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A Research for Determining Entrepreneurship Levels of University Students

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Abstract

The purpose of this study is to examine the entrepreneurship level of university students in terms of several factors. The Entrepreneurship Scale, which was developed by Yılmaz and Sünbül (2009), has been used as the data collecting tool of the study used on descriptive survey method. The students who receive education in the School of Physical Education and Sports in Kastamonu and Ahi Evran Universities constitute the population of the study. The sample of the study consisted of 325 volunteer participants determined by the sampling method. Descriptive statistics, Mann Whitney U and Kruskal Wallis methods were used in data analysis. According to the findings of the study, it was found out that the university students have high level of entrepreneurship. Besides, when the correlations between the entrepreneurship level of university students and level of income, age and university variables are examined, it has been determined that there are statistically significant differences. On the other hand, there is no significant difference between the entrepreneurship level of university students and gender, department and grade variables.

Keywords: Entrepreneurship, University students, Level of entrepreneurship

Üniversite Öğrencilerinin Girişimcilik Düzeylerini Belirlemeye Yönelik Bir Araştırma

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Öz

Bu araştırmanın amacı, üniversite öğrencilerinin girişimcilik düzeylerini çeşitli faktörler açısından incelemektir. Betimsel tarama yöntemi kullanılan çalışmada veri toplama aracı olarak, Yılmaz ve Sünbül (2009) tarafından geliştirilen Girişimcilik Ölçeği kullanılmıştır. Araştırmanın evrenini Kastamonu ve Ahi Evran Üniversiteleri Beden Eğitimi ve Spor Yüksekokulları'nda öğrenim gören öğrenciler oluşturmaktadır. Araştırmanın örneklemini ise, kolayda örnekleme yöntemi ile belirlenmiş 325 gönüllü katılımcı oluşturmaktadır. Verilerin analizinde tanımlayıcı istatistikler, Mann Whitney U ve Kruskal Wallis yöntemleri kullanılmıştır. Araştırmanın bulgularına göre, üniversite öğrencilerinin girişimcilik düzeyinin yüksek olduğu tespit edilmiştir. Ayrıca, üniversite öğrencilerinin girişimcilik düzeyi ile gelir düzeyi, yaş ve üniversite değişkenleri arasındaki ilişki incelendiğinde, istatistiksel olarak anlamlı farklılıklar olduğu tespit edilmiştir. Diğer taraftan, üniversite öğrencilerinin girişimcilik düzeyi ile cinsiyet, bölüm ve sınıf değişkenleri arasında anlamlı bir fark bulunmamaktadır.

Anahtar Kelimeler: Girişimcilik, Üniversite öğrencisi, Girişimcilik düzeyi.

Introduction

The entrepreneurship is a subject which has been examined in a widespread manner by numerous studies both in our country and in the world (Pazarcık, 2016). Since the concept of entrepreneurship increases the personal and social welfare, it has drawn attention and become a subject of study in literature. Thus, the countries have begun to put emphasis on entrepreneurship (Korkmaz, 2012). This interest on the entrepreneurship stems from a few factors. First of all, the globalization, the developments in the fields of information and communication technologies and knowledge-based economy require more qualified and knowledgeable individuals (Gürol & Atsan, 2006). Another reason is that entrepreneurship is accepted as an instrument for economic growth, balanced regional development and job creation (Laukkanen, 2000). Furthermore, the entrepreneurship has been admitted as a component of development and even a part of the solution for current economic condition recently (Iglesias-Sanchez et al., 2016).

Entrepreneurship is as old as human history. However, the present entrepreneurship applications are launched in 18th century (Ataseven, 2014, pp. 14). The concept of entrepreneurship reached its current extensive meaning after 1980s and particularly it raised its importance lately (Aracıoğlu et al., 2017, pp. 11). In spite of the well accepted importance of entrepreneurship in terms of economic and social aspects, there hasn't been any theory accepted in this field yet (Bull & Willard, 1993; Henry et al., 2005; in: Farhangmehr et al., 2016). The entrepreneurship has been defined differently by several researchers (Aydın & Er, 2015). The term of entrepreneurship springs from a French word "entrepreneur" of that origin comes from the word enterprise which has the meaning of establishment (Balaban & Özdemir, 2008). According to Rasmussen and Sorheim (2006), the entrepreneurship is one of the main tools of improvement and needs to be in new initiatives and current firms. Bygrave (1997) explains the process of entrepreneurship as all functions, activities and operations in relation to perceive and actualize the opportunities (Gürol, 2006, pp. 12).

It would be inevitable to mention about the entrepreneur during the process of entrepreneurship. In this context, the entrepreneur is the one

who bears the possible consequences following the activities s/he commenced (Ataseven, 2014, pp. 14). In other words, the entrepreneur is a person who determines the opportunities included in the market and turn these opportunities or requirements into business idea; brings the resources close together; undertakes risks; manages the finance, human resources and production and production processes; maintains his/her endeavor towards innovation in technology, product and marketing (Doğaner, 2014, pp. 5). It is possible to say that these definitions have common points even though they include some discrepancies. These points can be counted as taking risk, realizing opportunities, new business establishment, new product development etc. (Çetinkaya Bozkurt & Alparslan, 2013). Besides, so many features, which distinguish the entrepreneur personality from the others, have been highlighted. Koh (1996) determined the important components of entrepreneurship as need for achievement, focus of control, risk-taking, uncertainty tolerance, self-confidence and innovativeness (Kaygın & Güven, 2013, pp. 17).

The creation of a country's wealth and dynamism depends on competitive power of the companies and this power basically depends on the abilities of entrepreneurs and governors (Cuervo et al., 2007, pp. 1). Hence, the country rulers encourage the needed conditions for new initiatives and strategic growth of the regional SMEs (Small-Medium Sized Enterprises) (Laukkanen, 2000). In this direction, each country needs the initiatives and presents the support required for constituting the entrepreneurship activities (Aydın & Er, 2015) because the increase in the number of entrepreneurs brings the investment, employment, economic growth and expansion along with it (Türkoğlu et al., 2015). Thus, showing enough interest in our entrepreneur potential, which enables the new ideas to be created, expanded and applied; new industries and sectors to be emerged and by the way the economic growth to be permanent, should be a mission for all of us (Doğaner, 2014, pp. 5). Especially, the growing unemployment and the serious problems in employing rising generation cause supporting and improving the entrepreneurship tendency among the young to be unavoidable (Pazarcık & Aydın, 2015).

In our age, the unemployment is also an important problem in our country as in many countries in the world. Unemployment is widespread

among young people, despite their high level of education and willingness to work (Çalışkan Maya et al., 2012). For instance; According to the February 2018 data provided by OECD (Organization for Economic Cooperation and Development), Turkey took place in 4th place following Greece, Spain and Italy (<https://tr.euronews.com>). According to September 2018 data provided by Turkey Statistics Institute (TSI), the unemployment in those children who are 15 and above in Turkey reached to was 3 million 749 thousand people by increasing by 330 thousand people compared to the same period last year. Additionally, the unemployment rate has increased by 0.8 points and reached to the level of 11.4%. Therefore, the unemployment rate in youthful population (15-24 ages) has risen up to 21,6% with a 1,6 point increase (TSI, 2018).

Since having powerful entrepreneurs has a detractive effect on unemployment rate while it has augmenter effect on level of income and economic growth by increasing competitive power, the individuals must be motivated in order to raise the number of entrepreneurs (Salik & Kaygın, 2016). Particularly the university students create resource for raising the number of entrepreneurs (Hancioğlu & Tekin, 2018). In this context, the universities are expected to contribute to the entrepreneurship via technology and education transferring (Laukkanen, 2000). Universities have the handling potential and responsibilities of training more qualified entrepreneurs, namely the innovators of future, on account of the need for labor force with entrepreneurial spirit (Rasmussen & Sorheim, 2006). According to Peter Drucker, who is one of the pioneers among management philosophers, entrepreneurship is not related with genes and it is not a magic, secret or mystic (Kaygın & Güven, 2015, pp. 20). On the other hand, The studies carried out recently show that entrepreneurship is factor that can be learnt later and triggered by external environment (Aracıoğlu et al., 2017, pp. 12).

Entrepreneurship training has been widely spread in most industrialized countries and governments around the world have struggled to offer a range of programs to support the entrepreneurship in university education (Farhangmehr et al., 2016). In addition to this, the new higher education models, particularly the ones employed in the universities in Europe, contributed to the involvement of entrepreneurship as an inevitable part

of academic programs (Iglesias-Sanchez et al., 2016). The researches carried out also reveal the fact that these trainings contribute to the entrepreneurial characteristics of the students. Therefore, the entrepreneurship training is evaluated as a strategic solution to the social problem of our age called unemployment (Pazarcık, 2016) and a contribution to the entrepreneurship activities (Laukkanen, 2000).

The majority of entrepreneurs are in the 25-34 age-group. This situation reveals the “youth tendency among entrepreneurs” and lays emphasis on the increasing young entrepreneurship (Aracıoğlu et al., 2017, pp. 14). So, the entrepreneurship level of university students and the effect of Practical Entrepreneurship course on entrepreneurship inclinations constitute the subject of this study. It was observed that the studies conducted on university students in literature focused on mainly business, nursing care, engineering and other science disciplines. There are few studies performed on the students who are educated in the field of Physical Training and Sports included within the service industry. In addition, with increasing competition in the developing world, there is also need for entrepreneurs who are able to combine opportunities with their ideas and take action in the field of sports. Increase in the number of entrepreneurs with high potential would contribute to the national economy in addition to providing economic and social benefit by bringing innovation to the sports activities and business fields related to the sports (Geri, 2013). Thus, the results of this study will contribute to both the current situation of the entrepreneurship tendency which is expected to be raised by entrepreneurship training and the future studies to be executed in relation to level of entrepreneurship of the entrepreneur candidates in Turkey. Starting from this point of view, the purpose of this study is to determine the entrepreneurship level of university students. The sub-goals are revealing the correlation between the level of entrepreneurship of university students and the following variables; gender, age-group, grade, department, university and level of income.

2. Methodology

2.1. Model of the Study

The research has been designed in the general survey model and it is targeted to determine the entrepreneurship level of university students. Besides, the question of whether the level of entrepreneurship is affected by certain variables such as gender, age-group, level of income, grade, department and university or not has been examined.

2.2. Population and Sample of the Study

The students who receive education in the departments of Coaching Training and Sport Management of School of Physical Education and Sports in Kastamonu and Ahi Evran Universities constitute the population of the study. The sample of the study is also constituted by 129 female and 196 male, in total 325 students, who have been selected using the convenience sampling method and receive education as 1st and 4th grade students in 2017/2018 academic year in the departments of Coaching Training and Sport Management of School of Physical Education and Sports in Kastamonu and Ahi Evran Universities.

2.3. Data Collecting Tool

“Scale of University Students Entrepreneurship” that was developed by Yılmaz & Sünbül (2009) has been used as the data collecting tool of the study in addition to the personal information forms which were performed in order to specify the demographic features of the students.

The scale mentioned above is kind of a 5-point Likert type (1 =Never, 2=Seldom, 3=Sometimes, 4=Frequently, 5= Very Often) and consists of 36 items while it has one dimension. In the scale developing study of SUSE, the Cronbach’s alpha internal consistency coefficient was found .90. However, the Cronbach’s alpha value has been calculated as.94,6 in this study. The points of entrepreneurship vary between 36 and 180 while 36-64 indicates very low-level entrepreneurship, 65-92 indicates low-level entrepre-

neurship, 93-123 indicates medium-level entrepreneurship, 124-151 indicates high-level entrepreneurship and 152-180 indicates very high-level entrepreneurship. The more scale total points mean the more entrepreneurship level (Yılmaz & Sünbül, 2009).

2.4. Data Collecting Method

The data collecting tool was performed under supervision of an observer to the students who receive education in the departments of Coaching Training and Sport Management of School of Physical Education and Sports in Kastamonu and Ahi Evran Universities on the spring term of 2017/2018 academic year. The information related to the scale has been provided to the participants before performing it.

400 students participated in the research based on voluntariness. When the data file obtained from the participants was examined, 75 forms were excluded from the scope of research due to misfiling. Finally, 325 participants were included in the study. The application duration of the scale is approximately 10 minutes.

2.5. Data Analysis

At the end of the data collecting process, the descriptive statistics methods (frequency, percentage, average, standard deviation) were used to analyze demographics information and the inferential statistics methods were used in order to test the hypotheses of the study. Kolmogorov Smirnov Test was performed due to determine whether the data is suitable for normal distribution and the distribution of sub-dimensions hasn't shown normal distribution. Therefore, several non-parametric test methods have been used in data analysis. Mann-Whitney U Test was performed in order to determine whether there is a significant difference between the entrepreneurship level of university students and gender, grade, department, university variables. Additionally, the Kruskal-Wallis Test was used to test whether there is significant difference between the entrepreneurship level of university students and age-groups and level of income. Mann-Whitney U was performed after Kruskal-Wallis test in order to determine

the source correlation of the significant differences found through Kruskal-Wallis test.

3. Findings

3.1. Descriptive Statistics Findings

Table 1. The distribution of the participants by gender, age-group, university, department, level of income, grade and level of entrepreneurship

Variables		N	%
Gender	Male	196	60,3
	Female	129	39,7
Age-group	18-21	204	62,8
	22-25	107	32,9
	26-29	13	4,0
	30 and above	1	,3
University	Kastamonu University	171	52,6
	Ahi Evran University	154	47,4
Department	Coaching Training	189	58,2
	Sport Management	136	41,8
Level of Income	1000 and below	37	79,1
	1000-1999	70	9,5
	2000-2999	112	5,9
	3000 and above	106	5,5
Grade	1	181	55,7
	4	144	44,3
Level of Entrepreneurship	Very low-level of entrepre...	1	,3
	Low-level of entrepre...	6	1,8
	Medium-level of entrepre...	51	15,7
	High-level of entrepre...	169	52
	Very high-level of entrepre...	98	30,2

It is seen that 60,3% of participants are male, 62,8% of them are within the 18-21 age-group, 52,6% receive education in Kastamonu University, 58,2% study in the department of Coaching Training, 79,1% of them have 1000 TL and below as level of income, 55,7% are 1st grade students and 52% of participants have high-level of entrepreneurship characteristics.

Table 2. Descriptive Statistics Related to Participants' level of entrepreneurship

	N	\bar{x}	sd
Entrepreneurship Scale	325	140,01	20,6

When the Table 2 examined, it is seen that the entrepreneurship scale point average of participants is 140,01. Since this value is included within the high-level of entrepreneurship point interval (124-151), the point average of participants indicates that participants have high-level of entrepreneurship.

Table 3. Entrepreneurship Scale Mann Whitney U test results according to the gender variable of participants

	Gender	N	Mean Rank	Sum of Ranks	U	p
Entrepreneurship Scale	Male	196	169,11	33145,00	11445,000	,149
	Female	129	153,72	19830,00		

$p < 0.05$

When the Table 3 is examined, the Entrepreneurship Scale points of participants significantly differentiate by the gender variable ($U=11445$; $p < .05$). However, it is observed that male participants have higher mean rank than female participants.

Table 4. Entrepreneurship Scale Mann Whitney U test results according to the department variable of participants

	Department	N	Mean Rank	Sum of Ranks	U	p
Entre. Scale	Coaching	189	162,91	30789,50	12834,500	,983
	Training					
	Sport Management	136	163,13	22185,50		

$p < 0.05$

When the Table 4 is examined, Entrepreneurship Scale points of participants don't differentiate by the department variable ($U=12834,5$; $p < .05$). However, it is observed that the participants who receive education in

Sports Management have higher mean rank than the participants from Coaching Training.

Table 5. Entrepreneurship Scale Mann Whitney U test results according to the university variable of participants

	University	N	Mean Rank	Sum of Ranks	U	p
Entrepreneurship Scale	Kastamonu University	171	181,42	31023,00	10017,000	,000
	Ahi Evran University	154	142,55	21952,00		

$p < 0.05$

When the Table 5 is examined, Entrepreneurship Scale points of participants significantly differentiate by the university variable ($U=12834,5$; $p < .05$). Moreover, it is observed that the participants who receive education in Kastamonu University have higher mean rank than the participants from Ahi Evran University.

Table 6. Entrepreneurship Scale Mann Whitney U test results according to the grade variable of participants

	Grade	N	Mean Rank	Sum of Ranks	U	p
Entrepreneurship Scale	1	181	163,95	29675,00	12860,000	,838
	4	144	161,81	23300,00		

$p < 0.05$

When the Table 6 is examined, Entrepreneurship Scale points of participants don't differentiate by the grade variable ($U=12860$; $p < .05$). However, it is observed that 1st grade students have higher mean rank than the 4th grade students.

When the Table 7 is examined, it is understood that there is statistically significant difference between the entrepreneurship scale mean rank of participants who have different level of income ($\chi^2(3)=10,538$; $p > .05$). After Kruskal-Wallis test, Mann-Whitney U test is performed in order to determine the source double correlation of the difference in the entrepreneurship scale (As a result of $0.05/3$ with Bonferroni correction, $p < .0167$).

Table 7. Entrepreneurship Scale Kruskal-Wallis test results according to the level of income variable of participants

	Level of Income	N	Mean Rank	SD	X ²	P
Entrepreneurship Scale	1000 TL and below	37	149,92	3	10,538	,015
	1001-1999 TL	70	158,02			
	2001-2999 TL	112	145,98			
	3000 TL and above	106	186,73			

p<0.05

Ultimately, it has been determined that the participants with 3000TL and above level of income have higher mean rank than the participants with 1000TL and below, 1001-1999TL and 2001-2999TL levels of income.

Table 8. Entrepreneurship Scale Kruskal-Wallis test results according to the age-group variable of participants

	Age Group	N	Mean Rank	SD	X ²	p
Entrepreneurship Scale	18-21	204	161,50	3	9,029	,029
	22-25	107	156,39			
	26-29	13	232,73			

p<0.05

When the Table 8 is examined, it is understood that there is statistically significant difference between the entrepreneurship scale mean rank of participants with different age-groups ($\chi^2(3)=9,029$; $p>.05$). After Kruskal-Wallis test, Mann-Whitney U test is performed in order to determine the source double correlation of the difference in the entrepreneurship scale (As a result of 0.05/3 with Bonferroni correction, $p<.0167$). In conclusion, it has been observed that the mean rank of participants included in 26-29 age-group is significantly higher than 18-21 and 22-25 age-groups' participants.

Discussion

In this study, it is aimed to determine the entrepreneurship level of students who receive education in School of Physical Education and Sports

and whether there is significant difference based on the correlations between entrepreneurship level and certain variables such as gender, age, level of income, grade, department and university.

The constriction on world resources, globalization and rapid technological changes caused unemployment to be a current issue. Entrepreneurial feature, lifestyle and idea are accepted as the solution model for the unemployment issue throughout the world and this feature is tried to be emplaced in universities as an identity phenomenon (Yelkikalkan et al., 2010). Thus, this study emphasizes the importance of determining the entrepreneurship level of university students in terms of future of rising generation and country. This study also focuses on the concept of entrepreneurship in terms of to be well understood in universities and encouraging more studies to be conducted in this field.

It is seen that the students participated in the study have high-level of entrepreneurship according to the findings of study (Mean point: 140,01, Table 2). On the basis of these findings, it can be said that the students who receive education in the field of physical training and sports have the characteristics of high-level entrepreneurship. In addition, it can be thought that this result has emerged as the sport contributes positively to the physical, social and emotional development of individuals (Karabulut & Karacan Doğan, 2018). This finding coincides with the literature. In many researches aiming at determining the entrepreneurship tendency of university students (Aksel & Bağcı, 2016; Demir et al., 2015; Yılmaz & Sünbül, 2009; Nas & Temel, 2018; Karabulut & Karacan Doğan, 2018; Köksal & Penez, 2015; Çatır et al. 2015; Çakır Dolu et al. 2016), the entrepreneurship level of students have appeared to be high. In addition to this, the rate of the students who have taken any entrepreneurship course is 12,4%. Although, majority of the students participated in the study didn't take any entrepreneurship course, it was determined that they have high-level of entrepreneurship features. This might be stemmed from the entrepreneurship courses' not being practical-weighted (Aksel & Bağcı, 2016). In this context, it is thought that the education given in different departments of universities has an important role in influencing the students' perspective on entrepreneurship (Geri, 2013). In addition, it is considered beneficial to provide programs that support entrepreneurship and entrepreneurs in the educational processes of universities and how to benefit from them

(Köksal & Penez, 2015). For this reason, it should be ensured that entrepreneurship course is placed in all education programs, stimulation of individuals from pre-school to higher education, development of entrepreneurship perceptions and motivation for creativity based entrepreneurship (Yelkikalkan et al., 2010).

When the level of entrepreneurship is examined according to the gender variable, it is seen that the gender of students don't affect the level of entrepreneurship. Although, in terms of results of our study, there are similar researches carried out in literature and haven't determined any significant difference between level of entrepreneurship and gender variable of participants (Nas & Temel, 2018; Çatır et al., 2015; Çakır Dolu et al., 2016; Özcan et al., 2018; Geri, 2013), there are also some researches that reveal a fact as a result that male students have higher level of entrepreneurship characteristics than female students (Köksal & Penez, 2015; Aksel & Bağcı, 2016; Canuzakov et al., 2017). The fact that there is no significant difference in the entrepreneurship levels of students according to gender may be due to the fact that the individuals participating in the research are in the same educational environment (Geri, 2013).

When the entrepreneurship level of students is evaluated in terms of department variable, it has been found out that this variable doesn't affect the level of entrepreneurship. In some researches (Nas & Temel, 2018, Cengiz et al., 2016; Karabulut & Karacan Doğan, 2018; Geri, 2013) that were carried out on the subject of entrepreneurship level of university students who receive education in the department of physical training and sports, this determination was found out contrarily. On the other hand, there are also some researches in literature (Aksel & Bağcı, 2016; Pan and Akay, 2015) that coincide with our finding on this subject. The fact that students don't differentiate according to the departments they read may be due to the fact that the basic courses are common in all departments in the University (Aksel & Bağcı, 2016).

A statistically significant difference was found when the entrepreneurship level of university students is examined in terms of the university variable. This difference is in favor of the students who receive education in Kastamonu University. This case may be explained by the fact that the participants who had already taken entrepreneurship course are in

Kastamonu University. In the research carried out by Karabulut & Karacan Doğan (2018) and focused on the entrepreneurship level of students who receive education in the departments of Physical Training and Sports, the level of students from Mersin University has been found higher than the other participants. Researchers have explained this case with the fact that Mersin has a larger population than other cities; the city is close to the sea and in the vicinity of an active port, free trade zone and business districts (Karabulut & Karacan Doğan, 2018).

Another finding of the study is that the age-group variable of the university students affects the level of entrepreneurship. It has been found that students aged 26-29 have more entrepreneurial characteristics than students younger than themselves. The fact that the students in this age group are at the graduation stage and are in the working life in the short term may be effective in this higher rate (Aksel & Bağcı, 2016). Although there are several researches (Korkmaz, 2012; Akkaya et al., 2014; Aksel & Bağcı, 2016) in literature of which findings coincide with ours, there are also some researches (Çatır et al., 2015) in which it has been determined that the students aged 20-22 have more entrepreneurial characteristics than the students aged 23 and above. In order to increase the level of entrepreneurship in early ages, the entrepreneurship courses should be scheduled in high schools and their equivalents.

When the entrepreneurship level of university students is examined in terms of level of income variable, it has been revealed that this level of income variable affects the level of entrepreneurship. It is found out that the students with 3000TL and above level of income have higher level of entrepreneurship than the students who have less level of income. In the research carried out by Pan & Akay (2015) and focused on determining the entrepreneurship tendency of university students, it has been determined that the students with 2500TL and above level of income have higher level of entrepreneurship tendency than the other participants with less level of income. Additionally, in the research conducted by Türkmen & İşbilir (2014), it has been found out that the students with 2001-3000TL level of income have higher level of entrepreneurship than the students with 1001-2000TL level of income. These researches show parallelism with our study. Hence, it can be said that as the level of income increase, the

entrepreneurial characteristics in general also increase (Akyurt, 2018). Individuals with entrepreneurial character often rely on their own capital and young people with low level of family income prefer to work in a stable and regular job, usually in the public sector, with the search for continuous assurance (Çakır Dolu et al., 2016).

Conclusion and Recommendations

In this study, it is aimed to determine the entrepreneurship level of students who receive education in School of Physical Education and Sports and whether there is significant difference based on the correlations between entrepreneurship level and certain variables such as gender, age, level of income, grade, department and university.

The need for growing our own entrepreneurs and supporting them as a country is started to be understood well after the changes in economic conditions and employment opportunities (Yelkikalkan et al., 2010). For this reason, it has become an important issue to lead the individuals with entrepreneurial characteristics to the entrepreneurship and increase the number of entrepreneurs (Akyurt, 2018).

Nowadays, due to the increase in the number of students who study and graduate in sports sciences, employment problems are also encountered in the field of sports sciences. In this context, the necessity and importance of entrepreneurship education for the students receiving sports education have become a current agenda (Demir et al., 2015).

Universities provide both theoretical and practical education in order to enable better comprehension and perception through the concept of entrepreneurship (Çatır et al., 2015). It is necessary to better plan and to improve the content of this entrepreneurship education given in universities by supporting our own entrepreneurs against globalized economic conditions as a result of the necessity of increasing the number of entrepreneurs (Yelkikalkan et al., 2010). Besides, since the entrepreneurship is a learnable discipline (Çakır Dolu et al., 2016), in all departments of the universities providing education in the field of Physical Education and Sports, entrepreneurship course should be added to the curricula. In this way, the entrepreneurship skills of the students who receive education in the field of

Physical Education and Sports will be improved and the number of successful entrepreneurs and entrepreneurship will be able to increase.

In conclusion, it was determined that university students who participated in the research have a high-level of entrepreneurship. There was no significant relationship between the gender and the departments they studied and their entrepreneurship level, but a significant relationship was found between the university, age-group and level of income variables and entrepreneurship levels. On the grounds of these results, the constraints of the study and recommendations for future studies are presented below.

The Constraints of the Study and Recommendations for Future Studies

- In the study, performing the scale only to the 1st and 4th grade students and the fact that the data were applied in only two departments are some of the constraints of the research. Besides, collecting data from only two universities can be also seen as a constraint in terms of generalization of the study.
- In future researches that focus to measure university students' entrepreneurship levels, it can be suggested to keep the sample size larger, to take sections from different universities and to reach all grades in the applied departments.
- It is suggested to increase the monetary support such as business loan, small and medium enterprises (SME) credits etc. for the individuals who have low level of income and desire to be an entrepreneur.
- It is suggested not to limit the entrepreneurship training by theoretical courses. This training should be supported by performance-oriented activities.
- It is recommended that entrepreneurship course should be added to the curricula of all departments of universities, especially at undergraduate level.
- The entrepreneurship training policy of countries should focus on developing the competence level of students instead of solely text book knowledge in order to raise the motive of students through being an entrepreneur.
- In order to increase the entrepreneurship levels of young entrepreneurs, it can be suggested to stimulate the individuals from pre-school

to higher education and schedule the entrepreneurship courses into the curriculum at high school and their equivalents at a younger age.

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