move toward entrepreneurship, increase their confidence, and equip them with needed skills.

Other researchers have looked at the role of the lecturer from other aspects, finding that they should teach students because they need entrepreneurship and the need to identify the students; needs and gaps (Klapper & Neergaard, 2017). Also, they need to teach when to decide to move to entrepreneurship and choose their career and make connections between everyday life and entrepreneurship. The lecturer should thereby focus on what entrepreneurs do rather than what they are, in other words, creating students' mindsets is the most important education deliverable. Finally, it is not always necessary to deliver a traditional lecture, such as in a classroom, but rather practical application and field visits should be included (Klapper & Neergaard, 2017). Meetings with real business scenarios are demonstrated and official visits to industry sites will create a sense of entrepreneurship. Providing more innovative methods and practical experience is crucial. For example, an entrepreneurship course can be delivered through business startups or business planners (Jones & Iredale, 2010). Entrepreneurship lecturers should therefore have sufficient information on entrepreneurship and the way of creating an entrepreneurship mindset to be able to deliver it in the right way to students.

To investigate more about the ELs role and the question of who should provide EE, two things should be elaborated on: first, the content of the curriculum, and second who should deliver EE. The curriculum content is crucial because it determines to the ELs what should be taught and modified. The purpose of EE is to create a solid base of theoretical knowledge and then add practical skills later. The theoretical part will equip students with entrepreneurship knowledge and the practical part will equip them with the required skills and experiences. That is to say, students' entrepreneurial mindset must be built step by step and students should be motivated by entrepreneurship before they start the practical part. The second, issue of who should teach EE is related to the first. If an EL does not have a degree in Entrepreneurship, then another question would be proposed, whether they have an entrepreneurship mindset or inclined to entrepreneurship? Who should teach an entrepreneurship course is complicated because it is interdisciplinary and requires collective skills. However, it should be taught by someone who is motivated by it, someone who has passion, and someone who can create the intentions in the short-term and behavior in the long-term (Otache, 2019). ELs should have an entrepreneurial mindset and EB, they should transfer their behavior and their knowledge to students during both the theoretical and practical elements. They should help them develop creativity and innovation. ELs should act as role models to students and be their source of inspiration for entrepreneurship at both the knowledge and skills levels (Muofhe & du Toit, 2011). Lecturers are crucial in the educational process, where they create students' passion and proactively create new curricula according to the changing needs of students.

In 2006, Nigeria adopted a dramatic change in education policy by introducing EE to all disciplines as a compulsory course regardless of specialty at the university level (Agbonlahor, 2016). However, until now the main challenge to the success of this policy is the qualification or availability of ELs. In this scenario, ELs are from different backgrounds and it is not possible to always secure ELs who have a degree or specialize in EE. In normal situations, the effect of normal lecturers will be insufficient for students to create their EIs and EBs. In a similar scope, another study in Malaysia explored the effects of EE, claiming that it is not only course content but also ELs deliverables and their ability to turn students into entrepreneurs through transferring knowledge and skills and creating an entrepreneurial mindset (Othman et al, 2012). In Zimbabwe, lecturers were able to develop their strategies to implement a course based on their own experience and knowledge that fit with entrepreneurship needs and context within a textile department (Mawonedzo et al., 2021). Without this vision, lecturers will tend to choose a familiar, traditional course without any innovative components. This is a cheap and easy way of teaching and coordinating PowerPoint slides, or to avoid entrepreneurship if they are not equipped with the required knowledge and skills. However, in Estonia, a good amount of entrepreneurship lecturers with centered learning approaches tend to create more changes in intentions than traditional ones. This sheds light on the importance of training lecturers not only in entrepreneurial knowledge but also on new techniques that help students to move and act differently (Toding & Venesaar, 2018). Furthermore, Iwu agrees with these scholars (Iwu et al., 2021) who undertook their studies in southern Africa and sheds light on the absence of professional lecturers which will lead to weakness in marketing, promotion, supplies acquisition, knowing prices, and the other practical needed information. Lecturers are encouraged in Ukraine to start introducing more practically oriented courses that equip students with the know-how to launch their businesses. These courses should incorporate a variety of sectors, including economics or engineering students, not only business students (Solesvik et al., 2012).

To summarize, there is a crucial connection between lecturer deliverables and entrepreneurial intentions such as course facilitation, creating a suitable environment, promoting students' intentions, and a non-traditional lecturer strategy. The outcomes of lecturer deliverables are entrepreneurial intentions.

The Role of the Lecturer in Turkish Universities

There is insufficient literature about the role of the lecturer in Turkish universities (Aşkun & Yildirim, 2011) during EE. Some studies explored course content analysis but only through secondary data analysis, websites, and course name analysis to see whether they are within the scope of entrepreneurship. This does

not fit with this study's purpose because students' perspectives are missing. Furthermore, the literature does not distinguish between Turkish and international students.

For the lecturer's role within EE, there are studies to explore their perceptions of EE and their understanding of EE (Nur, 2020). Some other studies have explored lecturers' perspectives of EE within higher education, however, none of them have explored students' perspectives about lecturers, deliverables and whether they have an entrepreneurial mindset or the ability to deliver entrepreneurial skills to students. In other words, it is not clear to what extent lecturers are entrepreneurial and whether they fit students' needs to get entrepreneurial intentions or create entrepreneurial mindsets. Also, there are no studies that explain if the lecturer is mediating challenges related to course content.

Furthermore, there are no studies about whether lecturers played a crucial role in facilitating and manipulating course content into successful entrepreneurship deliverables. In Turkey in general, some studies have explored the necessity to have more qualified professionals in general for all courses or universities (Ozturk & Bayrak, 2015). This does not fit with the required study objectives.

There are studies on the role of ELs in other contexts, such as African universities. They explained the role of Els and how they could contribute to more deliverables. ELs mediated between EE and students. It was confirmed that EE created a strong impact on students with lecturer-student significance relation. The lecturer's behaviors affect students. Research demonstrates that it is obvious that entrepreneurship should be taught by lecturers who have an entrepreneurship mindset and EB. They taught both theoretical and practical knowledge. However, there are no similar studies to them about Turkish universities.

The Role of The Course

Entrepreneurial education is offered at a large number of universities worldwide as courses or programs (Matlay, 2019). Some scholars focused on "start-up" entrepreneurship and the process of new venture creation and various aspects related to operating and running a small growing business (Kassean et al., 2015). Others focused on developing entrepreneurial life skills, and abilities whereas entrepreneurship education should focus on providing students with entrepreneurial skills, which are useful to all students, and it should thus be embedded in every program (Gibb, 2002).

The review by Henry et al (2005) concludes that certain skills can be taught through a traditional didactic approach, while creative and innovative aspects require experiential pedagogical approaches. (Henry et al., 2005). Pittaway and Cope (2007) highlight the general lack of consensus on what entrepreneurship means when practically implemented in educational settings (Pittaway & Cope, 2007).

Many researchers have investigated EE effects and this has raised the question of what content included in entrepreneurial education? (Sirelkhatim & Gangi, 2015). Some scholars, such as Fayolle and Gailly 2008 referred to the "What" as the orientation, course structure and content deliverables gained by students (Fayolle & Gailly, 2008).

Jamieson 2012 developed categories of teaching content of EE, these categories state that there are theoretical-oriented courses that teach "about" entrepreneurship (Piperopoulos & Dimov, 2015) and aim to increase awareness about entrepreneurship, encourage students to choose entrepreneurship as a potential career choice (Fayolle & Gailly, 2015) and course content about EE which provides theoretical information about entrepreneurship. This ensures that students have the basic knowledge and educate students about the general field of entrepreneurship. On the other hand, there is the course content for entrepreneurship which helps to create EIs and creates students' mindset (Henry et al., 2005) and considers self-employment (Klapper & Tegtmeier, 2010). Practical-oriented courses that teach "for" entrepreneurship (Piperopoulos & Dimov, 2015) aim to encourage students and enhance their intentions to be entrepreneurs in the future. The curricula content for this theme takes the concept of entrepreneurship skills as the main deliverable to equip students with business operations techniques. Furthermore, the content of such courses encourages the development of new ideas, innovation, and adaptive behavior for future ventures and equips students with specific trade-related skills (Fayolle & Gailly, 2015;Piperopoulos & Dimov, 2015).

Keeping up with the above-mentioned concepts, other scholars including Henry, Hill, and Leitch elaborated on the concept of theoretical and practice but with different descriptions as science and art. Henry, Hill and Leitch 2005 talked about the science of entrepreneurship as a teachable business skill (Henry et al., 2005). Whereas the art of entrepreneurship is individuals learning by practice and experience and it is something important for all universities to address ((Henry et al., 2005).

Entrepreneurship courses should be connected to learning-by-doing and emphasize the importance of lived experience (Rae & Carswell, 2000). The interest in action-oriented teaching increased and developed alongside the traditional instructor-centered teaching approach, business plan writing, lectures, guest lectures, case studies and assigned reading were commonly used as teaching methods to move course content from theoretical to practical to reflect real business environments (Solomon et al., 1994).

There was also a gradual improvement in more experience-based and practice-oriented courses which aim to stimulate students and develop their intentions and mindsets through enhanced engagement (Katz, 2003). Many studies look at entrepreneurship courses. However, context-specific research is needed to explore more in-depth the needs of entrepreneurial education course content and programs.

The result of the reviewing curricula content and teaching methods varies depending on the program's objectives from theoretical courses aiming to increase entrepreneurial awareness to practical-oriented ones that aim to produce graduates ready to start a business (Sirelkhatim & Gangi, 2015). The focus on studying

entrepreneurs as the starting point for designing EE courses is crucial which will lead to a movement from a teacher-center approach to a student-centered approach (Jones, 2010).

One systematic review also suggests that more research is needed about the "what" of entrepreneurial education when it comes to how program design and implementation vary across temporal and spatial contexts. Even though a large number of studies addressing what to include when teaching entrepreneurship was identified, most of them were conducted in isolated contexts (Hägg & Gabrielsson, 2020).

The outcome of the EE course should be entrepreneurial intentions, mindsets, and attitudes. There is a significant connection between course content and students' intentions however, different contexts might lead to different results.

The Role of Course Content in Turkish Universities

Some scholars, including Aşkun and Yildirim investigated the relevancy of EE theoretical course content and its ability to develop the required skills and knowledge for students to establish entrepreneurial intentions and mindsets. The qualitative analysis of course content shows that courses at both undergraduate and graduate levels are insufficient and do not contain the major challenges of entrepreneurship work such as market entry, opportunity analysis, and recognition (Aşkun & Yildirim, 2011). Course content is one of the major factors enabling students to create international entrepreneurship ventures (Yarkin & Yeşil, 2016).

For course design and assessment in Turkish universities, previous studies explored the status of the course through qualitative content analysis for example exploring websites, course objective lists, and courses announcement, (Aşkun & Yildirim, 2011). While other scholars explored the course's impact and deliverables from students' perspectives in a quantitative study (Bahadır & Demirel, 2015; Arpat et al., 2019) and to what extent the courses affected students' intentions and contributed to their mindsets.

Other scholars Arpat, Yesil and Kocaalan (2019) explored entrepreneurship tendency after students take entrepreneurship courses. They found a tendency to enter the private sector, however, they limited their study to vocational colleges (Arpat et al., 2019).

Keeping with course characteristics, Ülgen and Atsan (2008) explored the character of the Entrepreneurship curriculum and analysed that basics are included but deeper themes related to theories or practical information are not included. In addition, they did not consider students' reflection on this but rather obtained information from the head of the department (Gürol et al., 2008), This study explored the variety of course content among universities related to the different backgrounds of authors where a limited number of them covers crucial issues of entrepreneurship (Gürol et al., 2008)

Keeping with course analysis, some scholars, including Akin and Demirel (2015) explored the results of the entrepreneurship course and how this affected intention. The results showed that those who took the course are more inclined to entrepreneurship. However, this study was limited to a case study at Aksaray university where the course was compulsory and conducted in collaboration with KOSGEB, providing students with entrepreneurship certificates (Akin & Demirel, 2015).

Furthermore, there are no studies about whether course content played a crucial role in promoting entrepreneurial intentions. In Turkey, there are no studies similar to those in Africa and the UK, they explained the role of entrepreneurship course content and how it significantly improves students' intentions towards entrepreneurship.

The Role of Policy

Entrepreneurship policies for universities refer to a wide array of measures designed to promote students' intentions of entrepreneurship and motivate university students to start business ventures which include entrepreneurial activities and change of entrepreneurial skills (Bergmann et al., 2018).

Smallbone (2016) explored that the role of individuals as entrepreneurs or students with entrepreneurial mindsets is to create, innovate and be involved in entrepreneurial activities. While the role of entrepreneurship policy at universities is to enhance these entrepreneurship intentions and awareness and direct students towards actions that facilitate them (Smallbone, 2016).

Keeping up with Smallbone, Bailetti (2011) emphasized the role of policies of universities that are developed with the purpose of venture growth potentiality and increasing entrepreneurship among students (Bailetti, 2011). This approach is used by universities to enhance outcomes from their investments in entrepreneurship. Today universities are encouraging student entrepreneurship and creating their mindset and intentions via policies (Bailetti, 2011). There has been a gradual increase in university policies to new concepts related to commercialization and resource allocation toward academic entrepreneurship, in general, to increase students' entrepreneurship intentions and change their behavior in the long term (Bozeman & Gaughan, 2007). There has also been a significant change in university policy to achieve the required collaboration between education and business entities through entrepreneurship education (Jones et al., 2021).

EE significantly impacts by creating entrepreneurship mindsets which in turn will be reflected to improve economic growth (Reynolds et al., 1994). Many universities, whether public or private, seek to have this on

the agenda of policymakers to promote entrepreneurial activities (Reynolds et al., 1994). Keeping with policymakers, there is an interest to connect all education improvement with policy inputs and policymakers to be recreated in a new way, for example, there are many attempts to integrate knowledge and practice at all levels of entrepreneurship courses which will lead to a huge talent pipeline (Walshok & Shapiro, 2014).

Botswana university (Ebewo et al., 2017) worked on increasing entrepreneurship policy to enhance students' business start-up and their entrepreneurial activities. It is the university's role was to increase awareness of entrepreneurship through education and create students' intentions to be business-minded and initiate their start-up ventures. Policymakers at Botswana university aligned its mission to the country's vision of developing entrepreneurship and this had a great impact on enhancing students' intentions and mindset. (Mafela, 2009). It is extremely important to focus on entrepreneurship through university policy to promote students' perspectives towards entrepreneurship and take into consideration country initiatives (Ebewo et al., 2017).

In a similar context in South Africa, (Cassim et al., 2014) entrepreneurship education has been given specific importance and is at the top of the list of priorities for policymakers, for economic improvement and social progress (Cassim et al., 2014). Also, In Nigeria, Aladekomo (2014) assessed university policy and it was clear that there is insufficient attention to self-employment, the correct acquisition of knowledge and skills for entrepreneurship, and change in mindset. To bridge this gap, an increased focus on entrepreneurship courses was recommended (Aladekomo, 2004).

In China, there was a massive focus on entrepreneurship success for university students through policy implementation. The policies encourage students to undertake a holistic approach to entrepreneurship education. These significantly impacted students of intentions and mindsets (Li et al., 2022).

In Europe, policymakers of many universities (Ramlogan & Rigby, 2012) have recognized the importance of entrepreneurship for economic development through entrepreneurship education. Entrepreneurship policies aim to encourage students to undertake productive activities (Stenkula, 2009) and increase entrepreneurial awareness (Storey, 2003). They promote entrepreneurial culture, intentions, activity and student behavior. These entrepreneurship policies target individuals and students who intend to or have already started their businesses (Ramlogan & Rigby, 2012). In the UK, the quest for entrepreneurship educational content and training has been on the agenda of policy makers (Higgins & Galloway, 2014). The engagement of universities in more in-depth entrepreneurial learning has influenced intentions and created mindsets (Greene & Saridakis, 2008) and encouraged more start-ups to move forward to achieve their steps

(Sebora et al., 2009). The results showed that more emphasis should be to increase students' desires for entrepreneurship and experiencing more opportunities (Higgins & Galloway, 2014).

In the United States, policymakers have been trying to foster entrepreneurial economic development through university and national policy. The importance of both university and national policy lies in that policymakers consider policies the most effective ways to stimulate entrepreneurship intentions and entrepreneurial activities (Åstebro et al., 2012).

In sum, the outcomes of university entrepreneurship policy are students' intentions. There is a significant change in entrepreneurial activities for individuals in many contexts who improved or changed their policy towards entrepreneurship however, it does not necessarily lead to the same level of significance because of contextual factors.

The Role of Policy in Turkish Universities

There is a lack of literature on the role of university policies in Turkish universities. The impact of the policy caught the attention of Turkish government-level policymakers to reflect this in the education of entrepreneurship. The strategic development plan included some goals to enhance entrepreneurship intentions for students and enhance entrepreneurship education across teaching and academic approaches (Turkish Grand National Assembly, 2006).

Some scholars including Gurol and Atsan (2006) explored the profile of entrepreneurship in Turkish universities from many aspects, however, they did not tackle the point of policy and its effects (Gürol & Atsan, 2006). Other scholars including Demirdag and Eraydin (2021) performed an analysis of policy effects and trigger higher entrepreneurship intentions. However, these policies were governmental public policies, not specific to universities (Demirdag & Eraydin, 2021). They do however affect entrepreneurial activities through training programs and securing resources.

Yıldırım and Aşkun (2012) explored the entrepreneurial intentions of Turkish universities policies. They explored their strategic statements as university mission and its policy content, cultural contents such as values and norms, and finally entrepreneurial activities like entrepreneurship clubs, centers, and student activities. The purpose is to understand entrepreneurship competence at universities and the study shows that the majority of Turkish universities do not encourage entrepreneurship at a strategic level. However, their study was an only a qualitative content analysis of their website content evaluating how entrepreneurial it is (Yıldırım & Aşkun, 2012), and not students' views or perceptions. Keeping with Yıldırım and Aşkun,

Yurtkoru, Kuşcu and Doğanay (2014) searched the antecedents of entrepreneurial intentions at Turkish universities and their study shows that contextual factors such as educational and structural support impact entrepreneurial intentions. They did not mention university policies and they emphasized that these contextual factors might be in both public and private Turkish universities (Yurtkoru et al., 2014). In addition to the concept of educational and structural support, Turker and Selcuk (2009) emphasized the role of educational structure to foster entrepreneurial intentions and other related support structures like support programs. However, they did not clarify whether it is part of university policy or not or if there is a significant relationship between them (Turker & Selcuk, 2009).

In summary, there is a significant relationship between entrepreneurship policy and students' intentions in Africa, Europe, and the United States. There are however no studies in Turkey about the effects of policies to create students' intentions.

To synthesize the literature, Resource-based theory explores that knowledge and skills are essential resources for creating entrepreneurship intentions for students because they are the human resources for future ventures. Furthermore, behavior and intentions are interrelated. Some factors proceed with intentions and education is one of them. Entrepreneurship education is important to create intentions on the part of the lecturer, course content and policy. This brings us to the quests "to what extent entrepreneurship lecturer deliverables and outputs contribute to student's intentions", "to what extent entrepreneurship course content outputs contribute to student's intentions", and "to what extent entrepreneurship policy outputs contribute to student's intentions", This study argues the role of entrepreneurship lecturers, course content and policy on student's entrepreneurship intentions in Turkish universities.

METHODOLOGY

Major discussion: The researcher's methodology design was selected to gain a better understanding of the EE effects on students' entrepreneurship intentions. In addition to clarifying the significant link. between lecture, course content, and policy on one side and students' entrepreneurship intentions on the other.

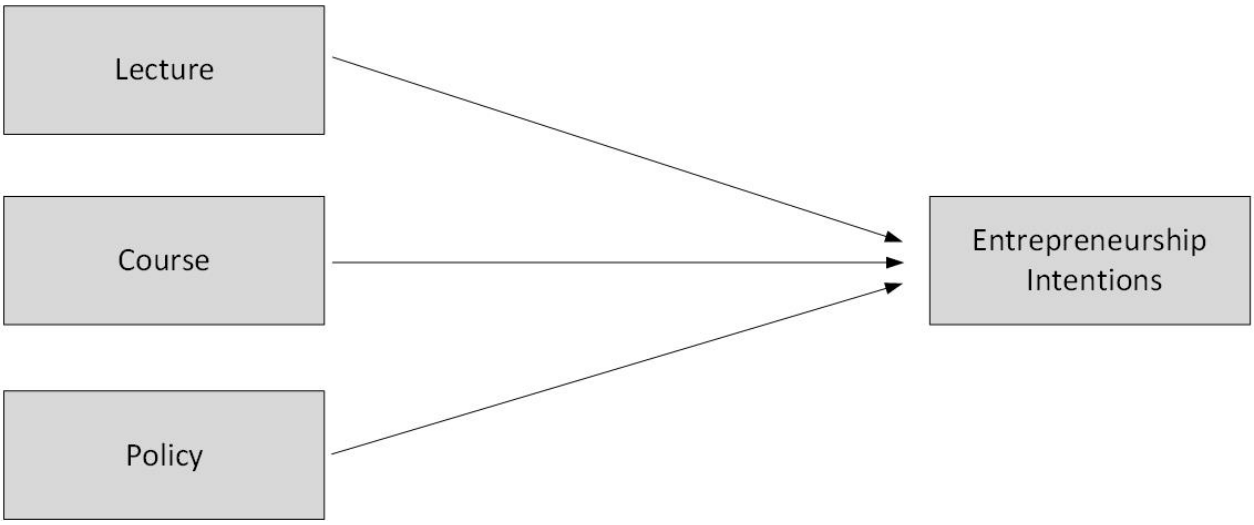
This study adopts a quantitative approach and the results will be collected in numbers. The researcher will collect data by an online questionnaire instrument and all data will be primary ones. The questionnaire

covers all three sections: lecturer, course and policy. The questionnaire is based on a Likert scale between strongly agree into strongly disagree on five degrees.

Theoretical model and hypothesis development

Based on the literature review, this study constructs a theoretical framework depicted in Figure 1. Based on the literature review and the proposed theory, the proposed hypotheses are:

Figure 1: Research Model



Accordingly, the following hypotheses are put forward:

H1- There is a positive and significant relationship between university lecture and entrepreneurial intentions.

H2- There is a positive and significant relationship between course content and entrepreneurial intentions.

H3- There is a positive and significant relationship between policy deliverables and entrepreneurial intentions.

Sampling

The sample population is Turkish universities and the sample framework is the Entrepreneurial and Innovative University Index which is ranked by The Scientific and Technological Research Institution of Turkey (TÜBİTAK). The index includes a unified criterion of all Turkish universities, ranking the top 50 universities with respect to entrepreneurship. It is updated annually and this study adopts the most recent

results from 2021 (TÜBİTAK, 2021) Also, the differences among the years are close to each other and related to ranking numbers.

The selection process of the sample is clustering to make two groups; Marmara region and other regions. Marmara region like Istanbul, Bursa, and other surrounding areas constitutes the largest number of entrepreneurs, providing a suitable environment for startups. Marmara region also has international and national geographic features different from other areas, making Marmara a target for international entrepreneurs and investors all over the world (Demirdag & Eraydin, 2021). The reason behind the clustering sample is because the population of students is large and the spread of entrepreneurs, as reflected in the Entrepreneur and Innovative Index, scans and ranks all the universities in Turkey according to the criteria of the index (TÜBİTAK, 2021). The clustering sampling ensures the study achieves its purpose; to explore entrepreneurship in Turkish universities and collect data through effective methods within the time and resources available. Furthermore, within the two groups, accessibility to university students was a criterion for choosing these universities. Moreover, this ensures consistency with other regions group, they have been chosen in different geographical regions from each other. In order to sample accessibility, this has been done through personal contacts and the Syrian student's body committee (Suriye Öğrencileri Organizasyon Derneği) which is connected with students' unions and students' committees at Turkish universities. Through this committee, the survey could reach International and Turkish students. There is an orientation session about the sample for each focal point before distributing the questionnaire.

Table 1: 1 list of Sample Universities

#	University Name	Region
1	Sabancı University (Sabancı Üniversitesi)	Marmara Region
2	Istanbul University (İstanbul Üniversitesi)	Marmara Region
3	Marmara University (Marmara Üniversitesi)	Marmara Region
4	Bursa Uludağ University (Bursa Uludağ Üniversitesi)	Marmara Region
5	Hacettepe University (Hacettepe Üniversitesi)	Marmara Region
6	Çukurova University (Çukurova Üniversitesi)	Other Regions

7	Selçuk University (Selçuk Üniversitesi)	Other Regions
8	Hasan Kalyoncu University (Hasan Kalyoncu Üniversitesi)	Other Regions
9	Karadeniz Technical University (Karadeniz Teknik Üniversitesi)	Other Regions
10	Fırat University (Fırat Üniversitesi)	Other Regions

The students' characteristics are: 1) Currently students at the university during the data collection because graduates from previous years might miss recent developments in the university, especially as the Entrepreneur and Innovative Index ranking is updated every year; 2) Even though they come from different departments, they have taken Entrepreneurship courses in their faculties; 3) Educational level either undergraduate, post graduate or PHD and finally, if there are international students or Turkish students.

The sample proportion of the total Entrepreneurial and Innovative University Index is 10 universities out of 50 because of accessibility to students. The number of students in these universities is large and the concept of entrepreneurship is not limited to a specific department. Also, the need to cover the three variables required big numbers and different backgrounds.

Data collection

A questionnaire is administrated using the kobo toolbox tool because most people are familiar with it and it fulfils the questionnaire requirements. The questions are on Likert numbers scale from (strongly disagree = 1, to strongly agree = 6). This is derived from many previous studies targeting the same variable in different contexts (John, 2015; Rengiah, 2013). This scale fulfills the purpose of the study and is used because they cover many variables in a clear way more than others scales.

The questionnaire is administered in two languages (English and Turkish) targeting both Turkish and International students. The full format of the questionnaire in all languages are provided in the Appendix. The purpose of including two languages is to give students the option to choose their preferred language or where they have linguistic exposure in one language more than another. The questionnaire includes questions pertaining to demographical information, lecturer, course, policy, and entrepreneurial intentions.

ANALYSIS RESULTS

Demographic Information

The constructed survey takes about 12 – 15 minutes to complete. The questionnaire consists of 71 questions consisting of 7 demographic questions, 24 Lecturer construct, 9 course construct, 9 policy construct and 22 intention construct. In addition, A filtering question out of 71 has been constructed "Have you taken\Are you taking any entrepreneurship course? Yes, no choices" to make sure participants have taken an entrepreneurship course before. The purpose behind this is to gain consistent information where a student might have experienced university policy but not taken a course or experienced lecturer role. Also, the original survey is in English and has been translated into Turkish to make sure the concept is clear and communicated well, please refer to the Appendix for the English version and the Turkish version.

The analysis was conducted with SPSS version 22.0 and the total number of questionnaires administered is 329, and 20 have been omitted as they attended universities outside Turkey or universities that were not listed in the Entrepreneurial and Innovative University Index. As result, students are from ten universities. In addition, the respondents belong to mainly three departments business administration, economics, engineering and other departments (social studies, healthcare, media …. etc). and the students are from three levels undergraduate degree, Master's degree and Ph.D. degree. On Age perspective, students range from 18 to older than 35 on the nationality level they belong to both Turkish nationality and International nationalities. Table 1 below exhibits the distribution and the percentages of the demographic data.

Table 2: Demographic Data

Category	**Number**	**Percentage**
University		
Sabancı University	31	9.4%
Istanbul University	31	9.4%
Marmara University	38	11.6%
Bursa Uludağ University	37	11.2%

Hacettepe University	32	9.7%
Çukurova University	29	8.8%
Selçuk University	35	10.6%
Hasan Kalyoncu University	35	10.6%
Karadeniz Technical University	31	9.4%
Fırat University	30	9.1%
Department\Program		
Business administration	178	54.1%
Economics	69	21.0%
Engineering	70	21.3%
other departments (social studies, healthcare, media …. etc)	12	3.6%
Educational level		
Undergraduate	235	71.4%
Master	81	24.6%
PhD	13	4.0%
Gender		
Male	174	52.9%
Female	155	47.1%

Prefer not to disclose	0	0%
Age		
From 18 to 22	228	69.3%
From 23 to 25	53	16.1%
From 26 to 30	38	11.6%
From 31 to 35	9	2.7%
Older than 35	1	0.3%
Nationality		
International Students	57	17.3%
Turkish Students	272	82.7%
Currently or recently has been involved in entrepreneurship activities		
Yes	320	97.3%
No	9	2.7%

Measures

The questionnaire was constructed using the Likert scale as literature review indicates in each construct. The lecturer construct has originally 51 items and as a result, a scale of 24 items were used to measure the lecturer construct coving all themes (Badwan, 2018; Berk et al., 2005). The course construct has originally 9 items and as result, a scale of 9 items is used to measure course construct covering all themes (Rengiah, 2013). The policy construct has originally 9 items and as result, a scale of 9 items is used to measure policy construct covering all themes (Rengiah, 2013). And finally, the intention construct has originally 61 items and as result, a scale of 22 items is used to measure intention construct covering all themes (John, 2015).

A 6-point Likert scale (ranging from strongly disagree to strongly agree), except for demographical variables was used to collect data as even numbered Likert scale provides a better range for further data

analysis. For testing the hypotheses, firstly an exploratory factor analysis has been conducted for each construct with varimax rotation, then scale reliability was tested followed by correlation and hierarchal regression analyses. The details of each step are provided below.

Factor Analysis

The results of exploratory factor analyses for all constructs Indicate that all constructs are multi-dimensional. Total variance explained ranges from 49% to 61% and derived factors represent more than half of the variability in lecturer construct and high variability in the course, policy and intention.

The factor analysis of the lecturer construct yielded three factors in line with its literature. Factors explained 52.43 % of the variability. The items loading of the lecturer are provided with respective eigenvalues, variance explained and cumulative variance explained figures. Eleven items were deleted due to bad loading:

- Encourages me to improve certain aspects of my personality.
- Puts me under initial observation.
- Suggests strongly I take their advice.
- Has suggested that I take risks in my career.
- Asks me to get involved in additional projects that I would not normally do.
- Ensures that the classroom is well organized physically.
- Always provides high levels of interactive instruction.
- Establishes appropriate general procedures.
- Rewards for good performance.
- Class has a task-oriented focus.
- Provides opportunities where students can visit industries to gain more knowledge on the subject.

The factor analysis of the course construct yielded two factors in line with its literature. Factors explained 49.53 % of the variability. The items loading of the course are provided with respective eigenvalues, variance explained and cumulative variance explained figures. No items were deleted due to bad loading.
The factor analysis of the policy construct yielded three factors in line with its literature. Factors explained 61.09 % of the variability. The items loading of the policy are provided with respective eigenvalues, variance explained and cumulative variance explained figures. No items were deleted due to bad loading.
The factor analysis of the Intention construct yielded three factors in line with its literature. Factors explained 57.04 % of the variability. The item loading of the lecturer is provided with respective

eigenvalues, variance explained and cumulative variance explained figures. No items were deleted due to bad loading.

Table 3: Factor Loadings for all constructs

Measures	Factor Loading
Lecturer	
Lecturer Experience	
Challenges me to think in new ways I have never thought before.	.619
Ensures that the students can see instructional displays and presentations clearly.	.640
Ensures that the class has a relaxed, pleasant atmosphere.	.666
Checks students' understanding regularly.	.582
Considers student attention range in lessons.	.582
Lecturer Qualification	
Manages student academic work effectively.	.764
Monitors student work and behavior effectively.	.656
Is easy to reach.	.607
Is flexible.	.536
Practical Learning	
Relates activities to students' interests.	.522
Makes the course relevant to the real world	.593

Suggests appropriate resources (e.g., experts, contacts, resource materials).	.629
Course	
New Experience	
Entrepreneurship course is developed to meet the objectives of the curriculum.	.552
The subject of entrepreneurship interests me	.672
I gain new experience through taking an entrepreneurship course.	.852
My tendency to study entrepreneurship is more compared to other subjects.	.597
Ability to Identify Business Ppportunities	
I can develop entrepreneurship skills through the course.	.769
I enjoy learning by doing in the entrepreneurship course.	.705
I have a better understanding of business as a result of taking the entrepreneurship course.	.605
I like to study entrepreneurship because it teaches real-world situations.	.624
The entrepreneurship course teaches me how to deal with the tolerance of ambiguity in the real world.	.781
Policy	
University Focus on Entrepreneurship	
Everyone talks about entrepreneurship in the university.	.717
My university is focused on entrepreneurship.	.751
The University has adequate facilities to promote entrepreneurial activities for students.	.891

University Environment	
Entrepreneurship course stimulates the entrepreneurial spirit.	.810
Policies in the university promote entrepreneurship.	.792
The university environment inspires me to develop innovative ideas for new businesses.	.653
I think the university is the best place for students to be trained in entrepreneurship.	.777
Resource Provision	
The university provides resources to assist students in entrepreneurial activities.	.789
At my university, I get to meet a lot of people with good ideas for new businesses.	.670
Intention	
Entrepreneurial Intentions	
My professional goal is to become an entrepreneur.	.707
I am determined to create a business venture in the future.	.587
A career as an entrepreneur is attractive to me.	.754
Being an entrepreneur would give me great satisfaction.	.699
I prefer to be quite good at several things than very good at one thing.	.618
I like to spend time with people who have different ways of thinking.	.558
Perceived Behavioral Control	
Starting a business and keeping it viable would be easy for me.	.512
I know most about the practical details needed to start a business.	.623

I am capable of developing a new product or service.	.647
I am able to build up a network of contacts needed for setting up a business effectively.	.705
Lack of business skills stops me from creating my business venture.	.751
The creative atmosphere in my university inspires to develop ideas for new businesses.	.642
My university develops my entrepreneurial skills and abilities.	.514
The education at university encourages me to develop creative ideas for becoming an entrepreneur.	.502
Attitude	
My closest family members think that I should be an entrepreneur.	.724
My closest friends think that I should be an entrepreneur.	.713
People find my ideas unusual.	.714
People think I'm always making changes and trying out new ideas.	.620
I like challenges that stretch my abilities.	.570
It is more important to do a job well than to try to please people.	.663
Usually, I get annoyed if people are not on time for meetings.	.642
When I faced a challenge, I think more about the results of success than the effects of failure.	.600

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.[a]

Summary of Factor Analysis

For lecturer construct, Kaiser-Meyer-Olkin (KMO) which measures the adequacy values indicates adequate sample value (.902), Bartlett's test of sphericity is significant (.000) and Total variance explained (.52.43%). Also, for course construct, Kaiser-Meyer-Olkin (KMO) which measures the adequacy values indicates adequate sample value (.920), Bartlett's test of sphericity is significant (.000) and Total variance explained (.49.53 %). In Addition, For Policy construct, Kaiser-Meyer-Olkin (KMO) which measures the adequacy values indicates adequate sample value (.912), Bartlett's test of sphericity is significant (.000) and Total variance explained (.61.09%). Finally, For Intention construct, Kaiser-Meyer-Olkin (KMO) which measures the adequacy values indicates adequate sample value (.905), Bartlett's test of sphericity is significant (.000) and Total variance explained (.57.04%). All the constructs, Kaiser-Meyer-Olkin (KMO) ranges from 0.902 to 0.939 where the critical values are 0.50 (Nunnaly, 1978) for this measurement and all of them are above this threshold. Bartlett's test of sphericity is significant for all constructs exhibiting that the correlation matrix has significant correlations among at least some of the variables (Hair et al., 2010).

Table 4: Summary of Factor Analysis

	# Of Factors	Total Variance Explained	Kaiser-Meyer-Olkin (KMO)	Bartlett's test of sphericity.
Lecturer	3	.52.43%	.902	.000
Course	2	.49.53 %	.920	.000
Policy	3	.61.09%	.912	.000
Intention	3	.57.04%	.905	.000

Data Quality (Reliability)

The reliability of data was checked through Cronbach's Alpha values. The results show that the lecturer construct was measured via 13 items and the reliability rate is (α=0,818), the course construct was measured via 9 items and the reliability rate is (α=0,870), the policy construct was measured via 9 items and the reliability rate is (α=0,908) and finally, the intention construct was measured via 22 items and reliability rate is (α=0,939). The interpretation of the results shows that all reliabilities are at acceptable levels and above the accepted threshold of 0.700 (Nunnally ,1978).

Table 5: Summary of Cronbach's Alpha Values

Construct	Value	No of Items
Lecturer	0.818	13
Course	0.870	9
Policy	0.908	9
Intention	0.939	22

Correlation Analysis

A bivariate correlation was performed to test whether there was a positive significance among course, lecturer, policy and intention constructs. According to Pearson's standard to evaluate the strength of the relationship, there is a significant positive association between lecturer and intention, course and intention and policy and intention. The results range between moderate and strong significance.

Table 6: Correlation summary

	Mean	Std. Deviation	N	1	2	3	4
Lecturer	5.1298	.39578	329	1			
Course	5.2644	.51166	329	.618**	1		
Policy	5.3181	.56831	329	.637**	.641**	1	
Intention	5.4338	.44718	329	.619**	.531**	.775**	1

**. Correlation is significant at the 0.01 level (1-tailed).

Level of significance is 0.5

Regression Analysis

To test the hypotheses, a hierarchical regression analysis consisting of three independent variables (lecturer, course and policy) and one dependent variable (intention) was performed. The analysis was conducted using the stepwise method. First, the lecturer and intention, then course and intention then policy and intention. The analysis results show that all three independent variables are significant and contribute to more intention. Also, In the first model, the correlation coefficient between the lecturer and intention is (R2= .383) (F= 203.325) ($p < 0.05$), in the second model, the correlation coefficient between course and intention is (R2= .419) (F= 117.491) (F change = 19.904) ($p < 0.05$). in the third model, the correlation coefficient between policy and intention is (R2= .627) (F= 182.346) (F change = 181.761) ($p < 0.05$).

Figure 2 Hierarchical Regression Analysis Steps

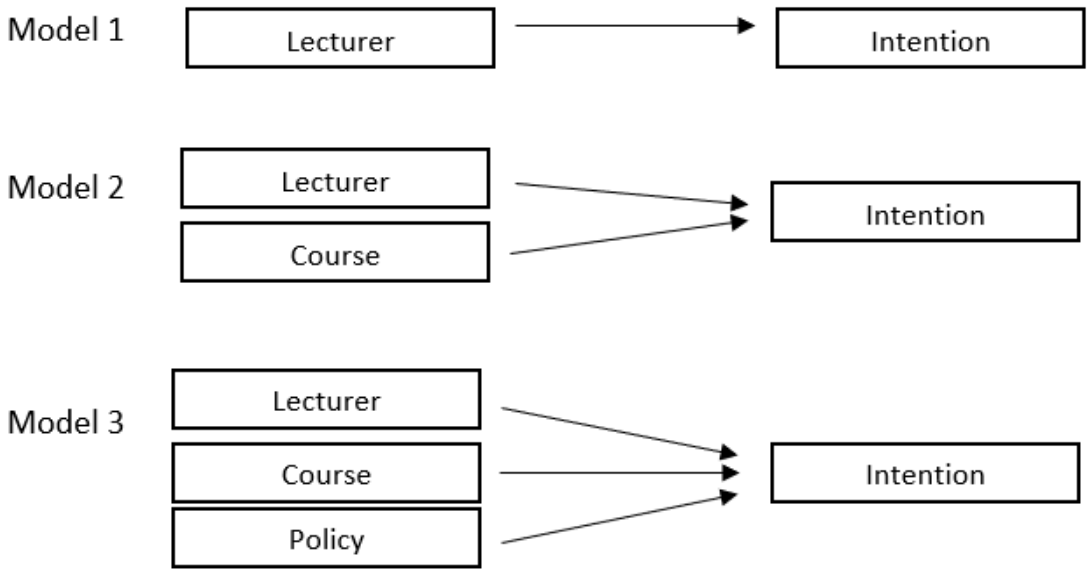


Table 7: Hierarchical Regression Analysis Summary

	M 1			**M 2**			**M 3**		
	Regression Coefficient	Standard Error	Std. Coefficient	Regression Coefficient	Standard Error	Std. Coefficient	Regression Coefficient	Standard Error	Std. Coefficient
Lecturer	.700	.049	.619	.532	.061	.471	.246	.053	.218
Course				.209	.047	.240	-.017	.041	-.019
Policy							.510	.038	.649
Model Summary									

Adjusted R Square	.382			.415			.624		
R Square change	.383			.035			.208		
F	203.325			117.491			182.346		
F change	203.325			19.904			181.761		
Sig.	0.000			0.000			0.000		

Accordingly, all the hypotheses were supported with the data that was collected. The details of each hypothesis are exhibited in the table below.

Table 8: Summary of the Results of Hypotheses Testing

Hypotheses path	Non- StandardizedParameter Estimate	Standardized Parameter Estimate	T Value	Results of Hypothesis Testing
H1: Lecturer → Intention	.700	.619	14.259	Supported
H2: Course → Intention	.209	.240	4.461	Supported
H3: Policy → Intention	.510	.649	13.482	Supported

H1, H2 and H3 are supported because the results indicate significant relationships for all relationships.

DISCUSSION AND IMPLICATIONS

This section involves unpacking the analysis findings in terms of their meaning and discussing the significance and implication of the results.

This study explores the effects of entrepreneurship education on entrepreneurship intention in terms of lecturers, courses and policies in Turkish universities. It contributes to understanding how much universities support the creation of entrepreneurial intention by each pillar. The Turkish economic market is very competitive (Firms birth rate mean (1990\0.30; 2000\0.36; 2011\0.58; Demirdag & Eraydin, 2021) and the need to have entrepreneurship skills and a mindset is becoming crucial day by day. Entrepreneurship plays a role as a remedy for unemployment and growth problems and enhancing entrepreneurship and creating entrepreneurs who can construct new jobs. This is strongly required at the national level in Turkey

(Demirdag & Eraydin, 2021). Also, Entrepreneurship education constitutes a basic component on the supply side of the entrepreneurship climate and the major provider of the required resources of human capital (Xinzhi et al., 2015).

However, this would not be without creating the right intention. The research question supposes three parts of EE in correlation with intention: To what extent are entrepreneurial intentions affected by entrepreneurship education on the part of the lecturer, course content, and policy?. This study aims to shed light on the crucial role of the lecturer, course content, and policy during the entrepreneurship education process and to what extent they affect entrepreneurship intentions.

The study findings show that there is a significant positive relationship between the lecturer and intention. In other words, intention increases with more lecturer deliverables. The findings are in line with other studies. Literature confirmed a link between EE and Entrepreneurship Lecturers (ELs) to increase intentions which in turn will increase entrepreneurship intentions (Otache, 2019). And ELs deliverables turn students into entrepreneurs through transferring knowledge and skills and creating an entrepreneurial mindset (Othman et al, 2012), The lecturer's ability to construct the right module built around the right knowledge and skills that are appropriate to students' level is the most important factor for a lecturer to consider and incorporate simulations in different ways, they might reflect on their own experience, stakeholder experiences, and even other students' experiences for both imparting experiences and encouraging them (Zeng & Honig, 2016). Also, lecturers were able to develop their strategies to implement a course based on their own experience and knowledge that fit with entrepreneurship needs (Mawonedzo et al, 2021). In addition, the importance of training lecturers not only in entrepreneurial knowledge but also on new techniques that help students to move and act differently (Toding & Venesaar, 2018). Finally, Lecturers are encouraged to start introducing more practically oriented courses that equip students with the know-how to launch their businesses (Solesvik et al, 2012). The results are very important because entrepreneurship education lecturer part is a basic component on the supply side of the entrepreneurship climate and the major provider of the required resources of human capital. In line with the hypothesis, the research provides new insights into the correlation between lecturer and intention. Thus, to conclude universities' lecturers effects the intention of students.

The study findings show that there is a significant positive relationship between course and intention. In other words, intention increases with more course deliverables. The findings are in line with the research question and with other studies in the literature that creative and innovative aspects require experiential

pedagogical approaches (Henry et al., 2005), and course content for entrepreneurship which helps to create EIs and creates students' mindset and considers self-employment (Klapper & Tegtmeier, 2010). Also, course content increases awareness about entrepreneurship, encourage students to choose entrepreneurship as a potential career choice (Fayolle & Gailly, 2008). In addition, practical-oriented courses that teach "for" entrepreneurship aim to encourage students and enhance their intentions to be entrepreneurs in the future. (Piperopoulos & Dimov, 2015). Finally, improvement in more experience-based and practice-oriented courses which aim to stimulate students and develop their intentions and mindsets through enhanced engagement (Katz, 2003). The results are very important because entrepreneurship education course part is a basic component on the supply side of the entrepreneurship climate and the major provider of the required resources of human capital. In line with the hypothesis, the research provides new insights into the correlation between course and intention. Thus, to conclude universities' courses effects the intention of students.

The study findings show that there is a significant positive relationship between policy and intention. In other words, intention increases with more policy deliverables. The findings are in line with the research question and with other studies as well, the role of entrepreneurship policy at universities is to enhance these entrepreneurship intentions and awareness and direct students towards actions that facilitate them (Smallbone, 2016) and an increase in university policies to new concepts related to commercialization and resource allocation toward academic entrepreneurship, in general, to increase students' entrepreneurship intentions and change their behavior in the long term (Bozeman & Gaughan, 2007). Also, the role of policies of universities that are developed with the purpose of venture growth potentiality and increasing entrepreneurship among students (Bailetti, 2011). In addition, (Ebewo et al., 2017) worked on increasing entrepreneurship policy to enhance students' business start-up and their entrepreneurial activities. Finally, the policies encourage students to undertake a holistic approach to entrepreneurship education. These significantly impacted students of intentions and mindsets (Li et al., 2022). The results are very important because the entrepreneurship education policy part is a basic component on the supply side of the entrepreneurship climate and the major provider of the required resources of human capital. In line with the hypothesis, the research provides new insights into the correlation between course and intention. Thus, to conclude universities' policies effects the intention of students.

This study puts the first step towards studying the relationship among lecturer, course, policy and intention from students' perspectives. It shows that the investment in lecturer, course and policy has great effects on students' intentions. Resource-based theory explores that knowledge and skills are essential resources for

creating entrepreneurship intentions for students because they are the human resources for future ventures. And theorists of this category explain entrepreneurship as access to resources by founders. They define resources into three types: financial, social, and human resources. The third resource is human capital. Within this theory, theorists describe two factors: education and experience. Entrepreneurship knowledge is gained from both education and experience. Studies show significant relationships between human capital and entrepreneurship, as more knowledge will lead to increased opportunities, recognition, and success. (Kellermanns et al., 2016). This endeavor brings the importance of EE for students as human capital for entrepreneurship resources through employing resource-based theory. And students, later on, are the people and the human resources who are working in the venture or performing an entrepreneurial activity.

This study provides inputs for policymakers to reconsider the role of lecturer, course and policy. First, lecturer qualifications through assigning qualified lecturers with entrepreneurial skills to entrepreneurship courses or equipping lecturers with the right skills for these courses. In addition, choosing the experience levels through reviewing selection criteria for lecturers and ensuring the lecturer has practical experience or has a start-up venture, and finally, the practical component of teaching methodologies through securing field visits, and stimulation to real work activities. Second, the course content suitability to entrepreneurship skills by ensuring both the theoretical part "about entrepreneurship" and the practical part "for entrepreneurship" whereby combining both of them to achieve a high level of intention. Also, the flexibility of the lecturer to control the content and include practical parts where it is flexible in some universities and not in others. Third, the university's overall policy scope and approach to increase its focus through periodic repetition of entrepreneurial activities, seminars and other support programs. In addition, the environment of entrepreneurship through creating entrepreneurship clubs, the appropriate facilities to perform entrepreneurial activities and class and finally, appropriate encouraging activities among students.

Limitations

The sample includes only ten universities because of limited access to a wider range of universities. Also, the sample includes only students, it does not possible within the scope of the study to include lecturers, policymakers and high-education employees. In addition, the limited availability of time structured the research strategy to be quantitative only and not to include qualitative data. And finally, this study used only cross-sectional data.

It is beyond the scope of this study to address the scope of behavior because entrepreneurial behavior is not only determined by entrepreneurial intentions but by many other factors such as access to infrastructure, technology, funds and financing, family and societal support, and entrepreneurial ecosystem support. Finally, the study has been conducted without control of contextual factors like race, geographical region, culture, personal traits, and psychological conditions.

Future research

Further research is required to explore a wider range of universities to gain more representation of the sample and the universities that are not listed in the Index could be included and perform comparison study between universities from the index and universities out of it. Also, future research might include more detailed contextual factors like race, geographical regions, personal traits and psychological conditions to reveal new insights related to each factor and the effects of factors on each other. In addition, future research could target the perspectives of policymakers and universities presidents to reflect managerial decisions and implications that are different from students' perspectives and gain insights of more themes that affect intentions. Besides, future research could use variety of research methodologies and data collection types to ensure the agreement of themes like quantative and qualitative data, also some observations for entrepreneurial behaviors for both students and lecturer, and finally, data collection on a periodic basis rather than only one cross-sectional data. Finally, future research could go beyond the theme of intention and perform a longitudinal study of students who are intentioned and transferred that intention into behaviors. And perform a comparison study between those who got intentions from universities and those who are intentioned from outside the universities for other factors like culture, personal traits or and psychological conditions.

Conclusion

The relation of business and universities are very important day by day. Currently, entrepreneurship business requires skills different from traditional ones that universities used previously to equip students with entrepreneurship intentions (Xinzhi et al., 2015). The need for creativity, flexibility, and risk-taking (Zubairu, 2012) is crucial for entrepreneurship. In addition, Kobia and Sikalieh (2010), defined entrepreneurship as largely focusing on personal traits and individuals' skills. Three additional scholars,

Schindehutte, Morris and Allen (2006) agreed with Kobia and Sikalieh's (2010) idea that entrepreneurship is a way of thinking. In addition, many scholars have put forward theories to explain the concept of entrepreneurship and the driving factors for it. This study adopts a resource-based theory approach and more specifically, focuses on the human as a resource. It aims to discuss how the lecturer; course content and policy contribute to the entrepreneurial attention of students.

Intention antecedents are the main factors contributing to intentions, they help to understand what is behind entrepreneurial activity or processes (Otache, 2019): one of them is educational factors that influence individual EIs. Education, in general, is a tool that can shape people's Intentions and behavior. Human capital is developed through education, which in turn supports them with motivation, discipline, self-confidence, skills and knowledge. (Martin et al, 2013). Also, EE is described as developing intentions, skills, and attitudes that the individual can use in an entrepreneurship-based career (Potter et al., 2008). Furthermore, some scholars have claimed that EE provides students with a positive attitude toward entrepreneurship and the necessary skills to perform well. Timmons (1994) emphasized that entrepreneurship skills and knowledge should be taught to create a high level of entrepreneurship performance and related skills, including networking and team building. Furthermore, improved knowledge and skills through EE may increase the chances of success and reduce the negative image of entrepreneurship and failed businesses. It might give entrepreneurs a chance to meet businesspersons and gain practical experience (Cho & Lee, 2018).

It was proved in other contexts that lecturer deliverables (Otache, 2019; Mawonedzo et al, 2021; Toding & Venesaar, 2018), course deliverables (Henry et al., 2005; Klapper & Tegtmeier, 2010; Piperopoulos & Dimov, 2015) and policy deliverables (Bozeman & Gaughan, 2007; Bailetti, 2011; Ebewo et al., 2017) affects entrepreneurial intentions and this conscious awareness for students is the actual creation of intention. The results of this study indicate that lecturer deliverables, course deliverables, and policy deliverables have a significant positive relationship with students' intentions. The more increase in lecturer deliverables, course deliverables and policy deliverables, the more intention we have for students. This study offers novel perspectives on entrepreneurial intention and entrepreneurial education through highlighting impact of lecturer, course and policy on creating intentions. The purpose of EE is to contribute to more intentions regardless of other contextual factors like race, culture and others. The findings support that lecturer deliverables, course deliverables and policy deliverables have significant effects on intention for students. And as result of data analysis, it was concluded that there is correlation among lecturer, course and policy constructs with intention construct. This study supports the idea that improved lecturer, course and

policy deliverables influence student's entrepreneurial mindset and prepare them to act and begave entrepreneurially.

To sum up, based on the literature review results and the analysis results of this study and in comparison, with other studies results, students' entrepreneurial intention and entrepreneurial mindset are increased with lecturer deliverables, course deliverables and policy deliverables.

APPENDIX

THE EFFECTS OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURSHIP INTENTION SURVEY

I am Munther Bulad, a student at Marmara University, Business Administration Master's program with Thesis. I am examining the effects of entrepreneurship education, which is formed by the combination of the entrepreneurship course teacher, course content and university policies, on the entrepreneurial intention of the students. Within the framework of this study, I aim to offer decision makers suggestions on entrepreneurship education.

Entrepreneurship is the ability to be innovative and productive, to act dynamically. In addition, the concept of entrepreneurship can be adapted to every student and in all departments, as it is considered as the ability to create new methods, opportunities, face uncertainty and risks, and develop personal skills.

Entrepreneurship Education plays an important role in developing entrepreneurial skills for students as a formal education that informs and educates those who want to start a business or develop small ventures. In other words, Entrepreneurship Education is the process of developing entrepreneurial skills to develop entrepreneurial intention to start a successful business.

It takes about 10 - 12 minutes to complete this survey. Please make sure you answer ALL of the questions.

Confidentiality: The data in this study will be kept confidential. There will be no requests for information regarding your name or privacy. If you are interested in the research results, please include your e-mail in the section at the end of the survey.

Have you taken/are you currently taking a course on Entrepreneurship?

□Yes

□No

Demographical Questions:

University name (Please specify):

Department/Program name (Please specify):

Education level:

□ Undergraduate degree

□ Master's degree

□ PhD degree

Gender:

□ Male

□ Female

□ Prefer not to disclose

Age:

□ 18-22

□ 23 – 25

□ 25 – 30

□30 – 35

□ Older than 35

Nationality:

□International student

□Turkish student

Do you currently or recently have undertaken any entrepreneurial activities at the university or elsewhere?

□Yes

□No

Have you taken\Are you taking any entrepreneurship course?

□Yes

□No

University Lecturer

The lecturer's ability to construct the right knowledge and skills to the students' level is very important. Their reflection on their own experience, encouraging them to do practical assignments, creating a suitable environment, and promoting students' intentions is very crucial.

Please answer each question according to the statements provided below:

1= Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4= Somewhat Agree, 5= Agree, 6= Definitely Agree

MY LECTURER IN THE ENTREPRENEURSHIP COURSE:	1	2	3	4	5	6
1. Challenges me to think in new ways I have never thought before.						
2. Encourages me to improve certain aspects of my personality.						
3. Puts me under initial observation.						
4. Suggests strongly I take their advice.						
5. Has suggested that I take risks in my career.						

6. Asks me to get involved in additional projects that I would not normally do.						
7. Ensures that the classroom is well organized physically.						
8. Ensures that the students can see instructional displays and presentations clearly.						
9. Checks students' understanding regularly.						
10. Always provides high levels of interactive instruction.						
11. Establishes appropriate general procedures.						
12. Manages student academic work effectively.						
13. Considers student attention range in lessons.						
14. Relates activities to students' interests.						
15. Rewards for good performance.						
16. Monitors student work and behavior effectively.						
17. Class has a task-oriented focus.						
18. Ensures that the class has a relaxed, pleasant atmosphere.						
19. Makes the course relevant to the real world.						
20. Provides opportunities where students can visit industries to gain more knowledge on the subject.						
21. Is easy to reach.						
22. Is flexible.						
23. Suggests appropriate resources (e.g., experts, contacts, resource materials).						

24. Challenges me to extend my abilities (e.g., risk-taking, trying a new professional activity, drafting a section of an article).						
Course Content The design of an entrepreneurship course should focus on new methods to move from theoretical courses aiming to increase entrepreneurial awareness to practical-oriented ones that aim to produce graduates ready to start a business. It should be connected to learning by doing and emphasize the importance of lived experience.						
Please answer each question according to the statements provided below: 1= Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4= Somewhat Agree, 5= Agree, 6= Definitely Agree						
WHEN I CONSIDER THE ENTREPRENEURSHIP COURSE I HAVE TAKEN:	1	2	3	4	5	6
1. Entrepreneurship course is developed to meet the objectives of the curriculum.						
2. The subject of entrepreneurship interests me very much because of interactive learning.						
3. I gain new experience through taking an entrepreneurship course.						
4. My tendency to study entrepreneurship is more compared to other subjects.						
5. I can develop entrepreneurship skills through the course.						
6. I enjoy learning by doing in the entrepreneurship course.						
7. I have a better understanding of business as a result of taking the entrepreneurship course.						
8. I like to study entrepreneurship because it teaches real-world situations.						

9. The entrepreneurship course teaches me how to deal with the tolerance of ambiguity in the real world.						
University Policy University policy is designed to promote students' intentions towards entrepreneurship and motivate university students to start business ventures which include entrepreneurial activities and change of entrepreneurial skills, awareness of entrepreneurship, encourage students to undertake productive activities, and increase entrepreneurial awareness. they promote entrepreneurial culture.						
Please answer each question according to the statements provided below: 1= Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4= Somewhat Agree, 5= Agree, 6= Definitely Agree						
WHEN I CONSIDER THE UNIVERSITY:	1	2	3	4	5	6
1. Everyone talks about entrepreneurship in the university.						
2. My university is focused on entrepreneurship.						
3. Entrepreneurship course stimulates the entrepreneurial spirit.						
4.. Policies in the university promote entrepreneurship.						
5. The University has adequate facilities to promote entrepreneurial activities for students.						
6. The university environment inspires me to develop innovative ideas for new businesses.						
7. I think the university is the best place for students to be trained in entrepreneurship.						
8. The university provides resources to assist students in entrepreneurial activities.						
9. At my university, I get to meet a lot of people with good ideas for new businesses.						

Entrepreneurial Intentions Entrepreneurial Intention is a state of mind that directs a person towards a specific goal, an intention is the main reason for a behavior and establishment of a venture. In other words, it is an individual's mindset that guides the individual towards the establishment of new ventures.						
Please answer each question according to the statements provided below: 1= Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4= Somewhat Agree, 5= Agree, 6= Definitely Agree						
WHEN I CONSIDER MY THOUGHTS AND FEELINGS TOWARDS ENTREPRENEURSHIP:	1	2	3	4	5	6
1. My professional goal is to become an entrepreneur.						
2. I am determined to create a business venture in the future.						
3. A career as an entrepreneur is attractive to me.						
4. Being an entrepreneur would give me great satisfaction.						
5. My closest family members think that I should be an entrepreneur.						
6. My closest friends think that I should be an entrepreneur.						
7. Starting a business and keeping it viable would be easy for me.						
8. I know most about the practical details needed to start a business.						
9. People find my ideas unusual.						
10. People think I'm always making changes and trying out new ideas.						
11. I prefer to be quite good at several things than very good at one thing.						
12. I like to spend time with people who have different ways of thinking.						

13. I like challenges that stretch my abilities.						
14. It is more important to do a job well than to try to please people.						
15. Usually, I get annoyed if people are not on time for meetings.						
16. When I faced a challenge, I think more about the results of success than the effects of failure.						
17. I am capable of developing a new product or service.						
18. I am able to build up a network of contacts needed for setting up a business effectively.						
19. Lack of business skills stops me from creating my business venture.						
20. The creative atmosphere in my university inspires to develop ideas for new businesses.						
21. My university develops my entrepreneurial skills and abilities.						
22. The education at university encourages me to develop creative ideas for becoming an entrepreneur.						

If you would like to receive information about the research, please provide your e-mail address: _____

GİRİŞİMCİLİK EĞİTİMİNİN GİRİŞİMCİLİK NİYETİNE ETKİLERİ ANKETİ

Ben Munther Bulad, Marmara Üniversitesi, İşletme Tezli Yüksek Lisans programı öğrencisiyim. Girişimcilik dersi hocası, ders içeriği ve üniversite politikalarının bir araya gelerek oluşturduğu girişimcilik eğitiminin öğrencilerin girişimcilik niyeti üzerindeki etkilerini inceliyorum. Bu çalışma çerçevesinde, karar vericilere girişimcilik eğitimi konusunda öneriler sunmayı hedefliyorum.

Girişimcilik, yenilikçi ve üretken olma, dinamik bir şekilde davranma yeteneğidir. Ayrıca, yeni yöntemler, fırsatlar yaratma, belirsizlik ve risklerle yüzleşme ve kişisel beceriler geliştirme becerisi olarak değerlendirilmekle birlikte, girişimcilik kavramı her öğrenciye ve tüm bölümlere uyarlanabilir.

Girişimcilik Eğitimi, iş kurmak veya küçük girişimler geliştirmek isteyenleri bilgilendiren ve eğiten resmi bir öğretim olarak öğrenciler için girişimcilik becerilerinin geliştirilmesinde önemli bir rol oynar. Başka bir deyişle, Girişimcilik Eğitimi, başarılı bir iş kurmak için girişimci niyeti geliştirmek için girişimcilik becerilerini geliştirme sürecidir.

Bu anketi tamamlamak 10- 12 dakika sürmektedir. Lütfen BÜTÜN soruları cevapladığınızdan emin olunuz.

Gizlilik: Bu çalışmadaki veriler gizli tutulacaktır. İsminiz veya mahremiyetiniz ile ilgili herhangi bilgi talebi olmayacaktır. Eğer araştırma sonuçlarıyla ilgileniyorsanız, lütfen anketin sonundaki bölüme e-postanızı ekleyiniz.

Daha önce Girişimcilik ile ilgili bir ders aldınız mı/Şu an Girişimcilik ile ilgili bir ders alıyor musunuz?

□Evet

□Hayır

Kişisel Bilgiler:

Üniversite adı (Lütfen açıkça belirtiniz):

Bölüm/Program adı (Lütfen açıkça belirtiniz):

Eğitim Seviyesi

□ Lisans derecesi

□ Master derecesi

□ Doktora derecesi

Cinsiyet:

□ Erkek

□ Kadın

□ Belirtmek istemiyorum

Yaş:

□ 18-22

□ 23 – 25

□ 25 – 30

□ 30 – 35

□ 35'ten büyük

Öğrenci uyruğu:

□Uluslararası öğrenci

□Türk öğrenci

Üniversitede veya başka bir yerde şu anda veya yakın zamanda herhangi bir girişimcilik faaliyetinde bulundunuz mu?

□Evet

□Hayır

Girişimcilik kursu Aldınız mı? alıyor musunuz?

□Evet

□Hayır

Ders hocası

Öğretim elemanının doğru bilgi ve becerileri öğrenci düzeyine göre yapılandırabilmesi çok önemlidir. Kendi deneyimlerini yansıtması, onları pratik ödevler yapmaya teşvik etmesi, uygun bir ortam yaratması ve öğrencilerin niyetlerini teşvik etmesi çok önemlidir.

Lütfen her soruyu aşağıda verilen ifadelere göre cevaplayınız:

1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3= Biraz Katılmıyorum, 4= Biraz Katılıyorum, 5= Katılıyorum, 6= Kesinlikle Katılıyorum

GİRİŞİMCİLİK DERSİ HOCASI:	1	2	3	4	5	6
1. Daha önce hiç düşünmediğim yeni şekillerde düşünmemi sağlar.						
2. Kişiliğimin belirli yönlerini geliştirmem için beni cesaretlendirir.						
3. Beni başlangıçta gözlemler.						
4. Şiddetle tavsiyelerine uymamı ve onları dikkate almamı bekler.						
5. Kariyerimde risk almamı önerir.						
6. Normalde yapmayacağım ek projelerde yer almamı ister.						
7. Sınıfı fiziksel olarak iyi organize eder.						
8. Öğrencilerin, görselleri ve sunumları net bir şekilde görebilmesini sağlar.						
9. Öğrencilerin neyi ne kadar anladıklarını düzenli olarak kontrol eder.						
10. Her zaman yüksek düzeyde etkileşimli öğretim sağlar.						

11. Uygun genel prosedürleri belirlemiştir.						
12. Öğrencinin akademik çalışmalarını etkin bir şekilde yönetir.						
13. Derslerde öğrencinin dikkat aralığını dikkate alır.						
14. Etkinlikleri öğrencilerin ilgi alanları ile ilişkilendirir.						
15. İyi performans için ödüller geliştirmiştir.						
16. Öğrenci çalışmalarını ve davranışlarını etkili bir şekilde izler.						
17. Ders görev odaklıdır.						
18. Sınıfın rahat ve hoş bir atmosfere sahip olmasını sağlamıştır.						
19. Dersi gerçek dünyayla alakalı hale getirmiştir.						
20. Öğrencilerin konuyla ilgili daha fazla bilgi edinmeleri için ilgili şirketleri ziyaret etme fırsatları sağlar.						
21. Kendisine ulaşmak kolaydır.						
22. Kendisi esnektir.						
23. Uygun kaynaklar önerir (örn. uzmanlar, kişiler, kaynak materyalleri).						
24. Yeteneklerimi genişletmem için beni zorlar (örneğin, risk alma, yeni bir mesleki faaliyeti deneme, bir makalenin bir bölümünün taslağını hazırlama).						
Girişimcilik dersi içeriği Girişimcilik dersinin tasarımı, girişimcilik bilincini artırmayı amaçlayan teorik derslerden, iş kurmaya hazır mezunlar yetiştirmeyi amaçlayan uygulamaya yönelik derslere geçmek için yeni yöntemlere odaklanmalıdır. Yaparak öğrenmeyle bağlantılı olmalı ve yaşanmış deneyimin önemini vurgulamalıdır.						
Lütfen her soruyu aşağıda verilen ifadelere göre cevaplayınız:						

1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3= Biraz Katılmıyorum, 4= Biraz Katılıyorum, 5= Katılıyorum, 6= Kesinlikle Katılıyorum						
ALDIĞIM GİRİŞİMCİLİK DERSİNİ DÜŞÜNDÜĞÜMDE:	1	2	3	4	5	6
1. Girişimcilik dersi, müfredatın amaçlarını karşılamak için geliştirilmiştir.						
2. İnteraktif öğrenme nedeniyle girişimcilik konusu beni çok ilgilendiriyor.						
3. Girişimcilik dersini alarak yeni deneyimler kazanıyorum.						
4. Girişimcilik eğitimi alma eğilimim diğer derslere göre daha fazladır.						
5. Girişimcilik dersi aracılığıyla girişimcilik becerilerini geliştirebilirim.						
6. Girişimcilik dersinde yaparak ve yaşayarak öğrenmekten zevk alıyorum.						
7. Girişimcilik dersi aldığım için iş dünyasını daha iyi anlıyorum.						
8. Girişimcilik üzerine çalışmayı seviyorum çünkü gerçek dünyadaki durumları öğretiyor.						
9. Girişimcilik dersi bana gerçek dünyada belirsizliğe toleransla nasıl başa çıkacağımı öğretiyor.						
Üniversite Politikası Üniversite politikası, öğrencilerin girişimciliğe yönelik niyetlerini teşvik etmek ve üniversite öğrencilerini, girişimcilik faaliyetleri ve girişimcilik becerilerinin değişimi, girişimcilik bilincini içeren, öğrencileri üretken faaliyetlerde bulunmaya teşvik eden ve girişimcilik bilincini artıran iş girişimleri başlatmaya motive etmek için tasarlanmıştır ve girişimcilik kültürünü teşvik eder.						
Lütfen her soruyu aşağıda verilen ifadelere göre cevaplayınız: 1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3= Biraz Katılmıyorum, 4= Biraz Katılıyorum, 5= Katılıyorum, 6= Kesinlikle Katılıyorum						
ÜNİVERSİTEMİ DÜŞÜNDÜĞÜMDE:	1	2	3	4	5	6

1. Üniversitede herkes girişimcilikten bahseder.						
2. Üniversitem girişimcilik odaklıdır.						
3. Girişimcilik dersi girişimci ruhu teşvik eder.						
4. Üniversitedeki politikalar girişimciliği teşvik eder.						
5. Üniversite, öğrenciler için girişimcilik faaliyetlerini teşvik etmek için yeterli olanaklara sahiptir.						
6. Üniversite ortamı, yeni işler için yenilikçi fikirler geliştirmemde bana ilham veriyor.						
7. Üniversitenin öğrencilerin girişimcilik eğitimi alması için en iyi yer olduğunu düşünüyorum.						
8. Üniversite, öğrencilere girişimcilik faaliyetlerinde yardımcı olacak kaynaklar sağlar.						
9. Üniversitemde yeni işler için iyi fikirleri olan birçok insanla tanışıyorum.						
Girişimcilik Niyeti Girişimcilik Niyeti, kişiyi belirli bir hedefe yönlendiren bir ruh halidir, bir istek, bir davranışın ve bir girişimin kurulmasının ana nedenidir. Başka bir deyişle, bireye yeni girişimlerin kurulmasına rehberlik eden bireyin zihniyetidir.						
Lütfen her soruyu aşağıda verilen ifadelere göre cevaplayınız: 1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3= Biraz Katılmıyorum, 4= Biraz Katılıyorum, 5= Katılıyorum, 6= Kesinlikle Katılıyorum						
GİRİŞİMCİLİK İLE İLGİLİ FİKİR VE DUYGULARIMI DEĞERLENDİRDİĞİMDE:	1	2	3	4	5	6
1. Profesyonel hedefim girişimci olmaktır.						
2. Gelecekte bir iş girişimi yaratmaya kararlıyım.						
3. Kariyer olarak bir girişimci olmak benim için çekicidir.						

4. Girişimci olmak bana büyük memnuniyet verir.						
5. En yakın aile bireylerim girişimci olmam gerektiğini düşünüyor.						
6. En yakın arkadaşlarım girişimci olmam gerektiğini düşünüyor.						
7. Bir işe başlamak ve onu ayakta tutmak benim için kolay olur.						
8. Bir işe başlamak için gereken pratik detayların çoğunu biliyorum.						
9. İnsanlar fikirlerimi sıra dışı buluyor.						
10. İnsanlar her zaman değişiklik yaptığımı ve yeni fikirler denediğimi düşünüyor.						
11. Bir konuda çok iyi olmaktansa birkaç şeyde oldukça iyi olmayı tercih ederim.						
12. Farklı düşünme biçimlerine sahip insanlarla zaman geçirmeyi severim.						
13. Yeteneklerimi genişleten zorlukları severim.						
14. Bir işi iyi yapmak, insanları memnun etmeye çalışmaktan daha önemlidir.						
15. İnsanlar toplantılara zamanında gelmezlerse genellikle sinirlenirim.						
16. Bir zorlukla karşılaştığımda, başarısızlığın etkilerinden çok başarının sonuçlarını düşünürüm.						
17. Yeni bir ürün veya hizmet geliştirme yeteneğine sahibim.						
18. Etkili bir iş kurmak için gerekli olan bir iletişim ağı kurabilirim.						
19. İş becerilerimin olmaması, iş girişimimi yaratmamı engelliyor.						
20. Üniversitemdeki yaratıcı atmosfer, yeni işler için fikirler geliştirmeye ilham veriyor.						
21. Üniversitem girişimcilik becerilerimi ve yeteneklerimi geliştirir.						
22. Üniversitedeki eğitim beni girişimci olmak için yaratıcı fikirler geliştirmeye teşvik ediyor.						

***

Araştırma sonuçları ile ilgili bilgi almak isterseniz e-posta adresiniz: _____

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