

# THE FACTORS DETERMINING ENTERPRENEURSHIP TRENDS IN FEMALE UNIVERSITY STUDENTS: SAMPLE OD CANAKKALE ONSEKIZ MART UNIVERSITY BIGA FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES<sup>i</sup>, (part 1)

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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.

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## Entrepreneurial Intention Concept and Studies on Development of Entrepreneurial Intention

Entrepreneurial intention is defined as direction of an individual's interest and actions towards self-employment instead of organizational employment (Souitaris et al. 2007: 570).

Krueger and Carsrud indicated that entrepreneurial intention was orientated towards understanding entrepreneurship processes because entrepreneurial intention set the foundations for new organizations. According to Gartner, since entrepreneurship develops in a long period, tendency to become an entrepreneur is regarded as the first step in the long-term and the development (Bhandari 2006: 169).

There are six major models developed in the 1980s and 1990s for explaining the development of entrepreneurial intention. These are Shapero's (1982) Entrepreneurial Event Model, Ajzen's (1991) Theory of Planned Behavior, Robinson's (1991) Entrepreneurial Attitude Orientation, Krueger and Carsrud's (1993) Intentional Basic Model, Krueger and Brazeal's (1994) Entrepreneur Potential Model, and Davidsson Model (Guerrero et al. 2008: 36). Other research studies on entrepreneurial intentions are given in Table 1 below.

Table 1. Research on Entrepreneurial Intention

Researchers	Subject	Year of Research
Kim and Hunter	Entrepreneurial Intentions	1993
Summers	Entrepreneurial Intentions	1998
Cromie and Donaghue	Entrepreneurial Intentions	1992
De Noble, Erlich	Entrepreneurial Intentions	1999
Davidsson	Entrepreneurial Intentions	2000
Tandi and Sharma	Entrepreneurial Intentions	2004
Sexton and Bowman	Tendency to Risk Taking	1990
Mueller and Thomas	Internal Control and Innovativeness	2001
Erdem	Entrepreneurial Intentions	2002
Shapero	Entrepreneurial Intentions	1982
Brice	Entrepreneurial Intentions	2002
Miner	Entrepreneurial Intentions	2000
Body and Vozikis	Entrepreneurial Intentions	1994

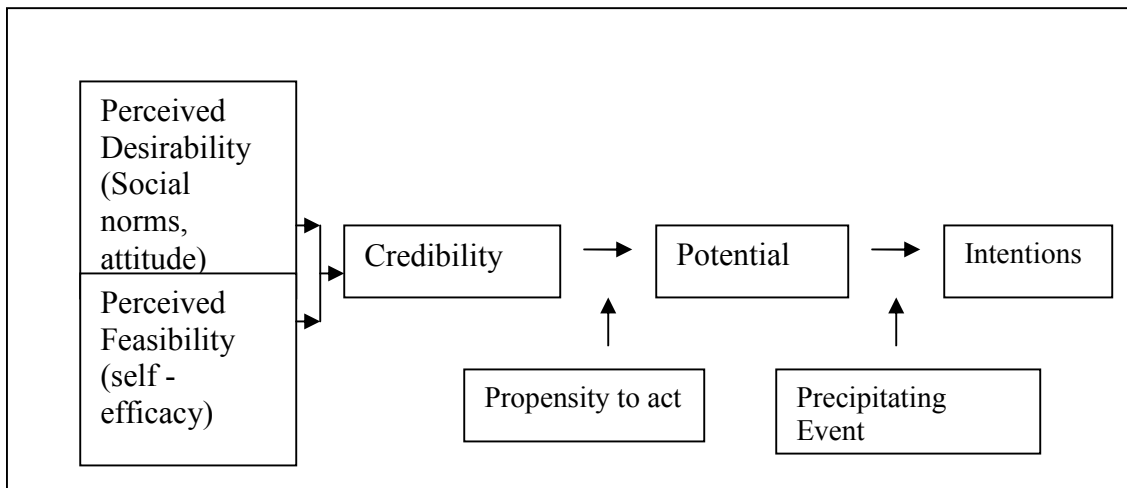
Sexton and Bowman	Entrepreneurial Intentions	1986
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*Source:* Av ar, Mustafa. “Yüksekö retimde Ö rencilerin Giri imcilik E ilimlerinin Ara tırılması, Çukurova Üniversitesinde Bir Uygulama”, Yayınlanmı Yüksek Lisans Tezi, Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü, Adana, 2007: 37.

Among the studies on entrepreneurial intention, Shapero’s Entrepreneurial Event Model (EEM) suggests that business development can be explained by the interaction between skills, management, autonomy, and factors raising risk. Walstad and Kourilsky (1998) used this model with descriptive and multivariate statistics. Moreover, this model was used for the analysis of ethnic entrepreneurial attitudes and entrepreneurship knowledge in the USA with survey results indicating that African and American youth had a strong desire for more of entrepreneurship education at school (Guerrero et al. 2008: 37-38).

Shapero’s Entrepreneurial Event Model focuses on how entrepreneurial preference is affected by cultural and social environments. According to this, it is suggested that the intention for starting a business is affected by perceptions of desirability and feasibility. Perceived venture desirability and perceived feasibility of the venture risk concepts in Krueger and Brazeal’s Entrepreneur Potential Model are integrated and presented in Figure 1 (Coduras et al. 2008: 399).

Figure 1. Krueger and Brazeal’s (1994) Entrepreneur Potential Model



*Source:* Veciana, Josè M; Marinès Aponte, David Urbono. “University Students’ Attitudes Towards Entrepreneurship: A Two Countries Comparison”, International Entrepreneurship and Management Journal 1, 2005: 167.

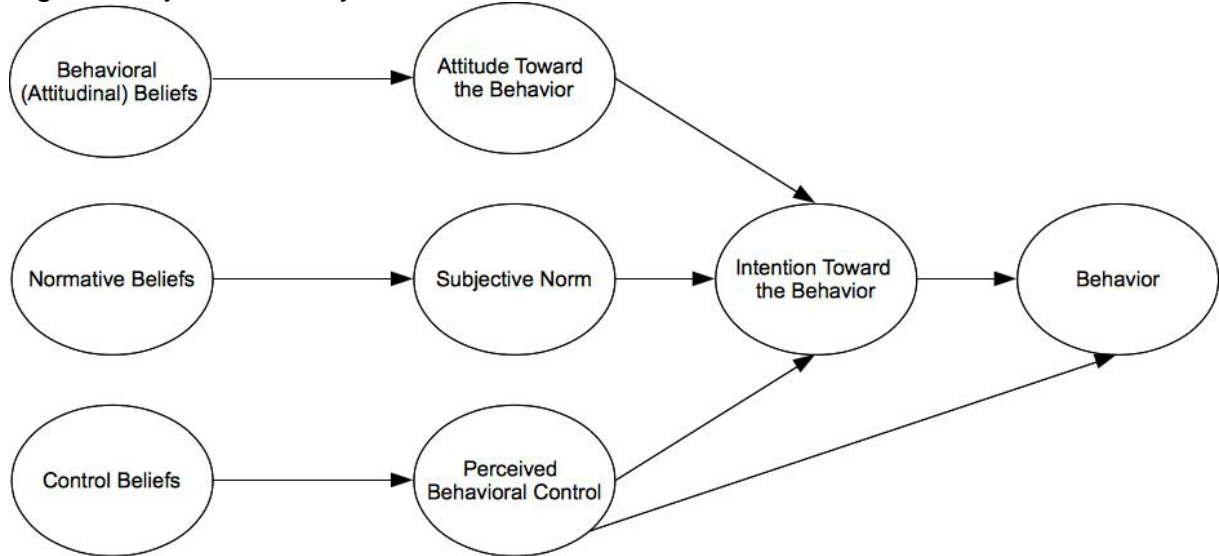
Davidsson's Model (1995) tests individuals' intentions for going to workplace with economic-psychological and attractive factors. According to this model, intention can be under the effect of two elements. The first of these is the conviction defined by general attitudes, in other words, desire for change, competition, managing money, achievement, and autonomy as well as domain attitudes (payoff, societal contribution, and know-how) whereas the second one is the current situation Guerrero et al. 2008: 38).

Entrepreneurial activity generally emerges depending on the desire and intention of the individual. Therefore, entrepreneurial activity is a planned behavior conducted intentionally (Naktiyok, Timuro lu 2009: 85).

Ajzen's Theory of Planned Behavior (TPB) is designed to focus on individual intention to explain and estimate human behavior and to realize a certain behavior (Coduras et al. 2008: 399).

It is the Theory of Planned Behavior that sets the basis for entrepreneurial intention and requires viewing entrepreneurship at a wider angle (Krueger 2009: 57). The Theory of Planned Behavior is a widespread practice of a decision-making model. In the management literature, decision-making models are assessed with empirical studies within the context of intention. Moreover, this model is used for analyzing certain situations in individuals such as fraudulent financial reporting, resigning, starting a business, and expanding a business (Leck et al. 2009: 213). According to TPB, societal behaviors of people are under the control of certain factors, they originate from certain reasons and they emerge in a planned manner. As is presented in Figure 2 below, for a behavior to emerge in a person, primarily, an "Intention Toward the Behavior" should appear. The factors affecting the "Intention Toward the Behavior" are "Attitude Toward the Behavior", "Subjective Norm"s, and "Perceived Behavioral Control". These factors are under the effect of "Behavioral Beliefs", "Normative Beliefs", and "Control Beliefs". These beliefs, at the same time, constitute the results of the behavior that is to emerge (Erten 2002: 68).

Figure 2. Ajzen's Theory of Planned Behavior



Source: Erten, Sinan. "Kız ve Erkek Öğrencilerin Evde Enerji Tasarrufu Yapma Davranı Amaçlarının Planlanımı Davranı Teorisi Yardımıyla Araştırılması", Hacettepe Üniversitesi, Edebiyat Fakültesi Dergisi 22:67-73, 2002:68.

Ajzen and Fishbein strengthened the relationship between attitude and behavior with the "Theory of Planned Behavior" they suggested in 1977. According to this, the relationship between attitude and behavior is strong to the extent they complement each other (Erten 2002: 218).

According to the Theory of Planned Behavior, attitude toward the behavior generated by attitudinal beliefs, subjective norm generated by normative beliefs, and perceived behavioral control generated by control beliefs constitute the entrepreneurial intention (Leroy et al. 2009: 3). All three intersect on the explanation of an intention. Intention is expressed as positive or negative. Entrepreneurial intention is affected and motivated by professional accumulation, experience, education, entrepreneurial image, career preferences, personal values, and many variables as such (Top 2006: 234).

Three issues direct human behavior. These are; beliefs on possible results or other properties of the behavior (behavioral beliefs), beliefs on other people's normative expectations (normative beliefs), and beliefs on the existence of factors preventing the performance of the behavior or other factors (control beliefs) (Díaz-García, Jiménez-Moreno 2009: 2).

Beliefs (cognitive component) lead to attitudes together with evaluations (emotional component). Attitudes develop emotional, cognitive, and behavioral knowledge. These three types of knowledge are in contradiction with each other. Attitudes can be estimated with beliefs and evaluations (Kundu, Rani 2010: 232). In this study we will address attitude toward the behavior, subjective norm, and perceived behavioral control elements that constitute the entrepreneurial intention in the "Theory of Planned Behavior", which is an education model used for developing positive entrepreneurial behaviors (Top 2006: 233).

*Attitude Toward the Behavior:* Attitude toward the behavior is explained as evaluation of the person who is to behave of the behavior positively or negatively. Attitude tools cause a large part of behavioral change. Intention to establish a business is formed by the attitude on entrepreneurship (Erten 2002: 68). Behavioral beliefs include possible outputs of the behaviors and they are related to evaluations of these beliefs. Attitude toward the behavior and subjective attitudes in this context include pressure and support from the social environment and transform perceived behaviors into controlled behaviors (Top 2006: 233-234). Attitudes toward the behavior are orientated towards becoming rich, challenging (others), proving oneself, and self-confidence. The individual may desire to be an entrepreneur to obtain high income in his/her future professional life. For example, women have an attitude toward balancing business and private life whereas men have an attitude toward acquiring more wealth.

*Subjective Norm:* Subjective norm indicates that reference people, institutions, or organizations important for the person to behave have expectations of certain behaviors to take place or to be abandoned (Erten 2002: 68). Subjective norm is an element related to acceptance of entrepreneurship in the society (Leroy et al. 2009: 3). Subjective norms are made of rights to choose that determine the free will such as personal values, beliefs, judgments, and opinions of potential entrepreneurs or people. Moreover, they are values developed in line with the social conventions, traditions, pressures, and rules of the society in which the individual lives. Subjective norms guide individuals in choosing their own direction and path. They are both affected by positive attitude and they affect positive

attitude in other people (Top 2006: 233-234). Subjective norm is affected by normative beliefs that are motivations compliant with expectations and beliefs on other normative expectations (Top 2006: 233-234). Subjective norms, which include social pressures, opinions of others and role model effect, in other words, valuing what others think, affect the entrepreneurial intention.

*Perceived Behavioral Control:* Perceived Behavioral Control is an element related to perceived feasibility and control in becoming an actual entrepreneur (Leroy et al. 2009: 3). Control beliefs are the beliefs about existing factors interrupting and facilitating behavioral performance and perceived strengths of these factors (Top 2006: 233-234). Perceived behavioral control is the belief on how easy or difficult it would be to behave in the eyes of the person to show that behavior (Erten 2002: 69). Two aspects affect the perceived behavioral control; these are how an opportunity is perceived and how the perceived opportunity is controlled. If the perceived self-interest includes a benefit and coincides with subjective norms, then people or entrepreneurs would show behaviors signaling their intentions. Controllability of the perceived opportunity also affects entrepreneur behaviors indirectly (Top 2006: 233). 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. Internal and external beliefs affect behaviors. For example, a person's perception of finding financial sources for starting a business as an important requirement would be considered as perceived behavioral control.

### **The Impact of Gender Factor on Entrepreneurial Intention**

Being an entrepreneur requires to possess different characteristics in addition to the qualities that motivate entrepreneurs. These are; personality structure, the ability to recognize and exploit business opportunities, the desire to start a business, being perseverant and ambitious, being creative, and having sufficient motivation. Among personality traits, the need for achievement, control area, risk taking, and gender are important variables (Marangoz 2008: 89).

Women are the ones who have been affected in the past and are being affected at present the most by the gender factor. These effects have followed women in professional life and entrepreneurship.

Results of a large study including 17 countries indicate that gender difference and subjective perceptual variables in entrepreneurship have an important effect on especially the women's entrepreneurial intentions. This study indicates that women discern the entrepreneurial environment on men's side and suggests that perceptual variables may be an important universal factor affecting women's entrepreneurship (Malach-Pines, Schwartz 2008: 812). Results of previous studies reveal that women prefer becoming entrepreneurs to realize their motherhood roles together with business whereas men prefer to become entrepreneurs with the desire to earn more (Çelebi 1997, p:27). Women engaging in entrepreneurial activities achieve efficient time management by integrating house work and business life using flexible working hours (Nayır 2008: 634).

Arslan (2002) refers to the impact of gender factor in their research on determining professional preferences and entrepreneurial intentions of university students. According to the results of this research, the first priority of male students is to start their own business whereas the first priority of female students is to work in private sector; on the other hand, starting one's own business was found to have the second priority among the respondents. According to this, males desire to become entrepreneurs more than females; however, females are observed to be not so distant from entrepreneurship.

As a result of recent economic crises, women's desire to work in any paid work has increased in parallel with the decrease in household income. However, women working in lower paying jobs are demotivated to work. It is understandable that working is not very attractive for women who contribute to the household income in return for their working however cannot avoid their home-related tasks and child responsibilities (Koray 1995, p: 27-28). At the same time, employers are reluctant to employ and invest in women. Within this framework, it is suggested that women should be constrained to rather marginal occupations due to their entering and exiting labor markets very frequently.



Moreover, employers' perception of women as prospective mothers and their concern that women would request paid or unpaid leave in case of giving birth deprive the women of the opportunity to work. Especially married women are primarily laid off in economic recession and crisis periods (KSSGM 2000, p: 15).

Due to these reasons, becoming an entrepreneur allows women to have more autonomy, independence, and ability to act freely in comparison to other working formats in the professional life. Again it equips the women with skills in areas such as making short-term and long-term business plans, utilizing resources optimally, building and maintaining human relations, and transferring experiences gained in the business to other productive channels (Bener 2005: 86).

Women start entrepreneurship with solely their personal assets or with very little external finance. These financial restrictions bring together disadvantages such as cultural conditioning, gender clichés, gender discrimination, social restrictions, and discrimination apart from the resistance of the family against pursuing entrepreneurial endeavors (Kundu and Rani: 232). Since women have less managerial experience, their enterprises are smaller and they are in low profit industries with lower capital, lower turnover, and fewer employees (Morris et al. 2006: 225).

When the relationship between professional propensity and entrepreneurship is analyzed in terms of gender, traits such as tolerance, negotiation, compassion, patience, and readiness to share that are dominant in women will become prominent as basic elements that will help women become stronger and more successful in entrepreneurship in the future. (Arslan 2002: 7). Moreover, it is known that there is a positive relationship between education and participation in professional life and as education level of women increase; the rate of their working outside the house increases as well (Ecevit 1993: 21).

## **The Impact of Entrepreneurship Education on University Students' Entrepreneurial Intentions**

Individuals' career expectations and intentions start to be shaped in their university period. (Wilson et al., 2007: 388). University education and the time spent during this education are considerably important for young people. The young go through a process of gaining their identities, permanently shaping their personalities, and incorporating these. Similarly, university life taking the largest part of the young's time and activities plays an important role in their perception of natural, economical, social, and cultural environment, and evaluation of events. Therefore, during the four-year-long university education, the change in the young's preference order is considerably important (Artan, 2005: 18).

The young with graduate education are regarded as "ready to be educated" in developed societies and it is emphasized that the educated young have various advantages in terms of entrepreneurship (Arslan, 2002). It is of crucial importance that university students become aware of the environment they live in and their potential in certain areas, regard problems as opportunities, and become equipped with knowledge and skills, do not suppress their creativity but be raised as people encouraged towards entrepreneurship (Titiz, 1999: 218).

According to previous research, one of the important factors differentiating entrepreneurs from non-entrepreneurs is education. School and education system play an important role in understanding and developing entrepreneurial qualities in advance (Lee et al. 2006: 356).

Young population in developing countries generally plans to be employed in either public or private sector. Especially university students among the young population consider "capital" as the necessary and sufficient condition for becoming an entrepreneur. However, sometimes intellectual venture capital is more important than financial capital and it emerges as a differentiating characteristic to be possessed by students in today's information society (Girginer, Uçkun, 2004: 783).

When individuals incorporate the knowledge they have gained from schools, educational programs, and universities with their personal

characteristics, they increase their chances of becoming a successful entrepreneur. Entrepreneurship education develops the feasibility of entrepreneurship by increasing the students' knowledge, building their confidence, and supporting their self-efficacy. At the same time, entrepreneurship education should demonstrate the desirability of entrepreneurship, acceptability of these activities as highly social activities, and the ability of its being a personally satisfactory business (Souitaris et al., 2007: 570).

It is assumed that entrepreneurship education prevalently provides the students with a work area and motivation, knowledge, and skills that are foundations for a successful venture (Lee et al. 2006: 352). Therefore, currently there is massive activity in the entrepreneurship education area in faculties and institutions all over the world (Gürol, Atsan 2006: 26-27). Entrepreneurship education starts from the level of primary education; students' interest in entrepreneurship is increased by introducing entrepreneurship and the students are guided toward adopting the idea of having one's own business (Shinnar et al. 2009: 152). The aim of formative education is to develop creativity as well as critical and analytical thinking skills and to incentivize entrepreneurship. With these educational programs, it is possible to learn recognizing and evaluating business opportunities, managerial principles, legal procedures in the country as well as credit institutions and to analyze business functions (Arıkan 2002: 54).

Individuals do not need to have received a formal education to start their own business. However, being educated in especially entrepreneurship and management science areas is a great advantage (Gürol 2000 p:229). Entrepreneurship education increases the desire for starting ventures because entrepreneurship is related to knowledge and skills following individual motivation to start a new venture (Lee et al. 2006: 356).

The results of a research on the young's career interests revealed that females are significantly less interested in entrepreneurship than males. The reason for this is the females' thinking that they need to have certain skills or competences to be successful in entrepreneurship (Wilson et al. 2007: 388). Courageous women play an important role in the economy's development in

terms of entrepreneurship. Many female students of today will shortly become the entrepreneurs of tomorrow. With the education they receive, they will become active participants in expanding and speeding the growing cooperation of women entrepreneurs. Young women's attitudes toward entrepreneurship and their knowledge of economics will shape the transformation of entrepreneurship and our economic future (Kourilsky, Walstad 1998: 78).

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