

Research on Entrepreneurial Characteristics of Students in School of Physical Education and Sports

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ABSTRACT

The education given in different departments of universities is thought to have an important role on affecting the views of students on entrepreneurship. By means of the education given in different educational levels, students gain knowledge and skills about such issues as innovativeness, tolerance for ambiguity, need for achievement, risk-taking and locus of control. The aim of this research is analyzing the relation between entrepreneurial characteristics of students in schools of physical education and sports and the variables of gender, department and whether there are entrepreneurs in their family. Research population is composed of final year students studying in the School of Physical Education and Sports of Sakarya, Kocaeli and Muğla Universities in the 2012-2013 academic year. In the research, a significant difference was found between the gender variable and tolerance for ambiguity that is one of the sub-dimensions of entrepreneurial characteristics. Also there found a significant difference between the variable of having an entrepreneur in the family and the sub-dimensions of innovativeness, tolerance for ambiguity and risk taking. And a significant difference was found between the departments of students and the sub-dimensions of tolerance for ambiguity, risk taking and locus of control for the department of physical education and sports teaching.

Keywords: Entrepreneurship, Entrepreneurial Characteristics, Students in School of Physical Education and Sports.

Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin Girişimcilik Özelliklerinin İncelenmesi

ÖZET

Üniversitelerin farklı bölümlerinde verilen eğitimin, öğrencilerin girişimciliğe olan bakış açılarını etkilemede önemli rolü olduğu düşünülmektedir. Öğrenciler farklı öğrenim düzeylerinde aldıkları eğitimlerle, yenilikçilik, belirsizliğe karşı tolerans, başarıya ihtiyacı, risk alma, kontrol odağı gibi konularda bilgi ve becerilere sahip olmaktadır. Araştırmada Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin girişimcilik özellikleri ile cinsiyet, eğitim alınan bölüm ve ailede girişimci olup olmaması değişkenleri arasındaki ilişkinin incelenmesi amaçlanmıştır. Araştırmanın evrenini, 2012-2013 eğitim-öğretim yılında Türkiye'deki Sakarya, Kocaeli ve Muğla Üniversitelerindeki, Beden Eğitimi ve Spor Yüksekokullarında eğitim gören son sınıf öğrencileri oluşturmaktadır. Araştırmada, öğrencilerin cinsiyet değişkeni ile girişimcilik özellikleri alt boyutlarından, belirsizliğe karşı tolerans boyutu arasında anlamlı farklılık bulunmuştur. Öğrencilerin ailelerinde girişimci olması değişkeni ile girişimcilik özellikleri alt boyutlarından, yenilikçilik, belirsizliğe karşı tolerans ve risk alma puanları arasında anlamlı farklılık bulunmuştur. Öğrenim görülen bölümler ile girişimcilik özellikleri alt boyutlarından, belirsizliğe karşı tolerans, risk alma ve kontrol odağı boyutları arasında beden eğitimi ve spor öğretmenliği bölümü lehine anlamlı farklılık bulunmuştur.

Anahtar Kelimeler : Girişimcilik, Girişimcilik Özellikleri, Beden Eğitimi ve Spor Yüksekokulu Öğrencileri.

GENİŞLETİLMİŞ ÖZET

Günümüzde girişimciler, bilgi ve teknolojideki gelişimle birlikte toplumları değiştiren en etkili faktörlerden biridir (Akyüz, Gedik, Akyüz ve Yıldırım, 2006). Ekonomilerin dinamik ögesi olan girişimci, yenilikleri arar, fırsat bulduğunda riskleri de hesap ederek üretim faktörlerini birleştirir. Girişimci sayısının artması toplumdaki dinamik bireylerin sayısını arttırır ve toplumun gelişmişlik seviyesini de bir o kadar yükseltir (Demirel ve Tikici, 2010). Bununla birlikte, girişimciler bireyin kendi işini ve istihdamını yaratarak, hem büyümeye hem de işsizliğin azaltılmasına yardımcı olmaktadır (Baptista ve Thurik, 2007). Girişimciliğin ekonomik kalkınmada bir motor görevi yüklediği (Busenitz, Gomez ve Sepencer, 2000) düşünülürse, girişimci birey yetiştirmenin önemi ortaya çıkmaktadır. Girişimci olmaya en yakın aday gruplardan birisi de üniversitelerden mezun olup iş hayatına atılmaya hazır olan üniversite son sınıf öğrencileridir.

Literatürde üniversite öğrencilerinin girişimcilik özellikleri araştırmaları daha çok iktisadi ve idari bilimler fakültesinde eğitim gören öğrencilerin almış oldukları eğitim ile birlikte girişimci yönelimli davranış içerisinde olup olmadıklarını araştırmaya yöneliktir (Bilge ve Bal, 2012).

Araştırmada Türkiye'deki üniversitelerin beden eğitimi ve spor yüksekokulu son sınıf öğrencileri incelenmiştir. Antrenörlük eğitimi, rekreasyon, spor yöneticiliği gibi bölümlerde göz önüne alındığında, istihdam açısından tam olarak bir sayıya ulaşılmasa da beden eğitimi ve spor ile ilgili bölüm mezunların kendi işlerini kurma, özel sektörde veya başka iş alanlarında çalışma zorunluluğu ortaya çıkmaktadır. Bu açıdan beden eğitimi ve spor yüksekokulu öğrencilerinin girişimcilik özelliklerinin ortaya konması araştırmanın önemini göstermektedir.

Araştırmanın evreni 2012-2013 eğitim-öğretim yılında Türkiye'deki Sakarya, Kocaeli ve Muğla Üniversitelerindeki, Beden Eğitimi ve Spor Yüksekokullarında eğitim gören son sınıf öğrencilerinden oluşmaktadır. Örneklem grubunu araştırmaya gönüllü katılan ve basit tesadüfi örnekleme yöntemiyle araştırma evreninden seçilen, 242 öğrenci oluşturmaktadır. Araştırma verilerinin toplanmasında anket tekniği kullanılmıştır. Anketlerden 16 tanesi eksik bilgi içermesi nedeniyle değerlendirilmeye alınmamıştır.

Araştırmada kullanılan anket formu demografik bilgiler ve girişimcilik özellikleri ile ilgili ifadeler olmak üzere iki bölümdür. Anket formu araştırması tarafından oluşturulmuştur. Anket formu hazırlanmadan önce konu ile ilgili olarak literatür taraması yapılmış ve girişimcilik özelliklerini temsil eden değişkenleri ortaya koyacak ifadeler ankette dahil edilmiştir. Araştırmada veri ve bilgilerin toplanmasında yüz yüze anket yöntemi kullanılmıştır.

Ankette girişimcilik özellikleri ile ilgili her bir ifade 5'li Likert ölçeğine göre 1 (Kesinlikle Katılmıyorum)'den 5 (Kesinlikle Katılıyorum)'e kadar derecelendirilmiş ve anket uygulanan öğrencilerden bu ifadelere katılıp katılmadıklarını belirtmeleri istenmiştir.

Anket uygulamadan önce, soruların anlaşılabilirliğini ve cevap verme süresini test edebilmek amacıyla 55 kişilik bir gruba ön test uygulanmıştır. Ön test sonuçlarına göre anket formunda gerekli düzeltme ve sadeleştirme yapıldıktan sonra anket uygulamasına geçilmiştir.

Araştırmaya 74 kadın 168 erkek olmak üzere toplam 242 öğrenci katılmıştır. Araştırmaya katılan öğrencilerin %27'3'ü köy, %14'ü kasaba, %58'7'si şehirde doğmuştur. Öğrencilerin % 20,7'si antrenörlük eğitimi bölümünde, %16,5'i beden eğitimi ve spor öğretmenliği bölümünde, %38'i spor yöneticiliği bölümünde, %24,8'i rekreasyon bölümünde eğitim görmektedir.

Beden eğitimi ve spor yüksekokulu öğrencileri girişimcilik özelliklerini, açıklayıcı faktör analizi sonucunda; yenilikçilik, belirsizliğe karşı tolerans, risk alma, başarıya ihtiyacı, kontrol odağı olarak beş alt boyutta tanımlamışlardır. Öğrencilerini girişimcilik özellikleri ortalaması $\bar{X} = 3,85$ 'dir. Araştırmaya göre öğrencilerin girişimcilik özellikleri "iyi" denilebilecek düzeydedir. Eğitim alınan bölümler açısından; spor yöneticiliği bölümde en yüksek boyutun "yenilikçilik" boyutu, beden eğitimi ve spor öğretmenliği, antrenörlük eğitimi ve rekreasyon bölümlerinde en yüksek boyutun "başarıya ihtiyacı" boyutu olduğu tüm bölümlerde ise en düşük boyutun "kontrol odağı" boyutu olduğu görülmektedir. Bölümler arasında girişimcilik özellikleri farklılıklar göstermektedir. Bu farklılık beden eğitimi ve spor öğretmenliği bölümü lehinedir. Avşar (2007) çalışmasında, Çukurova Üniversitesi öğrencilerinin girişimcilik seviyesinin orta düzeyde olduğunu ortaya koymaktadır. Bölümler açısından, iktisadi ve idari bilimler fakültesi, tıp ve mühendislik fakültesi ve eğitim fakültesinde girişimcilik ortalamaları farklılık göstermektedir. Bu durum araştırmamızla paralellik göstermektedir.

Bu farkın sebepleri etkileyen birçok faktörden birisinin de bölümlerdeki derslerin farklılığından kaynaklandığı söylenebilir. Mezunların istihdamı açısından, girişimcilik dersi olmayan beden eğitimi

ve spor yüksekokulları bölümlerinin ders planlarına girişimcilik dersinin eklenmesinin öğrencilerin girişimcilik özelliklerini daha da geliştireceği düşünülmektedir.

Araştırmada, cinsiyet açısından sadece “Belirsizliğe karşı tolerans” boyutunda erkekler lehine anlamlı farklılık çıkması toplumsal yapıyla ilişkilendirilebilir.

Negiz, Özdaşlı, Özkul ve Alparslan (2009) Süleyman Demirel Üniversitesi (SDÜ) İktisadi ve İdari Bilimler Fakültesinin farklı bölümlerinden yaklaşık olarak 369 öğrenciden oluşan bir örneklem üzerinde öğrencilerin “girişimcilik özellikleri” açısından erkek öğrencilerin bayan öğrencilere göre; yaratıcılık, yenilik, risk alabilme, sosyal statü kazanma isteği gibi özellikler açısından daha yatkın oldukları belirlemişlerdir. Yılmaz ve Sünbül (2009) Selçuk Üniversitesinin farklı bölümlerine ait 474 öğrencisi üzerinde yapmış oldukları araştırmada kız ve erkek üniversite öğrencilerinin cinsiyete göre girişimcilik düzeylerinde anlamlı farklılıklar bulamamışlardır. Örucü, Kılıç ve Özer(2007) üniversite öğrencileri üzerinde yaptığı çalışmalarında, erkek öğrencilerin bayan öğrencilere göre daha çok girişimcilik eğiliminde oldukları tespit etmişlerdir. Görüldüğü gibi araştırmanın paralellik gösterdiği veya göstermediği çalışmalar bulunmaktadır. Araştırmada bulunan farkın sebebi toplumsal yapıyla ilişkilendirilebilir.

Girişimcilik özelliklerinin cinsiyet açısından, diğer boyutlarında anlamlı farklılık olmaması, araştırmaya katılan bireylerin aynı eğitim-öğretim ortamında olmasından kaynaklanabilir.

Öğrencilerin ailelerinde girişimci olmasının yenilikçilik, belirsizliğe karşı tolerans ve risk alma boyutlarında etkili olduğu görülmektedir. Bu durum, girişimcilik açısından bireylerin yetiştiği aile ortamının girişimcilikle ilişkisini ortaya koymaktadır.

Gelişen dünyada rekabetin artmasıyla fırsatları fikirleriyle birleştirip eyleme geçebilen girişimcilere spor alanında da ihtiyaç duyulmaktadır. Potansiyeli yüksek girişimcilerin artmasının ülke ekonomisine katkı yapmanın yanı sıra sporla ilgili iş alanlarına ve spor faaliyetlerine yenilikler getirerek ekonomik ve toplumsal fayda sağlayacaktır. Ayrıca, beden eğitimi ve spor yüksekokulu bölüm mezunlarının kamu odaklı istihdam beklentisini azaltarak özel sektör odaklı istihdam beklentisi veya iş kurma fikrini arttıracaktır.

INTRODUCTION

Tendency for globalization and increasing competition in the world make essential the existence of innovative and risk-taker individuals (Tekayaklı, 2004). People who have the mentioned characteristics are called entrepreneur. According to Akyüz, Gedik, Akyüz and Yıldırım(2006) entrepreneurs are one of the most effective factors changing societies with the developments in information and technology. Being the dynamic element of economies, entrepreneurs search for innovations and where possible, combine production factors by taking the risks into consideration. When the number of entrepreneurs increases, society's level of development and the number of dynamic individuals in society also increase (Demirel and Tikici, 2010). It also helps for growth and unemployment reduction by providing individuals to have their own job and employment (Baptista and Thurik, 2007). The word entrepreneur comes from the French word "entreprenre" means undertake and assume (Yılmaz and Günel, 2011). By changing and developing in time, the term entrepreneur means the process of taking more risks, capturing the innovations, utilizing the opportunities, and putting all of them into practice (Keleş, Kırıl, Doğaner and Altunoğlu, 2012). An entrepreneur is the person who creates an order in the changing world and who gathers and organizes the sources of welfare for this aim (Drucker, 1986).

Considering entrepreneurship takes the task of an engine in economic development (Busenitz, Gomez and Sepencer, 2000), the importance of raising entrepreneurs can be understood. One of the most potential entrepreneurs is the final year students who are ready to graduate from universities and begin to work. The studies in the literature concerning entrepreneurial characteristics of university students have been frequently conducted on the students in the faculty of economics and administrative sciences. The main purpose of these studies is to determine the effect of education provided for the students in the faculty of economics and administrative sciences on entrepreneurship-oriented behavior (Bilge and Bal, 2012). On the other hand, some entrepreneurship studies concerning students studying physical education and sports and issues on sports have started to be carried out (Borgese, 2010; Ratten, 2011; Şeşen and Basım, 2012; Geri, 2013). As mentioned in entrepreneurship definitions, it would be proper to state that entrepreneurship does not only mean to begin a business or it belongs only to people who have received education in economics (Bilge and Bal, 2012). In the research, final year students in the departments of coaching, recreation, sports management and physical education and sports teaching in the schools of physical education and sports in Turkey have been examined. When considering also the departments like Coaching Education, Recreation, Sport Management, there is not a certain number in terms of employment; but we can talk about the necessity for the graduates of the departments concerning physical education and sports to begin their own business and to work in private sector or in different job areas. In this regard, the aim of this research is to put forth the entrepreneurial characteristics of students in school of physical education and sports. We should show how entrepreneurial characteristics of final year students in school of physical education and sports are defined for the purpose of reaching this aim.

Although it's hard to define the characteristics of an entrepreneur, it's seen that entrepreneurial characteristics have some common terms in the researches on entrepreneurship (Örücü, Kılıç and Özer, 2007). It's discussed one of these common terms is personality traits of an individual and whether an entrepreneur has to have characteristics other than this factor to make the entrepreneurial decision (Doğaner and Altunoğlu, 2010). Entrepreneurship is a combination of socio-demographic, economic and psychological factors each of which interacts (Arslan, 2002). On the other hand, the relation of entrepreneurship with psychological characteristics is also tried to be determined in the literature (Littunen, 2000; Hansemark, 1998). Lumpkin and Dess (1996) define entrepreneurial orientation with five basic variables: autonomy, innovativeness, risk-taking, proactiveness and competitiveness. It's asserted that in addition to environment, certain personal traits (Duygulu, 2008) such as gender and work experience (Doğaner and Altunoğlu, 2010) can have an impact on entrepreneurial orientation. Entrepreneurial characteristic is also affected by some demographic variables (Mazzarol, Doss and Thein, 1999).

There are certain researches showing gender affects entrepreneurial orientation of individuals and males have a higher entrepreneurial orientation (Crant, 1996; Mazzarol, Doss and Thein, 1999; Kourilsky and Walstad, 1998; Shinnar, Pruett and Toney, 2009; Wilson, Marlino and Kickul, 2004; Örücü, Kılıç and Özer, 2007; Doğaner and Altunoğlu 2010). Based on this information, our first hypothesis is as follows:

- **H₁**: Entrepreneurial characteristics of final year students in school of physical education and sports differ in terms of gender.

In his research, Crant (1996) set forth that educational level of an individual affects his/her entrepreneurial orientation. In their research conducted on students in the department of business administration, Doğaner and Altunoğlu (2010) found no significant relation between educational level of students and their entrepreneurial orientation. Based on this information, our second hypothesis is as follows:

- **H₂**: Entrepreneurial characteristics of final year students in school of physical education and sports differ in terms of their departments.

In their research conducted on university students, Örucü, Kılıç and Özer(2007) found no significant relation between entrepreneurial orientation of students and whether there is an entrepreneurial in their families. Based on this information, our third hypothesis is as follows:

- **H₃**: Entrepreneurial characteristics of final year students in school of physical education and sports differ depending on whether there is an entrepreneurial in their families.

METHOD

Research population is composed of final year students studying in the School of Physical Education and Sports of Sakarya, Kocaeli and Muğla Universities in the 2012-2013 academic year and the research sample consists of 242 students who have participated in the research voluntarily and were selected amongst the population by simple random sampling method. Research population is composed of students whose socioeconomic levels are similar and who study in the universities of which establishment years are also similar. Questionnaire technique was used for collecting data. 16 of the questionnaires didn't assessed since they include imperfect data. Questionnaire form used in the research consists of two sections as demographic information and expressions concerning entrepreneurial characteristics. Questionnaire form was prepared by the researcher. Literature review was made before preparing the form and expressions that would set forth the variables representing entrepreneurial characteristics were included in the form.

A questionnaire form of 43 items was prepared. Before pretest of the form, expert opinions were asked and expressions in the form were reorganized based on these opinions and the number of items were reduced to 38. Before the questionnaire, a pretest was conducted on a group of 55 people to determine the clearness of questions and the time to respond. After the necessary corrections and simplifications have been made in the questionnaire form based on the pretest results, the obtained questionnaire form of 32 questions was applied. Face-to-face questionnaire method was used to collect research data and information. Each expression concerning entrepreneurial characteristics included in the questionnaire was scaled from 1 (Strongly Disagree) to 5 (Strongly Agree) in accordance with 5-point Likert Scale and participated students were asked to determine whether they were agree or disagree with these expressions.

In terms of statistical methods, the findings concerning the construct validity of the scale were obtained by factor analysis method. Based on the principal components analyses, it was seen that the items of the scale were gathered in five factors. The findings concerning the reliability of the scale were obtained by Cronbach alpha analysis. Arithmetic mean, t-test, variance analysis, and Post Hoc tests were used in the research.

FINDINGS

Research findings were examined in two sections as demographic and statistical findings.

Demographic Findings: Total 242 students, including 74 females and 168 males were participated in the research. Of the students, 27.3% was born in village, 14% was born in town and 58.7% was born in city. Of the students, 20.7% studies in the department of coaching education, 16.5% studies in the department of physical education and sports teaching, 38% studies in the department of sports management and 24.8% studies in the department of recreation.

Statistical Findings: Kaiser-Meyer-Olkin Measure of Sampling Adequacy showing the condition to apply descriptive factor analysis for database is 0,73 and Bartlett test of sphericity showing there may seen significant factors in database is $p=.000$. These values indicate the scale is convenient and reliable for factor analysis. As the result of Varimax Rotation Factor Analysis applied to the entrepreneurial characteristics scale of 30 expressions, 5 different factors with an eigenvalue of higher

than 1 were found (Table I). During this analysis, 6 expressions of which load value were lower than 0.40 were excluded from the scale. The obtained 5 factors explain 49,18% variance cumulatively.

Table 1. Factor Analysis on Entrepreneurial Characteristics

	(\bar{X})	SD	$Factor$	$Eigenvalue$	$Variance$	$Cumulative$
Innovativeness ($\bar{X} = 4.00 \pm .57$)						
I take initiative for the future of business and group when carrying on a new business.	3.88	.827	.619			
Being entrepreneur provides a social status.	3.96	.905	.617			
I'm patient.	3.88	1.072	.591	2.989	11.497	11.497
Innovative persons in work prove themselves.	3.86	.886	.561			
I'm open to innovation and development.	4.21	.728	.482			
I fight to a finish for something I believe in.	4.23	.871	.439			
Tolerance for Ambiguity ($\bar{X} = 3.81 \pm .64$)						
I can tolerate ambiguity and accordingly take risk in the works I engage in.	3.64	1.039	.815			
I participate in investments that I think would yield profit.	3.65	.970	.665			
I need to succeed on a current job to start a new one.	3.64	.988	.620	2.884	11.093	22.591
It's not important for me whether my work life is guaranty.	4.14	1.057	.583			
I work in rough work environments without stirring any problem.	3.94	1.009	.450			
I can transform a negative situation into a positive situation through team work.	3.64	1.039	.440			
Need for Achievement ($\bar{X} = 4.00 \pm .58$)						
It's always important to rise in the world.	4.04	.900	.673			
I have absolute confidence in myself.	4.25	.807	.607			
I have the ability to impress people to become successful in any work.	3.95	.882	.574	2.838	10.914	33.505
I'm always ready to take risk at an acceptable level.	3.95	1.053	.464			
I want to make the best in my job.	4.01	.925	.456			
It's easy to become organized for me.	3.86	.914	.451			
Risk-Taking ($\bar{X} = 3.83 \pm .74$)						
I can make more money if I become an entrepreneur and take risk.	3.79	.989	.694			
I take risk to work with people whom I don't know.	3.61	1.088	.655	2.291	8.810	42.315
I can restart a work when I get disappointed.	4.11	.862	.638			
Locus of Control ($\bar{X} = 3.60 \pm .55$)						
I consider keeping the works under my control.	3.03	1.222	.686			
I prefer working in my own business to work in someone else's business.	3.45	1.062	.585			
My entrepreneurial characteristics are limited in restricting environments.	3.64	1.069	.558	1.786	6.870	49.185
I always set myself certain succession goals.	4.02	.859	.424			
I control my own behaviors.	3.89	.971	.422			

As seen in Table 1, eigenvalue of "Innovativeness" factor is 2.989 and its variance is 11.497%; eigenvalue of "Tolerance for Ambiguity" factor is 2.884 and its variance is 11.093%; eigenvalue of "Need for Achievement" factor is 2.838 and its variance is 10.914%; eigenvalue of "Risk-Taking" factor is 2.291 and its variance is 8.810%; and eigenvalue of "Locus of Control" factor is 1.786 and its variance is 6.870%. It was found that C. Alpha value of the scale is 0.83.

According to Table 1, the following factor analysis dimensions mean as follows:

Innovativeness: creating awareness by revealing the changes through innovation; Tolerance for Ambiguity: the skill of responding positively to the ambiguous situations; Need for Achievement: the situation to have the need for achievement; Risk-Taking: the tendency for considering the possibility of having negative results for the purpose of getting the intended situation; Locus of Control: perceiving an event within the context of one's own control or understanding.

Table 2. Mean Values for Entrepreneurial Characteristics in terms of Departments

<i>Department</i>	<i>Dimension</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>
Coaching Education	Innovativeness	50	3.8933	.53001	3.86
	Tolerance for Ambiguity	50	3.7933	.72419	
	Need for Achievement	50	4.0533	.52320	
	Risk-Taking	50	3.9733	.64537	
	Locus of Control	50	3.5920	.54952	
Physical Education and Sports Teaching (PE)	Innovativeness	40	4.1417	.38959	4.09
	Tolerance for Ambiguity	40	4.1250	.52535	
	Need for Achievement	40	4.0614	.46888	
	Risk-Taking	40	4.2000	.51640	
	Locus of Control	40	3.9100	.45053	
Sports Management (SM)	Innovativeness	92	4.0797	.61199	3.85
	Tolerance for Ambiguity	92	3.8225	.59135	
	Need for Achievement	92	4.0109	.58408	
	Risk-Taking	92	3.7029	.80057	
	Locus of Control	92	3.5304	.55187	
Recreation	Innovativeness	60	3.8889	.61269	3.73
	Tolerance for Ambiguity	60	3.6111	.64416	
	Need for Achievement	60	3.9167	.69536	
	Risk-Taking	60	3.6889	.77110	
	Locus of Control	60	3.5467	.57267	

When Table 2 is examined, it's seen that the highest mean value of \bar{X} = 4.09 belong to students studying in the department of physical education and sports teaching; and the lowest mean value belongs to students studying in the department of recreation.

Table 3. t-test Results for the Points of Sub-Dimensions of Entrepreneurial Characteristics in terms of Gender

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Innovativeness	Female	74	4.0090	.53485	0.088	240	.930
	Male	168	4.0020	.58791			
Tolerance to Ambiguity	Female	74	3.5901	.72212	-3.699	240	.000
	Male	168	3.9127	.57762			
Need for Achievement	Female	74	3.9009	.64042	-1.834	238	.068
	Male	168	4.0502	.55459			
Risk-Taking	Female	74	3.7838	.78500	-.744	240	.457
	Male	168	3.8611	.72629			
Locus of Control	Female	74	3.5459	.59154	-1.191	240	.235
	Male	168	3.6381	.53744			

As seen in Table 3, there's no significant difference between the points of entrepreneurial characteristics' sub-dimensions of innovativeness, need for achievement, risk-taking and locus of control and the gender of students ($p > 0.05$). On the other hand, a significant difference was found in the dimension of tolerance for ambiguity for males ($p < 0.05$).

Table 4. t-test Results for the Points of Sub-Dimensions of whether there's an entrepreneur in the family

<i>Is there an entrepreneur in the family?</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	
Innovativeness	Yes	110	4.1400	.55288	3.260	220	.001
	No	132	3.8962	.55560			
Tolerance to Ambiguity	Yes	110	3.9000	.65734	2.314	220	.022
	No	132	3.7022	.61368			
Need for Achievement	Yes	110	4.0204	.62648	0.391	218	.696
	No	132	3.9891	.55947			
Risk-Taking	Yes	110	3.9667	.70988	2.625	220	.009
	No	132	3.6995	.78952			
Locus of Control	Yes	110	3.5720	.60704	-1.120	220	.264
	No	132	3.6557	.50666			

As seen in Table 4, a significant difference was found between the points of entrepreneurial characteristics' sub-dimensions of innovativeness, tolerance for ambiguity and risk-taking and whether

there is an entrepreneur in the family ($p < 0.05$). On the other hand, no significant difference was found in the sub-dimensions of need for achievement and locus of control ($p > 0.05$).

Table 5. Variance Analysis of the relation between the departments of university students and the sub-dimensions of entrepreneurial characteristics

		<i>N</i>	<i>Mean</i>	<i>SD</i>		<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Innovativeness	Coaching	50	3.89	.53	Between Groups	2.693	3	0.898	2.814	0.50
	PE	40	4.14	.38						
	SM	92	4.07	.61	Within Groups	75.914	238	0.319		
	Recreation	60	3.88	.61						
Tolerance for Ambiguity	Coaching	50	3.79	.72	Between Groups	6.367	3	2.122	5.445	.001
	PE	40	4.12	.52						
	SM	92	3.82	.59	Within Groups	92.766	238	0.390		
	Recreation	60	3.61	.64						
Need for Achievement	Coaching	50	4.05	.52	Between Groups	0.709	3	0.236	.687	.561
	PE	40	4.06	.46						
	SM	92	4.01	.58	Within Groups	81.120	236	0.344		
	Recreation	60	3.91	.69						
Risk-Taking	Coaching	50	3.97	.64	Between Groups	9.171	3	3.057	5.857	.001
	PE	40	4.20	.51						
	SM	92	3.70	.80	Within Groups	124.214	238	0.522		
	Recreation	60	3.68	.77						
Locus of Control	Coaching	50	3.59	.54	Between Groups	4.439	3	1.480	5.047	.002
	PE	40	3.91	.45						
	SM	92	3.53	.55	Within Groups	69.777	238	0.293		
	Recreation	60	3.54	.57						

According to the results in the Table 5, there's a significant relation between the entrepreneurial characteristics' sub-dimensions of "Tolerance for Ambiguity," "Risk-Taking" and "Locus of Control" and the departments of university students ($p < 0.05$). In Table VI, paired comparison (TUKEY Test) was made concerning the factors which have been found significant in variance analysis.

Table 6. Paired Comparison (Post Hoc Tests –Tukey) Test Results for the Relation between the Department of University Students and the Sub-Dimensions of Entrepreneurial Characteristics

<i>Dependent Variable</i>	<i>(I) Your Department</i>	<i>(J) Your Department</i>	<i>Mean Difference (I-J)</i>	<i>S.Error</i>	<i>p</i>
Tolerance for Ambiguity	PE	Recreation	.51389(*)	.12744	.000
	Recreation	PE	-.51389(*)	.12744	.000
Risk-Taking	PE	SM	.49710(*)	.13682	.002
		Recreation	.51111(*)	.14747	.003
	Sports Management	PE	-.49710(*)	.13682	.002
		Recreation	-.51111(*)	.14747	.003
Locus of Control	Coaching	PE	-.31800(*)	.11486	.031
		Coaching	.31800(*)	.11486	.031
	PE	SM	.37957(*)	.10255	.002
		Recreation	.36333(*)	.11053	.006
	Sports Management	PE	-.37957(*)	.10255	.002
		Recreation	-.36333(*)	.11053	.006

When students are examined in terms of their departments as in Table 6, it's seen that there is a significant difference between the Department of Physical Education and Sports Teaching and the Department of Recreation ($p = 0.00 < 0.05$) and between the Department of Recreation and the Department of Physical Education and Sports Teaching ($p = 0.00 < 0.05$) in the sub-dimension of "Tolerance for Ambiguity." This difference is in favor of the Department of Physical Education and Sports Teaching.

In the sub-dimension of "Risk-Taking," there is a significant difference between the Department of Physical Education and Sports Teaching, the Department of Sports Management ($p = 0.02 < 0.05$) and the Department of Recreation ($p = 0.03 < 0.05$); between the Department of Sports Management and the Department of Physical Education and Sports Teaching ($p = 0.02 < 0.05$), and between the Department of Recreation and the Department of Physical Education and Sports Teaching ($p = 0.03 < 0.05$). This difference is in favor of the Department of Physical Education and Sports Teaching.

In the sub-dimension of “Locus of Control,” there is a significant difference between the Department of Coaching Education and the Department of Physical Education and Sports Teaching ($p=0.31<0.05$), between the Department of Physical Education and Sports Teaching and the Department of Coaching Education ($p=0.31<0.05$), between the Department of Physical Education and Sports Teaching and the Department of Sports Management($p=0.02 <0.05$) and the Department of Recreation ($p=0.06 <0.05$), between the Department of Sports Management and the Department of Physical Education and Sports Teaching ($p=0.02 <0.05$), and between the Department of Recreation and the Department of Physical Education and Sports Teaching ($p=0.06<0.05$).This difference is in favor of the Department of Physical Education and Sports Teaching.

DISCUSSION and CONCLUSION

It was benefited from own studies of researchers that they had performed on students who were studying in the department of business administration or in different departments because of the reason that there only a few available studies about the entrepreneurship characteristics of students of department of physical education in the discussion part of the research.

As the result of descriptive factor analysis, students in the school of physical education and sports have defined their entrepreneurial characteristics in five sub-dimensions as innovativeness, tolerance for ambiguity, risk-taking, need for achievement, and locus of control. The mean value of entrepreneurial characteristics of students is $\bar{X} = 3.85$. According to the research, entrepreneurial characteristics of students are in the level called “good.” In terms of the departments of students, it’s seen that the dimension with the highest value is “innovativeness” for the department of sports management, and “need for achievement” for the departments of physical education and sports teaching, coaching education and recreation, and that the dimension with the lowest value is “locus of control” for all departments. The highest mean values for entrepreneurial characteristics is in the departments of physical education and sports teaching, coaching education, sports management and recreation, respectively. Entrepreneurial characteristics differ in different departments. This difference is in favor of the department of physical education and sports teaching. Avşar (2007) reveals that the entrepreneurship levels of students of Çukurova University is at the medium level in his studies. He determined that the entrepreneurship average of the Faculty of Economic and Administrative Sciences is higher from the general university average, the entrepreneurship average of the Faculty of Medicine and Engineering is close to the general university average and the entrepreneurship average of the Faculty of Education is lower than the general university average. This situation shows parallelism to our research. It can be said that one of the several factors affecting the reasons of this difference is the difference in the courses taken in different departments. It’s thought that it would improve entrepreneurial characteristic of students in the school of physical education and sports to include entrepreneurship course to their course plans in terms of employment of the graduates.

In the research, a significant difference in favor of males was only found at the dimension of "tolerance for ambiguity" that is one of the entrepreneurship characteristics in terms of gender. Negiz, Özdaşlı, Özkul and Alparşlan (2009) determined that male students are more prone to creativity, innovation, risk taking, gaining social status compared to female students according to their "entrepreneurship characteristics" as a result of their study performed on a sample including approximately 369 students who were studying in the Departments of Faculty of Economics and Administrative Sciences, Business Administration, Economics, Public Administration, Finance and Business Economics of the SuleymanDemirel University (SDU). Yılmaz and Sünbül (2009) could not find any significant differences at the entrepreneurship levels of male and female students according to gender as a result of statistical analysis of their research that they had performed on 474 students studying in different departments of Selçuk University. Örucü, Kılıç and Özer (2007) determined that male students have more tendencies to be entrepreneurial when compared to female students as a result of their studies that they had performed on university students. Avşar (2007) founded that males show a higher rate of risk-taking tendency when compared to females in terms of gender as a result of his studies that he performed on students of Çukurova University. As it is seen, there are some other research studies which show correlation or do not show correlation with our results. The reason for the difference in the research may be associated with the social structure.

It can be associated with social structure that a significant difference was found in favor of the males only in the “Tolerance for Ambiguity” dimension in terms of gender. Maybe it’s related to the

condition of all participated individuals to be in the same education environment that there's no significant difference in other dimensions.

It's seen that having an entrepreneur in the family has an effect on the dimensions of innovativeness, tolerance for ambiguity and risk-taking. This situation puts forth the relation of the family environment of individuals with entrepreneurship. In conclusion, including entrepreneurship courses to the course plan of students studying in the school of physical education and sports or organizing entrepreneurship courses or seminars would provide entrepreneurs with high potential to the working areas concerning sports. Örucü, Kılıç and Özer (2007) concluded at the end of his studies performed on university students that the existence of entrepreneur in the family does not have any impact or effect on the entrepreneurship tendency of final year students. The research shows parallelism in the literature. This situation may be caused by the differences of scales and sampling groups.

As a result, in the sports field, the need for entrepreneurs who can combine opportunities with their ideas has arose with the increasing competition in the developing world. The increase in the number of entrepreneurs with high potential will contribute to the national economy and will also provide economic and social benefits by bringing innovations to the working areas concerning sports and to the sportive activities. In addition, it will decrease the expectation of the graduates of school of physical education and sports regarding employment in public sector and thus, support private sector-oriented employment expectation or the idea to begin a business.

Entrepreneurship courses or seminars may be added to lesson plans of students who are studying in the physical education and sports schools. The research may be applied to a larger sample group. This study will contribute to the training of sports science as subject matter.

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