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THE FACTORS DETERMINING ENTREPRENEURSHIP TRENDS IN FEMALE UNIVERSITY STUDENTS: SAMPLE OF CANAKKALE ONSEKIZ MART UNIVERSITY BIGA FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES¹, (part 2)

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Abstract:

Nowadays, importance of entrepreneurship increases as the event of economic developments and changes. Therefore, entrepreneurs are needed for achieving global or regional improvement. Entrepreneur is a person who realizes a gap in the economy, effectuates his/her creative ideas and closes this gap. Individuals intend in the direction of to be entrepreneur through they are affected by personal characteristics, society, gender and their educations.

Universities that integrated changes and transformations let their students' entrepreneurial intention by entrepreneurship education. Nowadays, universities that attempt with limitless source of information inside and outside association, have to coach students who join to the regressive economy as a good entrepreneur. Entrepreneurial education in the universities leads young's who want to employ by oneself and to make new job opportunities with creative ideas. Female students who receive certain pressures and discriminations in the social and business life are to become conscious and to increase their self-confidence through having education. In this way, they will keep entrepreneurship idea warm and intend to be entrepreneur.

The purpose of study is to research factors that effect entrepreneurial intention of female students in university. In this context, a survey was conduct for determining effect of entrepreneurship education on entrepreneurial intentions of female students with Perceived behavioral control, Subjective norms , Personal attitude as three dimensions.

In result of research, it was reason out entrepreneurship education, parents' education level and entrepreneur in family effect on entrepreneurial intentions. Besides, it was reason out entrepreneurship education effects on Perceived behavioral control, Subjective norms ,Personal attitude that are entrepreneurial intention factors.

Each individual has tendency towards different professions as a result of his/her personality traits, the family s/he has grown in, the culture of the society s/he lives in, and the education s/he has received. Moreover, all these factors lead to differences in terms of gender. Within this context, female students enrolled in universities that offer professional and academic education may have entrepreneurial intentions generated by the entrepreneurship education they have received.

¹ This study was produced from the thesis of Elif Yüzüak having completed her master studies under the direction of Assoc. Prof. Nazan Yelkikalan.

The Purpose and Importance of the Research

It is a known fact that female entrepreneurs are much fewer than male entrepreneurs in day-to-day life. Education of women and their participation in labor force are considerably important in achieving social welfare and development. Recent studies emphasize that education is an important factor for increasing university students' entrepreneurial intentions. Therefore, this research includes findings toward detecting how effective are gender and education factors on entrepreneurial intentions of female students enrolled in universities. The importance of this research is analyzing the impact of gender factor on entrepreneurial intention and obtaining usable information on this issue.

Scope and Methodology of the Research

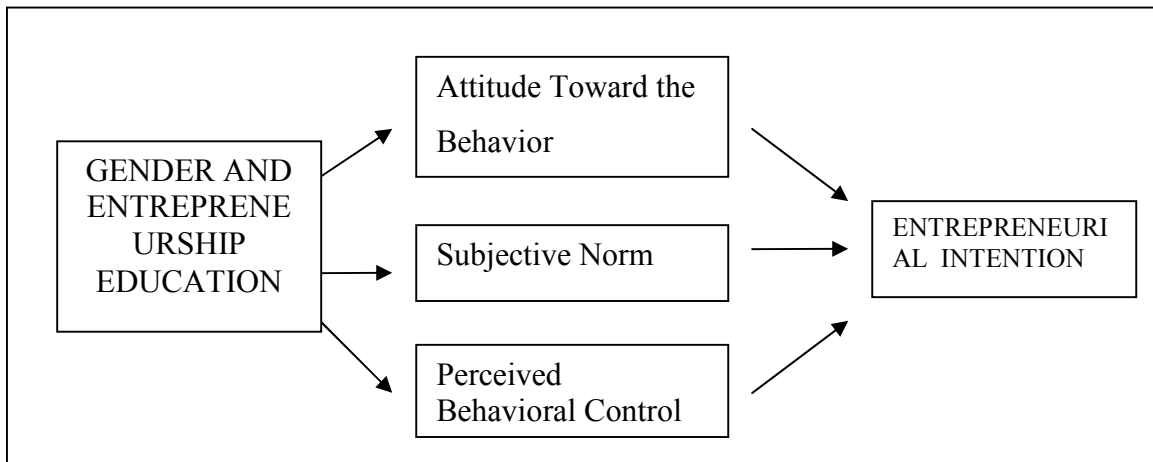
The research has certain assumptions and limitations. The research is limited to:

1. Female students enrolled in Canakkale Onsekiz Mart University, Biga Faculty of Economic and Administrative Sciences (F.E.A.S.) in 2009-2010 academic year,
2. Questionnaire used in the research and the questions included in the questionnaire,
3. Responses of the students to the questions in the questionnaire.

Assumptions of the research are as follows: It is assumed that:

1. The sample selected for the research represents the population,
2. Questions in the questionnaire were understood correctly and students answered the questions forthrightly,
3. Gender factor affected entrepreneurial intentions of female students, and
4. Entrepreneurship education affected entrepreneurial intention.

Conceptual model of the research was built utilizing the elements of entrepreneurial intention in Ajzen's Theory of Planned Behavior. Conceptual model of the research is depicted in Figure 3.

Figure 3. Conceptual Model of the Research

A questionnaire with two sections was used in the research. Demographic questions in the first section of the questionnaire were compiled from the literature. The questionnaire form with two sections has a total of 38 questions. There are 8 questions in the first section of the questionnaire aimed at determining demographic characteristics. In the first section there were closed-ended questions on academic successes of the students, their professional ideals, education levels of their parents, the existence of entrepreneurs in their family, whether they have taken a course on entrepreneurship or not, and whether entrepreneurship course/education directed them towards entrepreneurship or not. Moreover, there is an open-ended question in this section on whether the students have entrepreneurs in their family or not. In the second section, there are 30 statements aimed at measuring entrepreneurial intentions of the participants on a 5-point *Likert* Scale. There are statements relating entrepreneurial intention to attitude toward the behavior, subjective norm, and perceived behavioral control elements in the second section. Participants indicated their agreement degrees with the statements as follows:

1. I absolutely disagree,
2. I disagree,
3. I am undecided,
4. I agree,
5. I absolutely agree.

Since the non-departmental elective course (NDE), which is compulsory at the university level, is taught at F.E.A.S. at undergraduate, graduate, and doctorate levels as

both compulsory and elective course; since entrepreneurship education is offered within the framework of an entrepreneurship center (Dr. Halil Ibrahim Bodur Entrepreneurship Application and Research Center) and moreover since a periodical is published under the name “Entrepreneurship and Development Journal” in association with this center, research population is the female students enrolled in Canakkale Onsekiz Mart University, Biga Faculty of Economic and Administrative Sciences both receiving and not receiving entrepreneurship education. A total of 1,994 female students are enrolled in the faculty in the 2009-2010 academic year. Due to time limitations on reaching the entire population, the sample includes 515 female students selected by convenience sampling.

The questionnaire was completed between 24 – 27 May 2010 with female students enrolled in Biga Faculty of Economic and Administrative Sciences (F.E.A.S.) on campus during face-to-face meetings. Thirteen out of 515 completed questionnaires were not included in the evaluation in terms of the reliability of the research. 502 questionnaires were analyzed. The findings were interpreted and evaluated to determine the factors affecting entrepreneurial intentions of female students, the impact of entrepreneurship education on entrepreneurial intentions, and moreover, the impact of entrepreneurship education on the elements of entrepreneurial intention (attitude toward the behavior, subjective norm, and perceived behavioral control).

Since it was appropriate for the research aiming at measuring the impact of factors affecting entrepreneurial intention and entrepreneurship education on the elements of entrepreneurial intention, a five point Likert Scale adopted by Leroy, Maes, Sels, Debrulle, and Meuleman (2009: 27-28) was used to determine the factors affecting female students' entrepreneurial intentions and the impact of entrepreneurship education on the elements of entrepreneurial intention. As a result of the reliability analysis of the scale, Cronbach's Alpha was determined to be 0.90.

In terms of demographic characteristics of female students, we tried to get information on degree of achievement of students, education level of their parents, whether there was any entrepreneur in their family, if there was any entrepreneur, then identity of this (these) person(s), students' professional ideals for their life after school, whether they had received entrepreneurship education, if they did, whether they thought this entrepreneurship education directed them towards entrepreneurship or not. We tried

to determine the factors effective on entrepreneurial intention (professional ideal) with answers given to the questions on the education level of student's parents, existence of an entrepreneur in the family, having taken a course on entrepreneurship, and whether the course on entrepreneurship was effective in terms of directing towards entrepreneurship or not.

In the research, the impacts of entrepreneurship education they received (question:7 whether they received education on entrepreneurship) and their opinions on the course's ability to direct them toward entrepreneurship (question:8 whether they thought the course directed them toward entrepreneurship or not) on the elements of entrepreneurial intention, namely, attitude toward the behavior (questions: 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), subjective norm (questions: 19, 20, 21, 22, 23, 24, 25, 26) , and perceived behavioral control (questions: 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37) were measured separately.

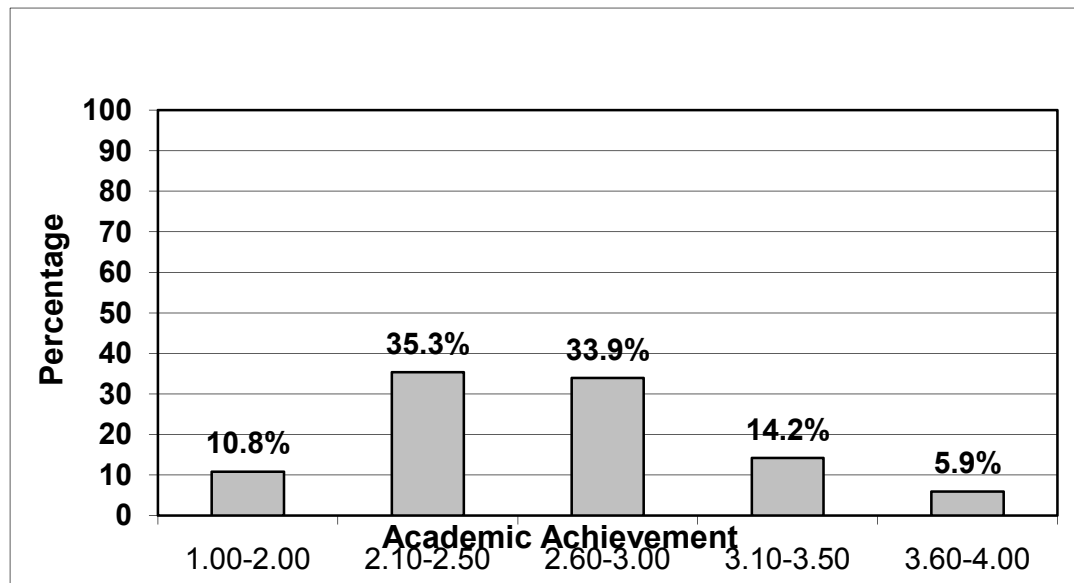
To achieve the aim of the research, initially, descriptive statistics were used in the data analysis. Independent Samples t-Test was used to compare means of dichotomous groups and Chi-Square test was used to determine whether the relationship between variables was significant. Significance level was accepted as $p < 0.05$ and the results were interpreted according to this condition (Baş 2008: 161-186). Reliability analysis was used to measure the reliability of the statements in the 2nd section of the questionnaire.

Analysis and Findings

Percentages and frequencies of respondents' degrees of academic achievement are given in Table 2 whereas the grouping is demonstrated in Figure 4.

Academic Achievement	N	%
1.00 – 2.00	53	10.8%
2.10 – 2.50	174	35.3%
2.60 – 3.00	167	33.9%
3.10 – 3.50	70	14.2%
3.60 – 4.00	29	5.9%

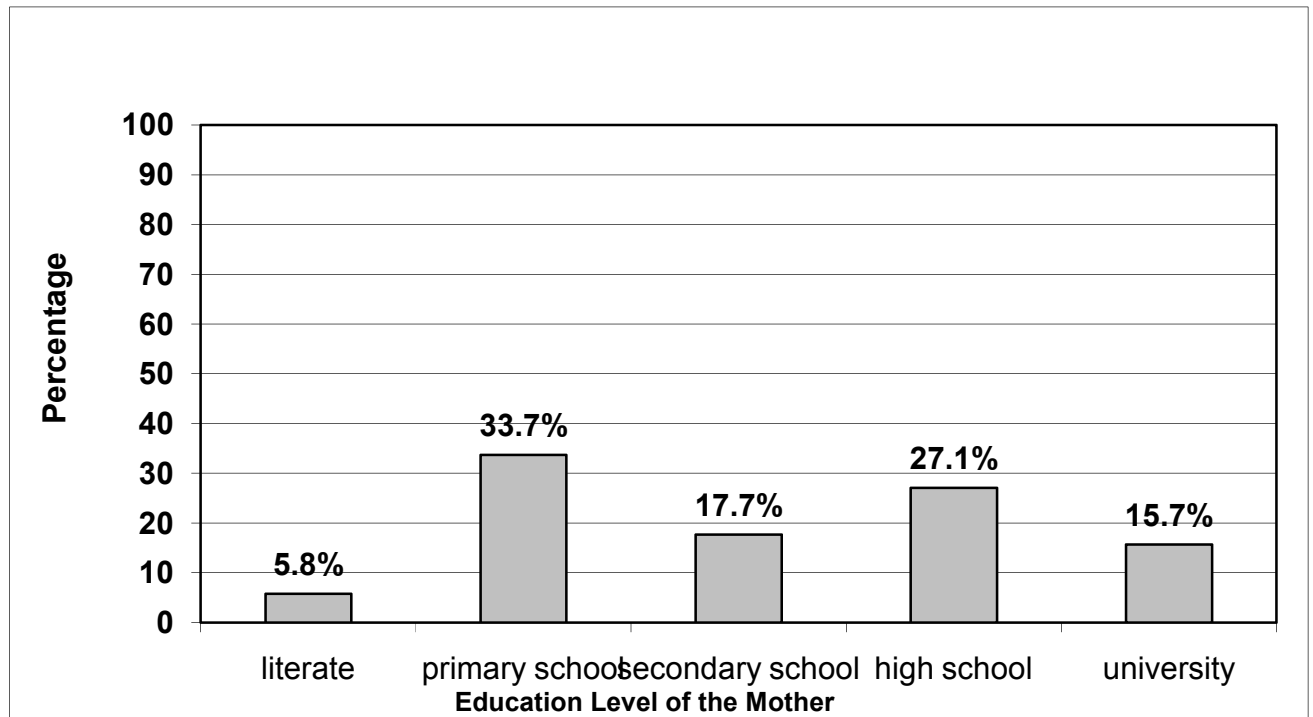
Total	493	100%
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Table 2. Distribution of Academic Achievement**Figure 4. Grouping of Academic Achievement**

Distribution of mother's education level is given in Table 3 and the grouping is given in Figure 5.

Table 3. Distribution of Mother's Education Level

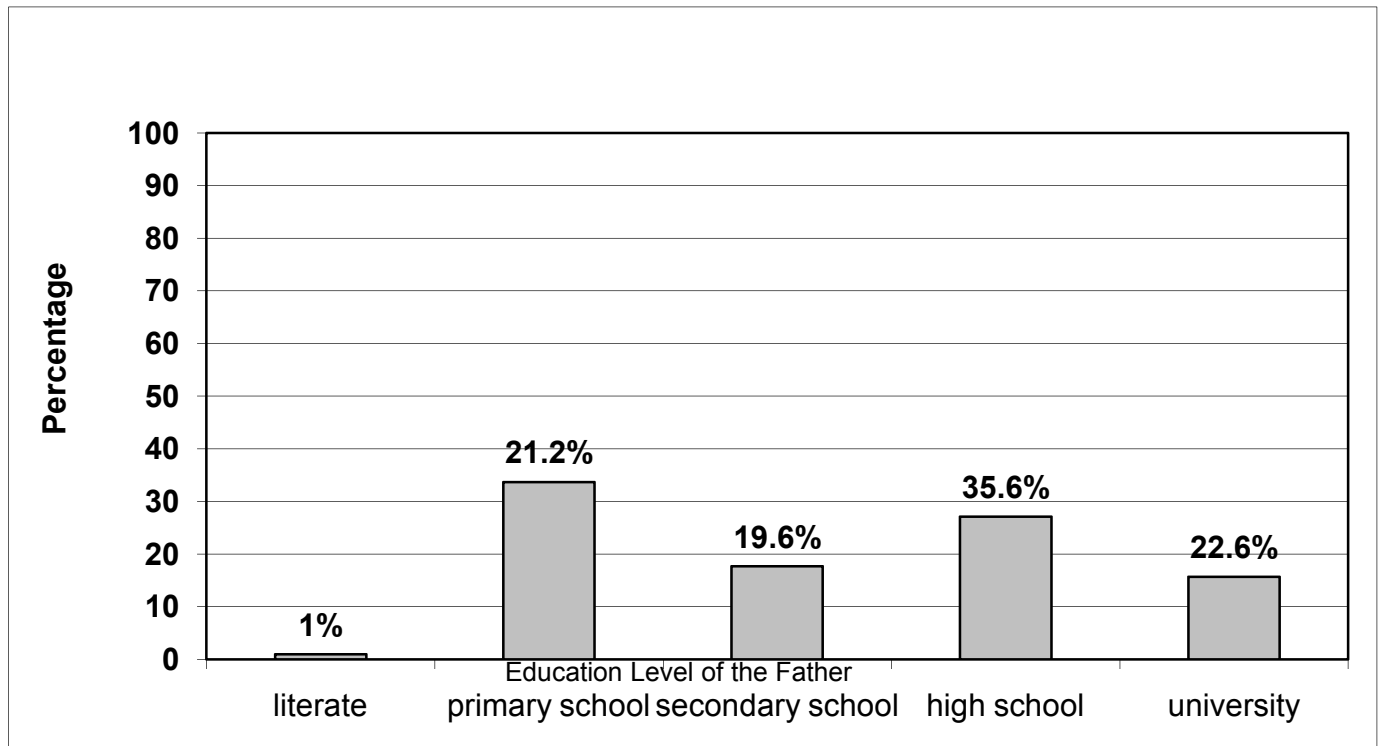
Mother's Education Level	N	%
Literate	29	5.8%
Primary school	169	33.7%
Secondary school	89	17.7%
High school	136	27.1%
University	79	15.7%
Total	502	100%

Figure 5. Grouping of Mother's Education Level

Distribution of father's education level is given in Table 4 and the grouping is given in Figure 6.

Table 4. Distribution of Father's Education Level

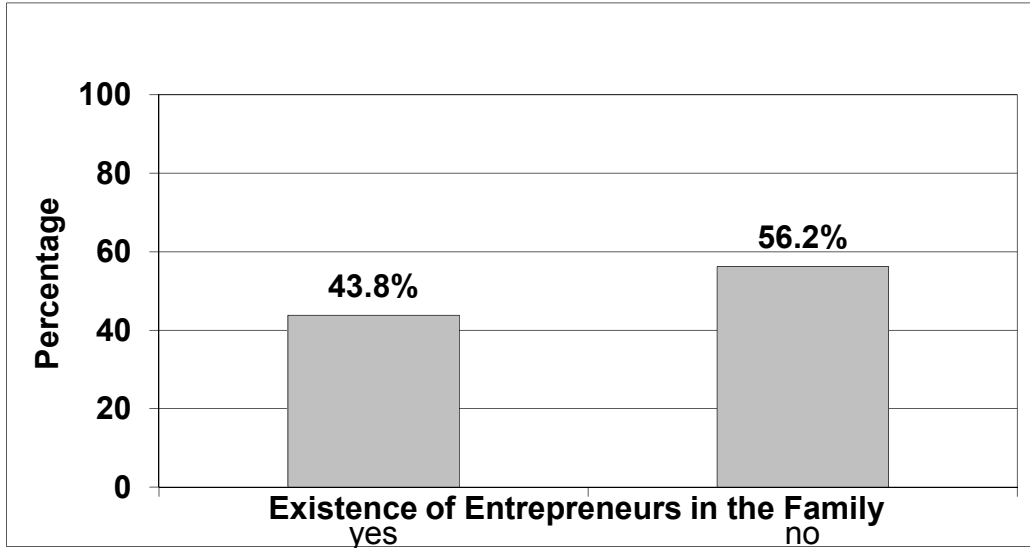
Father's Education Level	n	%
Literate	5	1%
Primary school	106	21.2%
Secondary school	98	19.6%
High school	178	35.6%
University	113	22.6%
Total	500	100%

Figure 6. Grouping of Father's Education Level

Distribution of responses given by the participants to the question on existence of entrepreneurs in the family is given in Table 5 and their grouping is presented in Figure 7.

Table 5. Distribution of Existence of Entrepreneurs in the Family

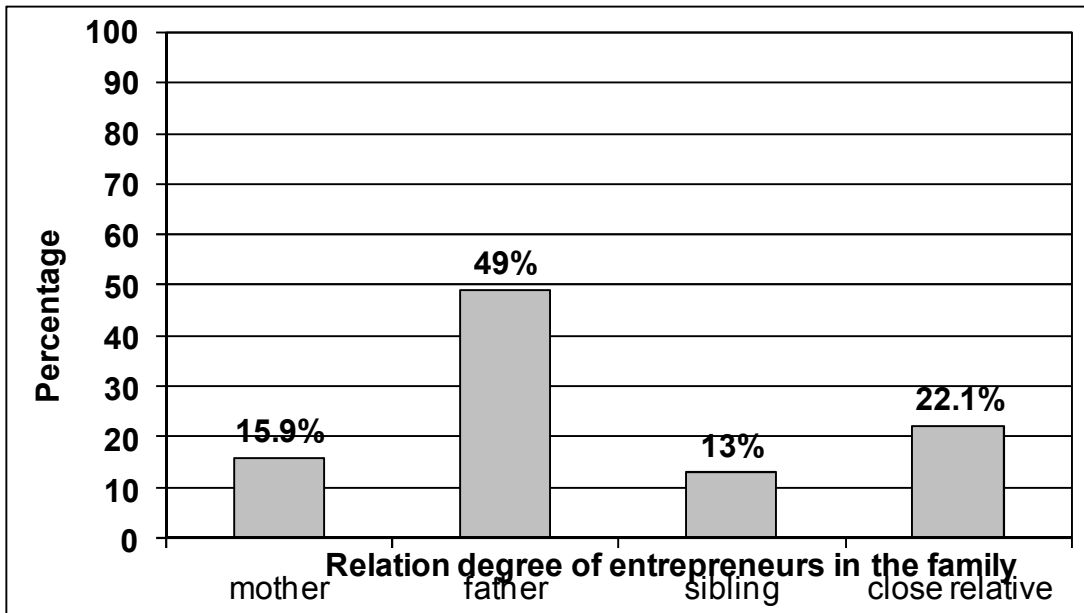
Existence of Entrepreneurs in the Family	n	%
Yes	220	43.8%
No	282	56.2%
Total	502	100%

Figure 7. Grouping of Existence of Entrepreneurs in the Family

The distribution of the relation degree of those participants who had entrepreneurs in the family to these entrepreneurs is given in Table 6 and the grouping is presented in Figure 8.

Table 6. Distribution of the Relation Degree of Entrepreneurs in the Family

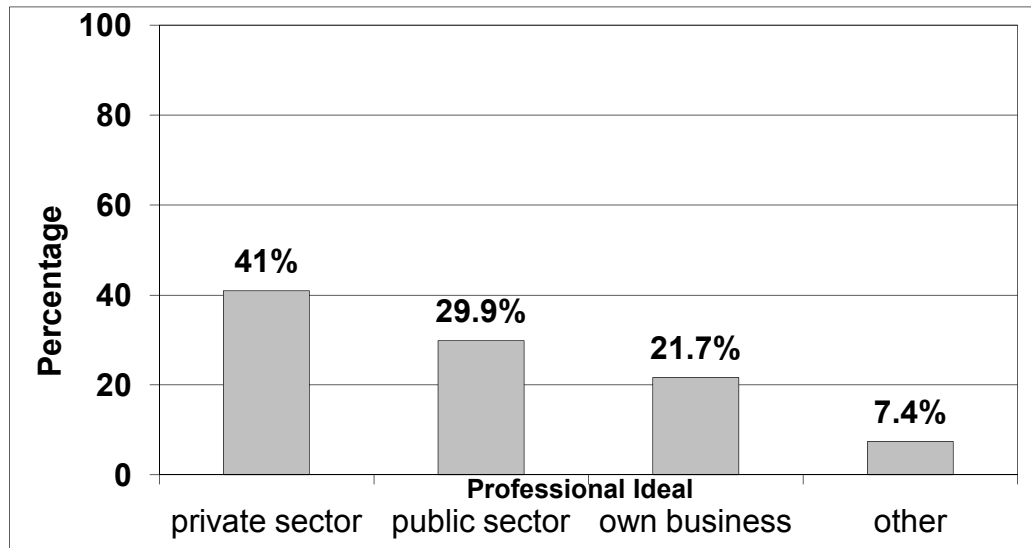
Relation Degree of Entrepreneurs in the Family	N	%
Mother	33	15.9%
Father	102	49%
Sibling	27	13%
Close relative	46	22.1%
Total	208	100%

Figure 8. Grouping of the Relation Degree of Entrepreneurs in the Family

Distribution of the participants' professional ideals is given in Table 7 whereas the grouping is presented in Figure 9.

Table 7. Distribution of Professional Ideals

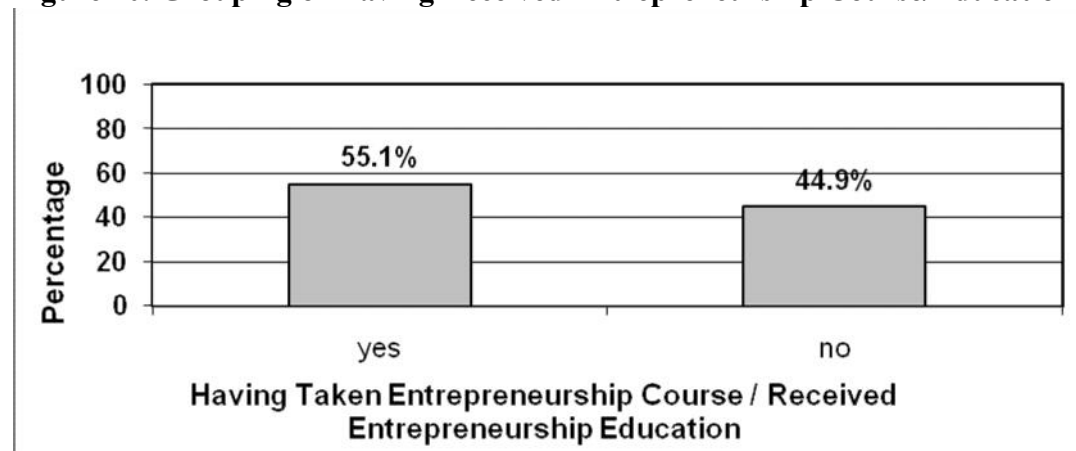
Professional Ideal	n	%
To work in private sector	206	41%
To work in public sector	150	29.9%
To have her own business	109	21.7%
Other	37	7.4%
Total	502	100%

Figure 9. Grouping of Professional Ideals

Distribution of participants' having taken entrepreneurship course / received entrepreneurship education is given in Table 8 whereas the grouping is presented in Figure 10.

Table 8. Distribution of Having Received Entrepreneurship Course/Education

Having Taken Entrepreneurship Course / Received Entrepreneurship Education	Frequency	Valid Percentage
Yes	276	55.1%
No	225	44.9%
Total	501	100%

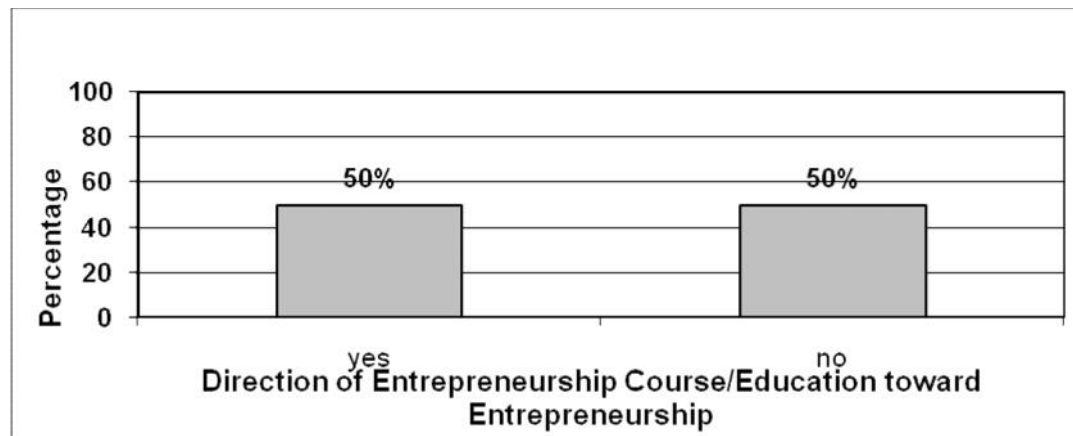
Figure 10. Grouping of Having Received Entrepreneurship Course/Education

Distribution of whether the entrepreneurship course/education directed the participants toward entrepreneurship is given in Table 9 whereas the grouping is given in Figure 11.

Table 9. Distribution of whether the entrepreneurship course/education directed toward entrepreneurship or not

Direction of entrepreneurship course/education toward entrepreneurship	n	%
Yes	165	50%
No	165	50%
Total	330	100%

Figure 11. Distribution of whether the entrepreneurship course/education directed toward entrepreneurship or not



After frequencies and percentages of the questions in the 1st section of the questionnaire were determined, the analysis continued with determining frequencies and percentages of *Likert* Scale statements. Reliability analysis was conducted prior to this stage. According to the reliability analysis, reliability of the scale included in the second section of the questionnaire was determined to be 90%. Since the reliability is considerably high, all statements in the scale were used in the analysis.

Distribution of *Likert* Scale statements related to the attitude toward the behavior and their averages are given in Table 10. According to the Table, 8.4% of the participants rated the statement 9. “I think of being an entrepreneur one day in the future” as “I absolutely disagree” whereas 12.4% rated it as “I disagree”, 34.3% rated as “I am undecided”, 24.1% rated as “I agree”, and 20.9% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.3685; the views on the statement were concentrated on “I am undecided” rating. “10. I will become an entrepreneur when opportunities arise” statement was rated as “I absolutely disagree” by 4.8% of the participants; whereas 12% of the participants rated it as “I disagree”, 24.4% rated as “I am undecided”, 33.6% rated as “I agree”, and 25.2% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.6240; the views on the statement were concentrated on “I agree” rating. “11. Becoming an entrepreneur looks attractive” statement was rated as “I absolutely disagree” by 4.6% of the participants; whereas 13.8% of the participants rated it as “I disagree”, 23% rated as “I am undecided”, 33.3% rated as

“I agree”, and 25.3% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.6108; the views on the statement were concentrated on “I agree” rating. “12. I dream of becoming an entrepreneur in the future” statement was rated as “I absolutely disagree” by 8.3% of the participants; whereas 16.9% of the participants rated it as “I disagree”, 23.6% rated as “I am undecided”, 26.2% rated as “I agree”, and 25% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.4274; the views on the statement were concentrated on “I am undecided” rating. “13. Entrepreneurs' self-management (autonomy) areas are considerably large” statement was rated as “I absolutely disagree” by 3.2% of the participants; whereas 8.4% of the participants rated it as “I disagree”, 20.4% rated as “I am undecided”, 37.9% rated as “I agree”, and 30.1% rated as “I absolutely agree”.

Average score of the statement was calculated to be 3.8317; the views on the statement were concentrated on “I agree” rating. “14. Entrepreneurs lead a better life” statement was rated as “I absolutely disagree” by 6% of the participants; whereas 14.6% of the participants rated it as “I disagree”, 41.4% rated as “I am undecided”, 24.6% rated as “I agree”, and 13.4% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.2480; the views on the statement were concentrated on “I am undecided” rating. “15. An entrepreneur balances his/her private and professional lives better” statement was rated as “I absolutely disagree” by 5.5% of the participants; whereas 21.5% of the participants rated it as “I disagree”, 37.9% rated as “I am undecided”, 25.3% rated as “I agree”, and 9.9% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.1275; the views on the statement were concentrated on “I am undecided” rating. “16. I would like to be my own boss in my future profession” statement was rated as “I absolutely disagree” by 2.8% of the participants; whereas 5% of the participants rated it as “I disagree”, 13.6% rated as “I am undecided”, 38.9% rated as “I agree”, and 39.7% rated as “I absolutely agree”. Average score of the statement was calculated to be 4.0762; the views on the statement were concentrated on “I agree” rating. “17. I can deal with difficulties I will have in my job” statement was rated as “I absolutely disagree” by 2.2% of the participants; whereas 5.3% of the participants rated it as “I disagree”, 12.3% rated as “I am undecided”, 38.6% rated as “I agree”, and 41.6% rated as “I absolutely agree”. Average score of the statement was calculated to be 4.1212; the

views on the statement were concentrated on “I agree” rating. “18. I think the balance between professional and private life is important” statement was rated as “I absolutely disagree” by 1.2% of the participants; whereas 6.2% of the participants rated it as “I disagree”, 8.2% rated as “I am undecided”, 30.9% rated as “I agree”, and 53.5% rated as “I absolutely agree”. Average score of the statement was calculated to be 4.2934; the views on the statement were concentrated on “I agree” rating.

Table 10. Distribution of Statements on the Attitude toward the Behavior

Statements on the Attitude toward the Behavior	I absolutely disagree		I disagree		I am undecided		I agree		I absolutely agree		Average	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>Avg.</i>
9.	42	8.4%	62	12.4%	172	34.3%	121	24.1%	105	20.9%	502	3.3685
10	24	4.8%	60	12%	122	24.4%	168	33.6%	126	25.2%	500	3.6240
11.	23	4.6%	69	13.8%	115	23%	167	33.3%	127	25.3%	501	3.6108
12.	41	8.3%	84	16.9%	117	23.6%	130	26.2%	124	25%	496	3.4274
13.	16	3.2%	42	8.4%	102	20.4%	189	37.9%	150	30.1%	499	3.8317
14.	30	6%	73	14.6%	207	41.4%	123	24.6%	67	13.4%	500	3.2480
15.	27	5.5%	106	21.5%	187	37.9%	125	25.3%	49	9.9%	494	3.1275
16.	14	2.8%	25	5%	68	13.6%	194	38.9%	198	39.7%	499	4.0762
17.	11	2.2%	26	5.3%	61	12.3%	191	38.6%	206	41.6%	495	4.1212

18.	6	1.2%	31	6.2%	41	8.2%	155	30.9%	268	53.5%	501	4.2934
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Distribution of *Likert* Scale statements on the perceived behavioral control is given in Table 11. According to the Table, 3.6% of the participants rated the statement “19. I believe that I will overcome every difficulty I come across when I become an entrepreneur” as “I absolutely disagree” whereas 7% rated it as “I disagree”, 32% rated as “I am undecided”, 38.4% rated as “I agree”, and 19% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.6220; the views on the statement were concentrated on “I agree” rating. “20. I believe that I have the characteristics at sufficient capacity to become an entrepreneur” statement was rated as “I absolutely disagree” by 2.8% of the participants; whereas 10.6% of the participants rated it as “I disagree”, 33.7% rated as “I am undecided”, 33.7% rated as “I agree”, and 19.3% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.5618; the views on the statement were concentrated on “I am undecided” rating. “21. Becoming an entrepreneur looks an appropriate option” statement was rated as “I absolutely disagree” by 4.2% of the participants; whereas 13.1% of the participants rated it as “I disagree”, 31.5% rated as “I am undecided”, 36.7% rated as “I agree”, and 14.5% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.4418; the views on the statement were concentrated on “I am undecided” rating. “22. Entrepreneurship requires practical information” statement was rated as “I absolutely disagree” by 1.6% of the participants; whereas 6.1% of the participants rated it as “I disagree”, 13.1% rated as “I am undecided”, 38.6% rated as “I agree”, and 40.6% rated as “I absolutely agree”.

Average score of the statement was calculated to be 4.1051; the views on the statement were concentrated on “I agree” rating. “23. Being an entrepreneur requires being creative in business ideas” statement was rated as “I absolutely disagree” by 2% of the participants; whereas 4.3% of the participants rated it as “I disagree”, 8.9% rated as “I am undecided”, 32.8% rated as “I agree”, and 52% rated as “I absolutely agree”. Average score of the statement was calculated to be 4.2854; the views on the statement were concentrated on “I agree” rating. “24. Starting a new business requires a great amount of financial support” statement was rated as “I absolutely disagree” by 2.6% of the participants; whereas 8.6% of the participants rated it as “I disagree”, 16.2% rated as “I

am undecided”, 31.9% rated as “I agree”, and 40.7% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.9960; the views on the statement were concentrated on “I agree” rating. “25. There is no government support for entrepreneurship” statement was rated as “I absolutely disagree” by 3.6% of the participants; whereas 8.9% of the participants rated it as “I disagree”, 24.9% rated as “I am undecided”, 33.4% rated as “I agree”, and 29.1% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.7551; the views on the statement were concentrated on “I agree” rating. “26. An appropriate ground is required to start a business” statement was rated as “I absolutely disagree” by 2% of the participants; whereas 6.2% of the participants rated it as “I disagree”, 11.1% rated as “I am undecided”, 39.4% rated as “I agree”, and 41.2% rated as “I absolutely agree”. Average score of the statement was calculated to be 4.1167; the views on the statement were concentrated on “I agree” rating.

Table 11. Distribution of Statements on the Perceived Behavioral Control

Statements on the Perceived Behavioral Control	I absolutely disagree		I disagree		I am undecided		I agree		I absolutely agree		Average	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	Avg.
19.	18	3.6%	35	7%	160	32%	192	38.4%	95	19%	500	3.6220
20.	14	2.8%	53	10.6%	169	33.7%	169	33.7%	97	19.3%	502	3.5618
21.	21	4.2%	65	13.1%	157	31.5%	183	36.7%	72	14.5%	498	3.4418
22.	8	1.6%	30	6.1%	65	13.1%	191	38.6%	201	40.6%	495	4.1051
23.	10	2%	21	4.3%	44	8.9%	161	32.8%	257	52%	494	4.2854

24.	13	2.6%	43	8.6%	81	16.2%	160	31.9%	204	40.7%	501	3.9960
25.	18	3.6%	44	8.9%	23	24.9%	165	33.4%	144	29.1%	494	3.7551
26.	10	2%	31	6.2%	55	11.1%	196	39.4%	205	41.2%	497	4.1167

Distribution of *Likert* Scale statements on subjective norm is given in Table 12. According to the Table, 5.1% of the participants rated the statement “27. I think that I have knowledge to become an entrepreneur” as “I absolutely disagree” whereas 14.1% rated it as “I disagree”, 32% rated as “I am undecided”, 31.2% rated as “I agree”, and 17.6% rated as “I absolutely agree”. 2.4% of the participants did not give a rating to this question. Average score of the statement was calculated to be 3.4204; the views on the statement were concentrated on “I am undecided” rating. “28. I regard myself as a person who can exploit good business opportunities” statement was rated as “I absolutely disagree” by 3% of the participants; whereas 7.6% of the participants rated it as “I disagree”, 24% rated as “I am undecided”, 45.7% rated as “I agree”, and 19.6% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.7134; the views on the statement were concentrated on “I agree” rating. “29. I am creative enough to plan new business ideas” statement was rated as “I absolutely disagree” by 2.6% of the participants; whereas 9.6% of the participants rated it as “I disagree”, 28.1% rated as “I am undecided”, 40.7% rated as “I agree”, and 19% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.6393; the views on the statement were concentrated on “I agree” rating. “30. Lack of financial support cannot restrain me from becoming an entrepreneur” statement was rated as “I absolutely disagree” by 8.8% of the participants; whereas 19% of the participants rated it as “I disagree”, 30% rated as “I am undecided”, 28.2% rated as “I agree”, and 14% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.1960; the views on the statement were concentrated on “I am undecided” rating. “31. Government support cannot affect my entrepreneurship ideas” statement was rated as “I absolutely disagree” by 8.9% of the participants; whereas 20.2% of the participants rated it as “I disagree”, 31% rated as “I am undecided”, 28.8% rated as “I agree”, and 11.1% rated as “I absolutely agree”.

Average score of the statement was calculated to be 3.1310; the views on the statement were concentrated on “I am undecided” rating. “32. An environment lacking support cannot prevent my entrepreneurship” statement was rated as “I absolutely disagree” by 7.5% of the participants; whereas 20% of the participants rated it as “I disagree”, 28.2% rated as “I am undecided”, 30.8% rated as “I agree”, and 13.5% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.2298; the views on the statement were concentrated on “I am undecided” rating. “33. I would consider others' ideas before becoming an entrepreneur” statement was rated as “I absolutely disagree” by 6.8% of the participants; whereas 8.6% of the participants rated it as “I disagree”, 23% rated as “I am undecided”, 40.1% rated as “I agree”, and 21.4% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.6072; the views on the statement were concentrated on “I agree” rating. “34. I would listen others' ideas on becoming an entrepreneur or not” statement was rated as “I absolutely disagree” by 6.2% of the participants; whereas 14.7% of the participants rated it as “I disagree”, 24.7% rated as “I am undecided”, 37.5% rated as “I agree”, and 16.9% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.4422; the views on the statement were concentrated on “I am undecided” rating. “35. People around me affect my becoming an entrepreneur or not” statement was rated as “I absolutely disagree” by 9.4% of the participants; whereas 18.3% of the participants rated it as “I disagree”, 26.3% rated as “I am undecided”, 34.3% rated as “I agree”, and 11.8% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.2072; the views on the statement were concentrated on “I am undecided” rating. “36. My desire to become an entrepreneur is completely my decision” statement was rated as “I absolutely disagree” by 5.6% of the participants; whereas 11.6% of the participants rated it as “I disagree”, 20.1% rated as “I am undecided”, 37.1% rated as “I agree”, and 25.5% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.6526; the views on the statement were concentrated on “I agree” rating. “37. My parents have positive thoughts on not becoming an entrepreneur” statement was rated as “I absolutely disagree” by 6.6% of the participants; whereas 14.5% of the participants rated it as “I disagree”, 27.3% rated as “I am undecided”, 33.1% rated as “I agree”, and 18.5% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.4243; the views

on the statement were concentrated on “I am undecided” rating. “38. My friends regard entrepreneurship as a rational choice” statement was rated as “I absolutely disagree” by 3% of the participants; whereas 9.2% of the participants rated it as “I disagree”, 27.3% rated as “I am undecided”, 39.6% rated as “I agree”, and 20.9% rated as “I absolutely agree”. Average score of the statement was calculated to be 3.663; the views on the statement were concentrated on “I agree” rating.

Table 12. Distribution of Statements on Subjective Norm

Statements on Subjective Norm	I absolutely disagree		I disagree		I am undecided		I agree		I absolutely agree		Average	
	n	%	n	%	n	%	n	%	n	%	Number	Avg.
27.	25	5.1%	69	14.1%	157	32%	153	31.2%	86	17.6%	490	3.4204
28.	15	3%	38	7.6%	120	24%	228	45.7%	98	19.6%	499	3.7134
29.	13	2.6%	48	9.6%	140	28.1%	203	40.7%	95	19%	499	3.6393
30.	44	8.8%	95	19%	150	30%	141	28.2%	70	14%	500	3.1960
31.	44	8.9%	100	20.2%	154	31%	143	28.8%	55	11.1%	496	3.1310
32.	37	7.5%	99	20%	140	28.2%	153	30.8%	67	13.5%	496	3.2298
33.	34	6.8%	43	8.6%	115	23%	200	40.1%	107	21.4%	499	3.6072
34.	31	6.2%	74	14.7%	124	24.7%	188	37.5%	85	16.9%	502	3.4422
35.	47	9.4%	92	18.3%	132	26.3%	172	34.3%	59	11.8%	502	3.2072
36.	28	5.6%	58	11.6%	100	20.1%	185	37.1%	127	25.5%	498	3.6526

37.	33	6.6%	73	14.5%	137	27.3%	166	33.1%	93	18.5%	502	3.4243
38.	15	3%	46	9.2%	137	27.3%	199	39.6%	105	20.9%	502	3.6633

A comparison of education level of participants' mothers and participants' professional ideals after graduation are given in Table 13. According to the table, 4.6% of the mothers of female students who wish to start their own business after school are literate; 25.7% are primary school graduates, 11% are secondary school graduates, 33% are high school graduates, and 25.7% are university graduates.

Table 13. Comparison of Mother's Education Level and Participant's Professional Ideal

Mother's Education Level	Professional Ideal			
	Private sector	Public sector	Own business	Other
Literate	4.9%	5.3%	4.6%	16.2%
Primary school	30.1%	46.7%	25.7%	24.3%
Secondary school	19.9%	18.7%	11%	21.6%
High school	29.6%	20.7%	33%	21.6%
University	15.5%	8.7%	25.7%	16.2%
Total	100%	100%	100%	100%

The significance of the relationship between mother's education level and participant's professional ideal after graduation is presented in Table 14, which includes the results of the Chi-Square test. According to the table, p value is .000. Since this value satisfies $p < 0.05$ condition, it could be suggested that the relationship between these two variables is significant.

Table 14. Chi-Square Test for Mother's Education Level and Participant's Professional Ideal

	Value	d.f.	p
Pearson Chi-Square	38.877	12	.000
Likelihood Ratio	36.446	12	.000
Linear-by-Linear Association	.217	1	.641
N of Valid Cases	502		

A comparison of education level of the participants' fathers and the participants' professional ideals after graduation are given in Table 15. According to the table, 17.4% of the fathers of female students who wish to start their own business after school are primary school graduates, 14.7% are secondary school graduates, 39.4% are high school graduates, and 28.4% are university graduates. There are no participants whose fathers are just literate.

Table 15. Comparison of Father's Education Level and Participant's Professional Ideal

Father's Education Level	Professional Ideal			
	Private sector	Public sector	Own business	Other
Literate	1%	1.3%	0%	2.7%
Primary school	18%	26.8%	17.4%	27%
Secondary school	21%	20.8%	14.7%	21.6%
High school	39.5%	29.5%	39.4%	27%
University	20.5%	21.5%	28.4%	21.6%
Total	100%	100%	100%	100%

The significance of the relationship between father's education level and participant's professional ideal after graduation is presented in Table 16, which includes the results of the Chi-Square test. According to the table, p value is 0.277. Since this value does not satisfy $p < 0.05$ condition, it could not be suggested that the relationship between these two variables is significant.

Table 16. Chi-Square Test for Father's Education Level and Participant's Professional Ideal

	Value	d.f.	p
Pearson Chi-Square	14.384	12	.277
Likelihood Ratio	15.117	12	.235
Linear-by-Linear Association	.013	1	.909
N of Valid Cases	500		

A comparison of existence of entrepreneurs in the participants' family and the participants' professional ideals after graduation are given in Table 17. According to the table, there is an entrepreneur in 58.7% of the families of female students who wish to have their own business after graduation and there is no entrepreneur in the families of the remaining 41.3% of the participants.

Table 17. Comparison of Existence of an Entrepreneur in the Family and Participant's Professional Ideal

	Professional Ideal			
	Private sector	Public sector	Own business	Other
Existence of Entrepreneurs in the Family				
Yes	45.1%	30.7%	58.7%	45.9%
No	54.9%	69.3%	41.3%	54.1%
Total	100%	100%	100%	100%

The significance of the relationship between existence of an entrepreneur in the family and participant's professional ideal after graduation is presented in Table 18, which includes the results of the Chi-Square test. According to the table, p value is .000. Since this value satisfies $p < 0.05$ condition, it could be suggested that the relationship between these two variables is significant.

Table 18. Chi-Square Test for Existence of an Entrepreneur in the Family and Participant's Professional Ideal

	Value	d.f.	p
Pearson Chi-Square	20.580	3	.000
Likelihood Ratio	20.862	3	.000
Linear-by-Linear Association	1.996	1	.158
N of Valid Cases	502		

A comparison of having taken/received an entrepreneurship course/education and the participants' professional ideals after graduation is given in Table 19. According to the table, 63.3% of the participants who wish to have their own business after graduation have taken an entrepreneurship course / received entrepreneurship education whereas the remaining 36.7% have not.

Table 19. Comparison of Having Taken an Entrepreneurship Course / received entrepreneurship education and the Participants' Professional Ideals

	Professional Ideal			
	Private sector	Public sector	Own business	Other
Having Taken an Entrepreneurship Course / Received Entrepreneurship Education				
Yes	55.8%	46.3%	63.3%	55.1%
No	44.2%	53.7%	36.7%	44.9%
Total	100%	100%	100%	100%

The significance of the relationship between having taken an entrepreneurship course / received Entrepreneurship education and participant's professional ideal after graduation is presented in Table 20, which includes the results of the Chi-Square test. According to the table, p value is 0.038. Since this value satisfies $p < 0.05$ condition, it could be suggested that the relationship between these two variables is significant.

Table 20. Chi-Square Test for Having Taken an Entrepreneurship Course / Received Entrepreneurship Education and the Participants' Professional Ideals

	Value	d.f.	p
Pearson Chi-Square	8.408	3	.038
Likelihood Ratio	8.435	3	.038
Linear-by-Linear Association	1.402	1	.236
N of Valid Cases	501		

A comparison of the percentages related to the direction of entrepreneurship course/education toward entrepreneurship in terms of those who have taken entrepreneurship course / received entrepreneurship education is given in Table 21. According to the table, 58.7% of those who have taken entrepreneurship course / received entrepreneurship education think that this course/education is effective in directing them toward entrepreneurship. 41.3% of the participants do not think that the entrepreneurship course/education directed them toward entrepreneurship. 5.6% of the participants responded that entrepreneurship course/education directed them toward entrepreneurship despite they have not taken/received this course/education. This finding indicates that 5.6% of the participants marked questions wrong.

Table 21. Comparison of Having Taken/Received Entrepreneurship Course/Education and Direction of Entrepreneurship Education toward Entrepreneurship

Having Taken/Received Entrepreneurship Course/Education	Direction of Entrepreneurship Education toward Entrepreneurship		
	Yes	No	Total
Yes	58.7%	41.3%	100%
No	5.6%	94.4%	100%

Results of the Independent Samples t-Test conducted to reveal the relationship between having taken/received entrepreneurship course/education and entrepreneurial intention are given in Table 22.

Table 22. Relationship between Having Taken/Received Entrepreneurship Course/Education and Entrepreneurial Intention

Likert statements	Yes		No		t	p
	Average	Standard deviation	Average	Standard deviation		
9	3.4457	1.20632	3.2667	1.14953	1.687	.092
10	3.6800	1.12995	3.5491	1.11946	1.292	.197
11	3.6739	1.11298	3.5313	1.17099	1.392	.164
12	3.5362	1.25718	3.2831	1.24600	2.234	.026
13	3.8152	1.07801	3.8468	1.01748	-.334	.739
14	3.3273	1.04383	3.1473	1.05910	1.903	.058
15	3.1941	1.02310	3.0455	1.04586	1.588	.113
16	4.0364	1.03521	4.1211	.93416	-.948	.343
17	4.0368	1.00851	4.2297	.90570	-2.214	.027
18	4.1594	1.02156	4.4598	.80814	-3.584	.000
19	3.6268	.93529	3.6099	1.04635	.191	.849
20	3.5761	1.03292	3.5378	.97268	.424	.672
21	3.5348	1.03597	3.3214	.99968	2.321	.021
22	4.0294	.97905	4.1937	.92397	-1.902	.058
23	4.2177	1.00029	4.3649	.85471	-1.734	.084
24	3.9091	1.09532	4.1111	1.02692	-2.110	.035
25	3.6715	1.12975	3.8676	1.00266	-2.012	.045
26	4.0879	.98870	4.1480	.94943	-.685	.494
27	3.4590	1.09228	3.3801	1.08308	.798	.425
28	3.6957	1.03473	3.7297	.87132	-.392	.696
29	3.6836	1.03845	3.5785	.90139	1.191	.234
30	3.2609	1.16809	3.1211	1.15027	1.338	.181
31	3.2883	1.13264	2.9412	1.09593	3.439	.001
32	3.3077	1.14107	3.1396	1.13095	1.636	.102
33	3.5927	1.16892	3.6188	1.05395	-.259	.796
34	3.5109	1.07360	3.3511	1.16738	1.593	.112

35	3.2319	1.16175	3.1689	1.14092	.609	.543
36	3.6486	1.14242	3.6516	1.14846	-.029	.977
37	3.4203	1.12046	3.4311	1.17105	-.105	.916
38	3.6993	.99094	3.6222	1.01965	.855	.393

When Table 22 is analyzed, it is observed that p values of the 12th, 17th, 18th, 21st, 24th, 25th, and 31st statements satisfy $p < 0.05$ condition. According to these findings, it could be suggested that there is a significant relationship between having taken/received entrepreneurship course/education and the statements numbered 12, 17, 18, 21, 24, 25, and 31 regarding the entrepreneurial intention.

Results of the Independent Samples t-Test conducted to reveal the relationship between thinking that taken/received entrepreneurship course/education directed toward entrepreneurship and entrepreneurial intention are given in Table 23.

When Table 22 is analyzed, it is observed that p values of the 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 19th, 20th, 21st, 22nd, 23rd, 27th, 30th, 31st, 32nd, 33rd, 34th, 36th, 37th, and 38th statements satisfy $p < 0.05$ condition. According to these findings, it could be suggested that there is a significant relationship between thinking taken/received entrepreneurship course/education directed toward entrepreneurship and the statements numbered 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 27, 30, 31, 32, 33, 34, 36, 37, and 38 regarding the entrepreneurial intention.

Table 23. The relationship between thinking taken/received entrepreneurship course/education directed towards entrepreneurship and Entrepreneurial Intention

Likert statements	Yes		No		t	p
	Average	Standard deviation	Average	Standard deviation		
9	3.7697	1.11871	3.1091	1.18434	5.209	.000
10	3.9634	1.00849	3.4000	1.16242	4.695	.000
11	3.9818	.98447	3.3758	1.18605	5.051	.000
12	3.9636	1.08139	3.1098	1.24345	6.647	.000
13	4.0242	.96873	3.5890	1.12618	3.754	.000
14	3.5183	1.01203	3.0485	1.04067	4.151	.000

15	3.3765	.97812	2.8951	1.04322	4.285	.000
16	4.1585	.99655	3.9268	1.07715	2.022	.044
17	4.1411	.92881	3.9571	1.04438	1.681	.094
18	4.2485	.95257	4.1515	1.04535	.881	.379
19	3.7758	.85790	3.4085	1.03209	3.510	.001
20	3.7758	.92625	3.4000	1.06953	3.411	.001
21	3.8528	.89051	3.1829	1.03471	6.273	.000
22	4.1779	.85288	3.8712	1.08950	2.830	.005
23	4.3395	.87166	4.0741	1.06646	2.453	.015
24	3.9697	1.01467	3.7866	1.21223	1.486	.138
25	3.7134	1.06688	3.6543	1.18647	.473	.637
26	4.1411	.94854	3.9329	1.10287	1.829	.068
27	3.5839	1.06981	3.3250	1.13020	2.107	.036
28	3.7758	.97750	3.5854	1.06190	1.692	.092
29	3.7683	1.01883	3.5793	1.00907	1.688	.092
30	3.5030	1.09669	2.9333	1.20027	4.501	.000
31	3.4634	1.02956	2.9695	1.23061	3.942	.000
32	3.5460	1.02561	3.0061	1.25075	4.267	.000
33	3.7636	1.12016	3.3902	1.15918	2.971	.003
34	3.6000	1.09210	3.2909	1.07646	2.589	.010
35	3.3152	1.11970	3.0848	1.20166	1.801	.073
36	3.8545	.98930	3.3636	1.07233	3.900	.000
37	3.6545	1.05723	3.1515	1.17705	4.084	.000
38	3.8727	.92502	3.4364	1.27877	3.958	.000

Evaluation of Research Findings

The fact that grade point averages of participants concentrated between 2.10 and 3.00 indicates that the participants were reasonably successful female students. Education levels of the participants' mothers were concentrated rather on primary school and high school levels. The rate of university graduates is also high. This finding indicates that participants' mothers are educated. When the education level of fathers is analyzed, it is observed that their education level is concentrated on high school and university. It could be suggested that education level of fathers is higher than that of mothers. There are

entrepreneur individuals in almost half of the participants' families. Fathers of half of those participants who have entrepreneurs in their family are entrepreneurs. This ratio is followed by the ratio of entrepreneurs within close relatives. The ratio of participants with entrepreneur mothers is also noticeable.

Half of the participants desire to work in private sector after graduation. This ratio is followed by desire to work in public sector and starting one's own business. More than half of the participants have either taken entrepreneurship course or received entrepreneurship education. This ratio is considerably significant for measuring the effect of entrepreneurship education on entrepreneurial intention. It is observed in the research that the ratio of those who think entrepreneurship course or education directed them toward entrepreneurship is equal to those who think otherwise.

It is observed that ratings of *Likert* statements related to attitude toward the behavior among the elements of entrepreneurial intention are concentrated on the level of being undecided. When the ratio of participants' ratings on these statements is analyzed, it can be concluded that they think becoming an entrepreneur is desirable, they may become entrepreneurs should there be opportunities, and entrepreneurs' self-management areas are large. Moreover, participants wish to manage themselves in their future occupations, they think that they can manage the difficulties they will encounter in their professional life, and the balance between business-private lives is important. Since the participants agreed to the statements on a large scale, it could be suggested that they have entrepreneurial intentions in terms of attitude toward the behavior.

Ratings of *Likert* statements related to perceived behavioral control, which is another element of entrepreneurial intention, are observed to be concentrated on the level of agreeing. Participants think that they could overcome every difficulty when they become entrepreneurs and they have sufficient capacity to become entrepreneurs. They think that entrepreneurship requires practical information, they need to have creative business ideas, and financial and government support should be available for becoming an entrepreneur. It was concluded that participants thought the circumstances should be favorable for starting a business and they were undecided on whether becoming an entrepreneur was an appropriate option. Since the participants agreed to the statements on

a large scale, it could be suggested that they have entrepreneurial intentions in terms of perceived behavioral control.

Ratings of *Likert* statements related to subjective norm, which is the other element of entrepreneurial intention, are observed to be concentrated on the level of being undecided. Average score of participants' ratings on “I regard myself as a person who can exploit good business opportunities, I am creative enough to plan new business ideas, I would consider others' ideas before becoming an entrepreneur, my friends regard entrepreneurship as a rational choice, and my desire to become an entrepreneur is completely my decision” statements are closer to “I agree” level. However, it was concluded that participants generally were undecided about the statements regarding this element. When the ratings of *Likert* statements are analyzed in general, it can be concluded that the female students who participated in the research have entrepreneurial intentions.

There is a significant relationship between mother's education level and the profession to be selected after graduation. In this context, it was detected that mother's education level affected female students' choice of occupation. According to the findings, education level of majority of mothers of those female students who want to have their own business after graduation is at high school level. The ratio of participants with mother's education level being at university level is also noticeable among those female students who want to have their own business. A significant relationship was not found between father's education level and professional ideal of female students. Education level of fathers of female students who want to become entrepreneurs after graduation is concentrated on the high school level. In this context, it was detected that father's education level did not affect female students' choice of occupation. When the effect of family's education level on choice of occupation and entrepreneurial intention is analyzed in general, it could be concluded that mother's education is important rather than father's education.

There is a significant relationship between existence of entrepreneurs in the families of female students and their professional ideals after graduation. Existence of entrepreneurs in the family affects female students' choices of occupation. According to the findings, there are entrepreneurs in the families of a significant number of female

students who want to have their own business after graduation. In that case, it could be concluded that existence of entrepreneurs in the family have a positive effect on female students' entrepreneurial intentions.

A significant relationship was observed between post-graduation professional ideals of those who have taken entrepreneurship course or received entrepreneurship education. A significant part of female students who want to have their own business after graduation have either taken a course on entrepreneurship or received entrepreneurship education. In this context, it could be suggested that female students who have taken/received entrepreneurship course/education demonstrate entrepreneurial intentions. Female students who have taken entrepreneurship course or received entrepreneurship education may have been directed toward entrepreneurship by this course or education. According to this result, female students who have taken entrepreneurship course or received entrepreneurship education think that this course or education directed them toward entrepreneurship. When the results related to entrepreneurship education are analyzed in general, it could be suggested that entrepreneurship education positively affects entrepreneurial intention.

It was concluded in the comparison of having received entrepreneurship education to *Likert* statements measuring entrepreneurial intention that having received entrepreneurship education has significant relationships with certain statements. It is observed that there is a significant relationship between statements of attitude toward the behavior and perceived behavioral control, which are the elements of entrepreneurial intention, and having taken a course on entrepreneurship or having received an entrepreneurship education. It was observed that entrepreneurship education affected female students' views on thinking of becoming an entrepreneur in the future, overcoming the difficulties they will face in their jobs, importance of the balance between business-private life, regarding becoming an entrepreneur as an appropriate option, requiring financial support for starting a new business, insufficient government support for becoming an entrepreneur, and government support's being not effective on the ideas about entrepreneurship. In this context, it could be concluded that entrepreneurship education affected entrepreneurial intention.

It was concluded in the comparison of direction of entrepreneurship education toward entrepreneurship to *Likert* statements measuring entrepreneurial intention that this variable has significant relationships with almost all of the statements. It is observed that there is a significant relationship between views of those who have taken a course on entrepreneurship or received an entrepreneurship education and think that this course or education directed them toward entrepreneurship on entrepreneurial intention. Views of those who have taken an entrepreneurship course or received an entrepreneurship education on the elements of entrepreneurial intention, namely attitude toward the behavior, perceived behavioral control, and subjective norm are affected positively. When the effect of entrepreneurship education and efficacy of the received education on entrepreneurial intention was analyzed in general, it was concluded that education significantly affected entrepreneurial intention.

Result and Suggestions:

Development and advancement of a country depend on creating entrepreneurs who can accelerate growth by generating economic value and who can adapt to rapidly changing conditions. In the information society, countries endeavor raising their people and especially the young as entrepreneurs. Increasing education level of entrepreneurs, in other words, entrepreneurs' having received entrepreneurship education and being young people graduated from the university, is important for ventures to be improvable and sustainable.

Apart from the biological acceptances, differences between woman and man and the role they undertake as well as the relationships are shaped by social norms. These differences based on gender especially bring different responsibilities to the woman. In terms of entrepreneurship, since the number of women entrepreneurs in the world and in our country is few, there is an increase in the number of research studies on women entrepreneurs. It is important that women, constituting half of the population, are directed toward entrepreneurship, which plays an important role in economic development. Therefore, our study was conducted to determine entrepreneurial intentions of female students.

Intention is a result of characteristics that an individual obtains since birth, canalization of the environment and what the individual learns, and the factors effective on a person's development. Entrepreneurial intention is motivation of an individual's interest and action toward self-employment. According to Ajzen who developed the Theory of Planned Behavior on entrepreneurial intention, attitude toward the behavior, subjective norm, and perceived behavioral control elements constitute the entrepreneurial intention.

Becoming rich, challenging (others), proving oneself, and self-confidence constitute the attitude toward the behavior. Subjective norms including social pressures, others' views, and role-model effect; internal control elements affecting personal skills such as problem solving, decision making, creativity, leadership, and know-how; and external control elements such as venture environment, government support, and financial sources that change depending on the situation constitute the perceived behavioral control.

In the research, female students agreed more with the statements of perceived behavioral control and attitude toward the behavior. Characteristics that are acquired later through learning such as problem solving, decision making, creativity, leadership, and know-how; and control elements changing depending on the situation such as government support and financial sources are obtained by receiving an entrepreneurship education. According to the results of the research, it is observed that female students enrolled in undergraduate program are directed toward entrepreneurship with the entrepreneurship education they have received. Moreover, having an entrepreneur in the family, especially having an entrepreneur mother plays an important role in female students' orientation toward entrepreneurship. Taking the role model in the family as an example, female students may regard entrepreneurship positively.

Analyses conducted in the study provide clues for future studies that will analyze and compare different variables on the same subject with this study. Providing a good education to those students who have come to the university ready to be educated is the most important mission of universities. Universities should constitute the driving power of successful global and local economy in an entrepreneurial manner with advanced

technological innovations and information industries. In this context, they should act like an entrepreneur and should raise entrepreneurs by affecting their students as well.

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