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THE DYNAMICS OF ENTPRENEURSHIP EDUCATION: EVIDENCE FROM TURKEY

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Annotation
The basic aim of this study is to explore the expectations of university students from entrepreneurship courses, and discuss the basic dynamics of entrepreneurship education. The research was conducted with a survey form on 244 'business administration' department students of Giresun University, Turkey. The results of the study reveal that, the students expect entrepreneurship courses that have multi dimensions, in terms of a rich content. The preparation of business plan, invitation of successful entrepreneurs to the courses, encouragement, conference requirement and practice focused lectures are some of the key elements that mentioned by the students for effective entrepreneurial education. The results of the data analysis also showed that, the age and 'year of education' of participants is significantly and positively correlated with their thoughts on the entrepreneurship education courses. However, the analysis results indicate that, there is no significant relation with the gender, education groups, income levels, the existence of entrepreneurs in the family, the identity of entrepreneur and the thoughts on the entrepreneurship education, in the frame of this sample.
Key Words: Entrepreneurship education, University students, Turkey.

Introduction

It is known that entrepreneurship is one of the main sources of economical development in the world. So, the level of development can be associated with the level of entrepreneurship in countries. Because of this, the processes that contribute to entrepreneurship are very important. Education is one of these processes, which has a history of more than a century, in the world. As it can easily be estimated, the countries which have the longest history of entrepreneurship education are also the most advanced countries of the world.

In Turkey, the entrepreneurial education is done through the lectures of the state and private universities, and with the training programmes. Although the state incentives for entrepreneurs started in 1920's, the formal education and training programmes have a shorter history. Accordingly, the first education institutions of business were established in 1960's. So, the related activities also started in those years. Today, there are 180 universities and more than 200 business faculties in Turkey. These business faculties have courses about entrepreneurship, either compulsory or elective. Equally, there are formal entrepreneurship training programmes which are designed to support the skills, abilities and knowledge of potential entrepreneurs. At the same time, participating to these entrepreneurship training programmes is the condition of getting state incentives to start a new venture.

The universities have a determining role in students' gaining 'an entrepreneurial spirit' (Yelkikalan et al., 2010). Gery and colleagues (2008) found that, academic training significantly affects students' interest and motivation for establishing their firms. Today, becoming an entrepreneur after graduation is a common goal for many university students (Rasmusses & Sorheim, 2006). This is the result of the conditions in economy and in labour markets. On the other hand, universities want their graduates to use their knowledge and creativity directly in their own businesses. This can be the source of outstanding contribution of new graduates to the society.

The literature on entrepreneurship education is sophisticated and discussing many dimensions of it (e.g.: Sexton et al., 1997; Kourilsky & Walstad, 1998, McMullan & Gillin, 1998; Fiet, 2000; Finkle & Deeds, 2001; Carayannis et al., 2003; Katz, 2003; Okudan & Rzasa, 2006; Rasmussen & Sorheim, 2006; Yelkikalan et al., 2010). This study also aims to contribute these views, with the research and theoretical implications.

The learning priorities of potential entrepreneurs can be as (Sexton et al., 1997): how to obtain and use financial resources, financial growth, increasing the value of firm, compensation issues; recruiting, training, motivating for growth; adapting to turbulent business environment, marketing, customer relations or sales force management, dynamics of management and organization, and finally, problems and obstacles that should be considered during the process.

This study includes two major parts: in the first part, the related literature is presented. Then, in the second part, the results of a research on university students is given and discussed. This research was conducted on the students of business administration department of Giresun University, in Turkey. This study reveals the expectations of respondents from the entrepreneurship courses.

Literature Review

The entrepreneurship can be defined as the process of founding and maintaining a business which depends on

risk taking, creativity, innovation, and opportunity seeking. As entrepreneurship is the key activity for the prosperity and wealth of human, there are efforts to start and maintain entrepreneurship courses and training programmes scientifically. Since the first business school was founded at the University of Pennsylvania as the Wharton School in 1890 and the first entrepreneurship class was held in Harvard University in 1947, the related activities have reached a level beyond estimations (McMullan & Gillin, 1998; Katz, 2003). The activities on entrepreneurship education are realized through courses, trainings, seminars, and workshops, also there is a large range of literature including books, journals and magazines that support the practices. Again, students, entrepreneurs, professors, trainers, states, universities, governments, private organizations, non-governmental organizations (NGO) like trade associations take roles during the process. In relation with this, as an interesting view, Kourilsky and Walstad (1998) propose camps for entrepreneurship for teenagers. Finkle and Deeds (2001: 617) identifies the reality that, the increase in the total number of positions and candidates increases the schools' and candidates' interest in entrepreneurial education.

Okudan and Rzasa (2006: 199) discussed the entrepreneurship education, depending on the views of the students of a class. The scholars argued that, an entrepreneurship course should focus on the business plan writing which will include the identification of target market, marketing plan and sales strategy, technology, financial plan, management principles and organization structure. Also, they stated that, the entrepreneurship courses should give the spirit of entrepreneurship through strengthening the characteristics of autonomy, innovativeness, risk-taking, creative thinking, leadership, proactiveness, and aggressiveness. Also, new ideas or information about new products or services, leadership and communication should be taken from these courses. In the process of entrepreneurship education in universities, an entrepreneurial culture should be created and maintained at the universities, which are reflected in courses, research and other activities (McMullan & Gillin, 1998; Rasmussen & Sorheim, 2006: 185). As Finkle and Deeds (2001) points out the organizations that held these courses should be institutionalized.

Rasmussen and Sorheim (2006) examined the issue from a different perspective. They focused on the question of whether the courses should be 'teaching oriented' or 'action-oriented'. Accordingly, they presented action-based examples from five Swedish universities. The cases which were given by them demonstrate that, 'entrepreneurship education focuses less on teaching individuals in a classroom setting and more on learning-by-doing activities in a group setting' (Rasmussen & Sorheim, 2006: 185). The traditional method of entrepreneurship education is seen as inadequate. So, the new way is based on case-based teaching to link students with real ventures. In this process, they select an idea, compose a team, and deal with any issues in the related phases. Thus, the students are encouraged to set up their own businesses. On the other hand, this method can also be seen as the delegation of teaching activity to the students, which would make the courses more interesting (Sexton et al., 1997; Kourilsky & Walstad, 1998; McMullan & Gillin, 1998; Fiet, 2000). Therefore, many of the pedagogical problems can be avoided through this way. In connection with this, Fiet (2000) suggests a 'student-approved system' for class meetings, which depends on taking the ideas of the students for the content of courses. Hence, the students will feel better and the courses would be more effective.

Carayannis et al. (2003: 769) examined the differences between France and Unites States for their entrepreneurship education systems; and suggest many principles or implementations, including: All of the students should be encouraged to be creative and positively extraordinary. They should be informed about the dynamics of markets, or market requirements. Accordingly, students would learn how important as a choice to set up a business. Also, entrepreneurs can be invited to the courses to present their business stories. (Kourilsky & Walstad, 1998; Carayannis et al., 2003: 769). Even, some potential or practicing entrepreneurs primarily prefer to take courses from other entrepreneurs or at least from the individuals who experienced the similar conditions (Sexton et al., 1997). Furthermore, Carayannis et al. (2003) also suggest vertical and horizontal integration of schools, like university with high school, or university with another university, to share information and knowledge about entrepreneurship. Moreover, the integration of business and engineering programmes should also be provided. Through this way, especially engineering students can be more creative and efficient in their professional life. The authors also suggest a safe environment for students to set up their businesses or for business creation experimentation. Again, the students can be integrated with an entrepreneurial rich environment that depends on creativity, innovation, independence and individuality. In addition, consultants or consulting firms can be a part of this process. And finally, students and professors should set up close relations for efficient studies.

Sexton and colleagues (1997) argued that, entrepreneurs learning experiences which are short, goal focused, content oriented, and taught by current entrepreneurs. The authors searched the learning needs of fast growth entrepreneurs: First, entrepreneurs should determine what, where and how they want to learn. They are reactive, and they give importance to content which includes specific knowledge rather than general information. In other words, they don't consider the process at the first hand. Furthermore, there is a correlation between the education and experience of entrepreneurs and the size and complexity of their establishments. Again, the information and knowledge that is given at the courses should primarily respond the immediate requirements, and support them in the planning process. Also, the content of the courses needs to adapted to the conditions of market or business environment.

According to McMullan and Gillin (1998), the students can be registered to entrepreneurial education programmes with a selection process. This process can

depend on three basic criteria: the value of past responsibilities, commitment to entrepreneurship, and creative thinking. It is obvious that, the outcomes of education programmes would be better with selected students or trainees; because the motivation and readiness will be higher.

Kourilsky and Walstad (1998) propose 'start-up' camps or summer camps for teenagers, especially for girls. This is important to achieve a balance between man and women in entrepreneurial activities. It is clear that, when women participate more to business life, the social and economical development will be easier and higher. As the scholars pointed out, these activities can be enlarged through workshops that provide supplementary instruction and guidance. Again, successful entrepreneurs can mentor their potential colleague.

Hypothesis:

As the age increases, the information and knowledge of an individual increases. Again, the experiences can make the individual more willingness to be an entrepreneur. Also, in the frame of this research, when the year of education increases also the age increases. So, the participants will be closer to the realities of professional life after graduation. They should have serious plans for their future life. Accordingly, they would have important expectations from the entrepreneurship courses, which would respond the requirements of their professional life. So, it can be claimed that:

H_1: There is a significant relationship between the age of participants and their thoughts on entrepreneurship education.

Although, the women and men behave similarly in their daily life, also there can be some differences depending on characteristics special to the gender. Again, the cultural discrepancies can create splits in the expectations of individuals. Wilson and colleagues (2007) achieved the result that, women are more interested in the entrepreneurship education then men, in MBA programs. Conversely, authors found that teenage boys have higher entrepreneurial intentions than teenage girls (Wilson et al., 2007). On the other hand, there can also be differences about entrepreneurial tendencies in a gender group (Kundu and Rani, 2007). There are also other studies that indicate the role of gender on entrepreneurial tendencies (e.g. Gery et al., 2008). So, women or men can have expectations from the entrepreneurship courses in different levels. Again, each gender might have suggestions that can enrich the curriculum, in different degrees. Therefore, it can be proposed that:

H_2: The gender of the participants is significantly and positively correlated with their thoughts on the content of entrepreneurship courses.

As mentioned above, the year of education would reflect to the behaviours and views of individuals. The increase in the year of education will result in an increase in information and knowledge that can improve the skills and abilities. Thus, the awareness of the students would also become higher. They will need to prepare themselves for their near future as professionals. In other words, these people should be ready to undertake responsibilities. So, these individuals will behave more in consciousness. So, it can be asserted that:

H_3: The year of education of the respondents will be positively associated with their thoughts on the content of entrepreneurship courses.

In Turkish higher education system, two education groups can exist in some faculties and some departments: The morning class, and the evening class. Accordingly, morning class students make no payments if they finish school in time. On the other hand, the evening classes charge tuition. So, the income levels of the families of these two groups probably change. In other words, the families of evening class students should have adequate income to afford the costs of the university enrolment. Then, it can be proposed that:

H_4: The education groups of the participants will be significantly correlated with their thoughts on the content of entrepreneurship courses.

The income levels of participants' families would determine many dimensions, like achieving resources, information and knowledge. Thus, it could have impacts on the expectations or thoughts of individuals on the subject. Accordingly, it can be suggested that:

H_5: The income level of participants' families and the thoughts on the content of entrepreneurship courses will be positively correlated.

The experiences would determine the new approach to different issues. Also, family members will take the successful examples as role models for them. In relation to entrepreneurship, the existence of entrepreneurs in the family might strengthen the tendency to this profession. Moreover, the pool of experiences, knowledge and information would also contribute to this type of attitudes. Then, it can be supposed that:

H_6: The existence of an entrepreneur in the family will be statistically significantly and positively correlated with the thoughts on the entrepreneurship courses.

H_7: The identity of entrepreneurship in the family is positively associated with the thoughts on the entrepreneurship courses.

The residence of participants before university education would influence the thoughts, behaviours or attitudes of them on any problem. Accordingly, big cities present many opportunities for personal development. As being the centres of culture, education, healthcare, finance and business, these areas provide sophisticated perspectives, methods or techniques to any individual. Therefore, it is easier to achieve success in any profession in big cities. On the other hand, small cities also present opportunities, but no at that rate. Then, it can be claimed that:

H_8: The residence of participants before university education is positively correlated with the thoughts on the entrepreneurship courses.

Methodology

Research Model

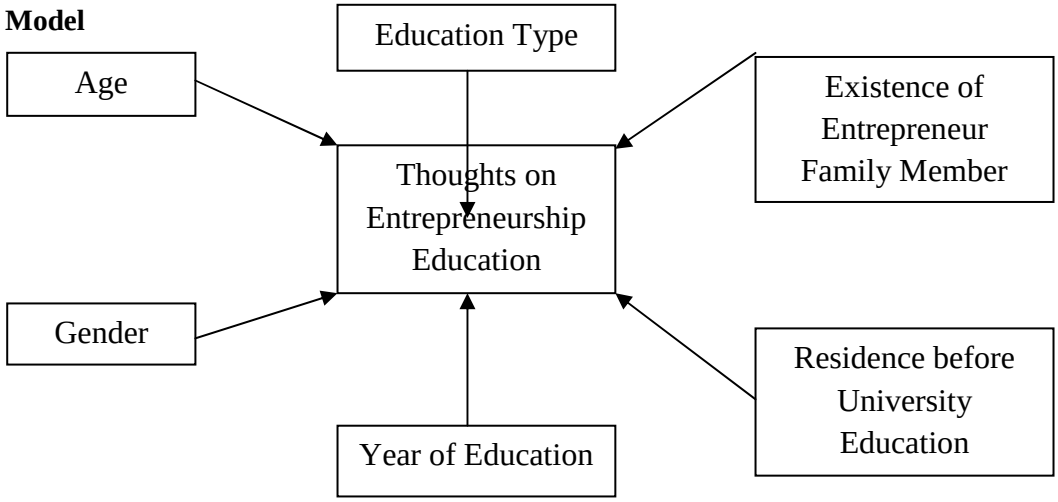

Fig. 1. Research Model

Research Goal

In this survey, it is aimed to find out the preferences of students about the content of entrepreneurship courses. It is also aimed to identify the effects of demographic data of the participants on the variables. The ultimate goal of this study is to discuss the formation of the entrepreneurship courses and propose possible content for efficient results.

Sample and Data Collection

To test the hypotheses developed between the couples of variables, a questionnaire as a method of data collection was conducted on a total of 276 undergraduate students studying at the Faculty of Economics and Administrative Sciences at the Giresun University, Turkey. Collected during April, 2015, the questionnaire included a total of 28 items using 5-point Likert Scale. The scale was adapted from the studies of Okudan and Sarah (2006), and Çetinkaya Bozkurt and Alparslan (2013). In determining the sample group, the technique of convenience sampling was used due to the financial and timing limitations. After conducting a pilot test on a group of 30 students, it was decided to continue with the rest of the questionnaires on the same sample. A total of 276 participants were reached, however only 244 were found to be valid for the data analysis process. The participants were the 1., 2. 3., and 4. year-undergraduates studying at the department of Business Administration, and took part in the questionnaire on a voluntary basis. Data obtained from those 276 questionnaires analyzed through the SPSS statistical package program 21, and several relations were tested. Due to the fact that the data did not show a normal distribution, which is a primary condition of using the parametric tests, non-parametric tests including Mann-Whitney U and Kruskal Wallis Tests were used in testing the hypotheses.

Analysis and Results:

A total of 20 items included in the questionnaire are grouped under 9 variables, 8 of which being the demographic ones, developed by the existing literature and personal evaluations. The variable of 'the content' is measured by 16 items. According to the reliability test conducted on the variable, the scale is found to be reliable (Cronbach's Alpha > 0.70).

According to the descriptive statistics of the demographic questions, out of 244 valid participants, 118 (48.4%) are females and 126 (51.2%) are males.

Out of 244 valid participants, 95 (38.9%) are in their first year, 56 (23%) in the second year, 79 (32.4%) in the third year, and 14 (5.7%) of them are in the fourth year of their undergraduate education. Again, 118 (48.4%) of the participants are in the group of 'morning class', so125 (51.2%) of them are 'evening class' students. These 'evening class' students are paying fees for their education.

The ages of participants are as follows: 12 (4.9%) students are 19 years old; and 33 (13.5%) of them are 20 years old; 59 (24.2%) of the students are 21; then, 65 (26.6%) of the participants are 22 years old; 39 (16.0%) of the respondents are 23; the number of participants who are 24 years old are 25 (10.2%); then, 8 (3.3%) of them are 25; there is only 1 (.4) students for each group, who are 27, 28, and 55 years old.

Just, 74 (30.3%) of the respondents have an entrepreneur in their family. These entrepreneurs are mothers 12 (4.9%), fathers (14.8%), brothers or sisters 15 (6.1%), and others 11 (4.5%).

As shown on the Table 1, out of 244 valid participants, 82 participants (33.6%) have a monthly income level of 0 – 1000TL (app. $350); 77 participants (31.6%) of 1001 – 2000TL ($350-700); 47 participants (19.3%) of 2001-3000TL ($700-1050); and 17 participants (7.0%) of 3001-4000TL ($1400-1750); and 21 participants (8.6%) 4001 TL ($1750) and above.

Table 1. Monthly Income Distribution of the Participants

Inn TL (app. half of $ in currency)		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1000	82	33.6	33.6	33.6
	1001-2000	77	31.6	31.6	65.2
	2001-3000	42	19.3	19.3	84.4
	3001-4000	17	7.0	7.0	91.4
	4001-	21	8.6	8.6	100
	Total	244	100	100	

As shown at the Table 2, out of 244 valid participants, 58 (23.8%) lived in Giresun province before their university education. Accordingly, Giresun is the province that hosts the university, and has a population of 440.000. Also the province center has a population of 100.000. The second highest rate about the residence before university education is 13.5%, for the 33 students coming from Trabzon, a historic city and commercial center in Black Sea Coast. The Trabzon province has a population of 750.000, and almost 230.000 people live in the city center. The third highest number of respondents is 31 (12.7%), and they are from Istanbul. The most populated city of Turkey, which has a population of almost 15.000.000. Then the fourth rate is 4.5% for 11 students each both from Ankara and Ordu. Ankara is the capital of Turkey, which has a population of 5.000.000. And, Ordu, is a big city near Giresun, at the Black Sea Coast. Moreover, in the sixth place there is Samsun province which is a port and big city, about 250 km from Giresun city center and has a population of almost 1200.000. So, 9 (3.7%) participants are from Samsun. Then, there is Rize, a city at the Black Sea Coast, almost 200 km from Giresun city center, and 7 (2.7%) students are from this city. Hence, with 1 (.4%) student from both Gümüşhane and Artvin, the other cities that are in relatively short distances to Giresun, the 49% of participants are from the provinces of Black Sea Coast. In total, the participants are coming from 49 different provinces of Turkey and two provinces of Azerbaijan.

Table 2. The Residence of Participants before University Education

The Number of Students	%	Province	Population
58	23.8	Giresun	440.000
33	13.5	Trabzon	750.000
31	12.7	Istanbul	15.000.000
11	4.5	Ankara	5.000.000
11	4.5	Ordu	750.000
9	3.7	Samsun	1200.000
7	2.7	Rize	350.000
1	.4	Artvin	200.000
1	.4	Gümüḩhane	200.000
82	38.3	Other Provinces	-

Table 3. The Results of Factor Analyses

	Factor (Kaiser-Meyer-Olkin (KMO) = .885 Significance = .000 Variance = 31.132 % Reliability (Alpha/α) = .8771	**Value**
M27	The entrepreneurship course should have more hours.	.687
M23	The knowledge about competitiveness should be given.	.679
M22	The potential entrepreneurs should be supported in the areas of economy, technology, and law.	.664
M15	The knowledge about market conditions, law, incentives and business founding should be given.	.642
M16	Projects should be prepared during the courses.	.618
M26	A feasibility study (business plan) should be prepared.	.613
M25	The education system should be adapted to the technology.	.599
M12	The characteristics of courage, self confidence, creativity, being innovative, being sociable, and opportunity seeking should be given.	.596
M18	There should be seminaries and conferences about entrepreneurship.	.593
M28	The lecturer should have adequate knowledge and experience.	.551
M10	Successful entrepreneurs should be invited to the courses to present their experiences.	.549
M11	The students that have abilities and interest to entrepreneurship should be encouraged.	.545
M24	Entrepreneurship education should be supported with personal development lectures.	.544
M19	The business ethics should be educated.	.526
M17	The potential entrepreneurs should be allowed to focus their interest areas.	.516
M9	The courses should include practices.	.506

N=244

As it is shown in Table 3, the variables were gathered under one factor. Accordingly, the variables should be grouped as one factor for their similarity, so it was chosen from SPSS system to categorize them under one group. The value of 'Kaiser-Meyer-Olkin Measure of Sampling Adequacy' is .885; with an adequate significant level of (.000). Also, the alpha (α) is .8771, which demonstrates a high level of reliability.

Table 4. Descriptive Statistics

	Factors	Mean	Standard Deviation	Variance
M17	The probabilities should be provided to students to focus their business areas.	4.4713	.7051	.497
M12	The characteristics of courage, self confidence, creativity, being innovative, being sociable, and opportunity seeking should be given.	4.4549	.7765	.603
M28	The lecturer should have adequate knowledge and experience.	4.4180	.8398	.705
M25	The education system should be adapted to the technology.	4.3934	.7651	.585
M11	The students that have abilities and interest to entrepreneurship should be encouraged.	4.3566	.8063	.650
M10	Successful entrepreneurs should be invited to the courses to present their experiences.	4.2992	.7782	.606
M18	There should be seminaries and conferences about entrepreneurship.	4.2869	.8411	.707
M19	The business ethics should be educated.	4.2869	.8362	.699
M15	The knowledge about market conditions, law, incentives and business founding should be given.	4.2500	.8108	.657
M23	The knowledge about competitiveness should be given.	4.1926	.8653	.749
M9	The courses should include practices.	4.1680	.9517	.906
M24	Entrepreneurship education should be supported with personal development lectures.	4.1639	.9460	.895
M16	Projects should be prepared during the courses.	4.1557	.9386	.881
M14	Students should visit the firms. (Excluded)	4.1352	.9039	.817
M27	The entrepreneurship course should have more hours.	4.0615	.9164	.840
M20	There should be a apprenticeship obligation. (Excluded)	4.0615	1.1795	1.391
M21	This course should be lectured by successful entrepreneurs. (Excluded)	4.0328	2.8093	7.892
M22	This course should include knowledge about economy, technology, and law.	4.0328	.9066	.822
M26	A feasibility study (business plan) should be prepared.	3.8893	.8935	.798
M13	Theoretical knowledge should be discussed in the second hand. (Excluded)	3.5287	1.1490	1.320

N=244

As it can be seen at Table 4, the respondent gave similar values to the choices that reflect the elements of entrepreneurship education or training programmes. Accordingly, the highest value of mean is for "the probabilities should be provided to students to focus their business areas", it is 4.4713. After this, there is "the characteristics of courage, self confidence, creativity, being innovative, being sociable, and opportunity seeking should be given", it is 4.4549. Then, the third one is "the lecturer should have adequate knowledge and experience", (4.4180). The fourth variable according to its value is "the education system should be adapted to the technology" (4.3934). The fifth variable is "the students that have abilities and interest to entrepreneurship should be encouraged", (4.3566). The sixth variable in terms of its value is "successful entrepreneurs should be invited to the courses to present their experiences" (4.2992). "There should be seminaries and conferences about entrepreneurship" (4.2869) is in the seventh order. Then, in the eighth place, there is 'the business ethics should be educated" (4.2869), and has the same value with the previous one. The ninth variable is "the knowledge about market conditions, law, incentives and business founding should be given" (4.2500). In the

tenth order, there is "the knowledge about competitiveness should be given" (4.1926). The next one is "the courses should include practices", (4.1680). Then, there is "the courses should include practices" (4.1680). Again, "entrepreneurship education should be supported with personal development lectures" (4.1639), is in the thirteenth order. Projects should be prepared during the courses (4.1557). And, "the entrepreneurship course should have more hours" and "this course should include knowledge about economy, technology, and law" (.4.0615) are in the fifteenth and sixteenth place. The last one is "A feasibility study (business plan) should be prepared", with a value of 3.8893.

This result shows that, the students gave similar importance to the proposed entrepreneurial education choices or methods. This can be the indication of the requirement of a multi-dimensional system for the courses. In other words, the curriculum should be enriched with different items that respond the requirements of each country or region.

Table 5. U-Test Results between the Thoughts about the Entrepreneurship Courses and the Gender

Gender	N	Mean Rank	Sum of Ranks	Mann Whitney U	Sig.
Female	118	121.11	14291	7270	-.298
Male	126	123.80	15599		

Table 5 shows the Mann-Whitney U Test results pertaining to the relationship between the participants" thoughts on the entrepreneurship education content and the gender. According to these results, there is not a statistically significant relationship between these two variables within the sample group (U=7270 and sig.>0.05). So, H_2 is not supported.

It can be claimed that, the homogeneity of the answers of women and men might be the indication of their similar tendencies to the entrepreneurship related issues. However, Erkoç and Kert (2013) identified that, the entrepreneurial tendencies of men and women do not significantly change in "resistance to change", "opinion-leading", and "openness to experiences"; their behaviors alter just in "risk taking".

Table 7. Kruskal Wallis Test Result between Year of Education and the Thoughts about the Content of Entrepreneurship

Year of Education	N	Mean Rank	df	X^2	Sig.
1	95	107.74	3	11.789	.008
2	56	115.33			
3	79	141.63			
4	14	143.43			

Kruskal Wallis test was applied to identify the relation between the year of education and the thoughts about the content of entrepreneurship education (Table 7). According to the Table 6, there is a statistically significant relationship between the thoughts on the content of entrepreneurship courses and the year of university education (x^2 [df=3, n=244] = 11.789 and sig. <0.05). When ranks are considered, the highest rank belongs to the fourth year, and the lowest rank belongs to the first year of students. So, the year of education has a determining effect on the thoughts about the courses. The students' views and expectations about the content of entrepreneurship change depending on their year of education. Hence, the fourth year students has the highest, and the first year students have the lowest level of expectations from the courses in terms of their content. This result can be explained about the level of information and knowledge the third and fourth year students have. Also, they are closer to graduation, and discussing more what they need in the future life. H_3 is supported.

Table 8. U-Test Results between the Thoughts about the Entrepreneurship Courses and the Education Groups

Education Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Sig.
Morning Group	131	121.81	15956.50	7310.50	.868
Evening Group	113	123.31	13933.50		

Table 8 shows the Mann-Whitney U Test results about the relationship between the participants' thoughts on the environment and the education groups. Accordingly, these two variables are not statistically significantly associated (U=7310.5 and sig.>0.05). Then, H_4 is not supported.

Table 9. Kruskal Wallis Test Result between the Thoughts about the Entrepreneurship Courses and the Income Levels

Income	N	Mean Rank	df	X^2	Sig.
0-1000TL	82	127.98	4	.790	.940
1001-2000TL	77	120.16			
2001-3000TL	47	120.39			
3001-4000TL	17	119.56			
4001TL-above	21	116.79			

As it is demonstrated at Table 9, there is not a statistically significant relationship between the participants' thoughts on the environment and their income levels (x2[df=4, n=244] =.790 and sig.>0.05). Therefore, H_5 is not supported.

Table 10. Kruskal Wallis Test Result between the Thoughts about the Entrepreneurship Courses and the Existence of an Entrepreneur in the Family

Entrepreneur In the Family	N	Mean Rank	df	X^2	Sig.
Exist	71	113.49	1	1.636	.201
Absent	173	126.20			

The thoughts of participants about the content of entrepreneurship courses are not significantly associated with the existence of an entrepreneur in the family (x2[df=1, n=244] = 1.636 and sig.> 0.05) (Table 10). Thus, H_6 is not supported.

Table 11. Kruskal Wallis Test Result between the Thoughts about the Entrepreneurship Courses and the Identity of Entrepreneur in the Family

The Identity of Entrepreneur	N	Mean Rank	df	X^2	Sig.
Mother	12	45.04	3	2.665	.446
Father	36	33.90			
Sister/Brother	15	36.27			
Others	10	39.60			

As it can be seen on Table 11, the thoughts of participants about the content of entrepreneurship courses are not significantly associated with the identity of entrepreneur in the family (x2[df=3, n=73/244] = 2.665 and sig.> 0.05). Therefore, the identity of entrepreneur in family can't be related with the thoughts about the courses, in the frame of this sample. Again, the 'men' is more dominant than women in entrepreneurial activities in Turkey. Hence, H_7 is not supported.

Table 12. The Correlations among Variables – I

	M1	T1
M1. Age	1	
T1. Content	.175**	1
	.006	

N = 244; ** Correlation is significant at the .005 level (2-tailed).

As it is demonstrated at Table 12, the age of the respondents is significantly and positively correlated with the mean of their response, which reflects the choices about the content of entrepreneurship courses. However, this is a law level relation of the 'age' and the 'course content preference'. H_1 is supported.

Table 13. The Correlations among Variables - II

	M8	T1
M8. Residence	1	
T1. Content	-.048	1
	.457	

N = 244

The analysis of the data shows that (Table 13), there is no significant relationship between the residence of the students before their university education and their thoughts about the content of entrepreneurship courses (-.048; .457). In other words, the students, whether from big cities or a small city have similar ideas about the ideal framework of entrepreneurship course content. Again, this can be the indication of a consensus on the dimensions of entrepreneurial education. Today, the intense level of communication makes people aware of any development and unifies their views. H_8 is not supported.

Discussion

As one of the important sources of the development of the countries, entrepreneurship should be encouraged, supported through funds or incentives, and strengthened through education, courses and training programmes.

The education system should be based on lecturers or trainers that were formally 'educated or trained' on entrepreneurship; or the successful entrepreneurs. Especially, inviting successful entrepreneurs to present their 'success story' might motivate potential entrepreneurs to realize their dreams. On the other hand, unsuccessful stories of entrepreneurs are also important to get lessons and avoid mistakes during the process.

The education and training programs should also include meetings as conferences or panels to discuss special regional conditions, requirements or characteristics. Accordingly, as the situations change according to markets, also the methods or techniques of entrepreneurship should be changed. Thus, the opportunities and threads should be evaluated by academics, and leading entrepreneurs of each region or country, and the content of entrepreneurship education should be determined through this process.

The universities might present more sophisticated studies or practices with research centres on entrepreneurship. So, the practices of these institutions are to be integrated with the related policies of governments to achieve the goals. In addition, the required literature would also be formed by universities and state officials together.

A business plan is very essential to be prepared by potential entrepreneurs, which might give opportunities to them to evaluate the details of their business life and get readiness to the developments. In the same way, the entrepreneurship courses and training programmes should encourage individuals, strengthen them, and make them more creative, disciplined, and innovative. Equally, these courses and trainings should improve the skills and abilities of students and trainees in communication, team work, opportunity seeking, and continuous development. Similarly, locus of control, self confidence, ethics, risk taking and the need for achievement are the related characteristics to be integrated with the personalities of potential entrepreneurs.

In general, the entrepreneurial lectures and training programmes should have a content that responds the basic requirements of business life in its major steps. It would widen the horizons of individuals to improve their skills and abilities and succeed in their professional life.

Conclusion

This paper has mainly investigated the dynamics of entrepreneurship education, based up on a research on university students about their perception, and expectations. Accordingly, the students think that, the characteristics of courage, self confidence, creativity, being innovative, being sociable, and opportunity seeking should be given in the courses, by the lecturers or trainers that have adequate knowledge and experience. This would encourage the students that have abilities and interest to entrepreneurship. Moreover, successful entrepreneurs should be invited to the courses to present their experiences. Also, there should be seminaries and conferences about entrepreneurship. The business ethics should be educated; and the knowledge about market conditions, law, incentives, business founding and competitiveness should be given. Besides, the courses should include practices, too. Equally, entrepreneurship education should be supported with personal development lectures. Again, projects should be prepared during the courses. Furthermore, the entrepreneurship courses should have more hours. Finally, a feasibility study (business plan) should be prepared.

As the respondents gave similar values for the proposed elements of entrepreneurial courses, a multi-dimensional education system would be the best. This system can also be improved through discussions among related parties. It is obvious that, new opportunities that strengthen 'opportunity seekers' would contribute to the local economies and the international economy.

This study also demonstrated that, the thoughts on entrepreneurship education are statistically significantly associated with the year of education and the age of the participants. However, it was also seen that, there is no statistically significant links between the thoughts on the content of entrepreneurship education and the gender, education groups, income levels, existence of entrepreneurs in the family, and the identity of entrepreneur. Nevertheless, these results are special to this research or sample.

This study may enhance the understanding of the importance of entrepreneurship education relating it with development of countries. Thus, new discussions might bring new perspectives to the issue that enlarges the horizon for more efficient and effective entrepreneurship courses or training programs.

Theoretical and Managerial Implications

Recommendations

The researcher developed some recommendations for both researchers/theorists and management practitioners. These are:

Theoretical Recommendations

1. Researchers should deeply search the expectations of students and potential entrepreneurs from entrepreneurship courses and training programs in different cultures and countries that have special economical characteristics.
2. The proposals of this research should be retested on other samples with related scales that allow parametric tests to be done.
3. Researchers are encouraged to study further predictors of the dimensions of entrepreneurship education. '

Managerial Recommendations

1. Universities and other organizations that have training programs should consider the expectations of the respondents in terms of the contents of courses, that were mentioned in this study.
2. Universities might establish entrepreneurship departments that can only focus on special entrepreneurship education effectively.
3. Universities and governments can also found research and development organizations for entrepreneurship to design methods and policies. Also,

governments should set up institution to support entrepreneurship and implement related policies.

Limitations

There were some limitations to this study. Below are some of the main ones:

- The data were collected through cross-sectional method and were self-reported. Thus, the potential biases can be identified.
- The results remain limited to the students of department of business administration, Giresun University, in Turkey. Hence, applying the result of this study in a different environment than the Giresun University, would be misleading.

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