

INCLINATION TOWARDS ENTREPRENEURSHIP AMONG BUSINESS STUDENTS: AN EMPIRICAL STUDY IN TURKEY

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Abstract

*This study has been conducted in order to design the attitudes of the Business Management Department students with the potential of being future entrepreneur candidates, and to determine the differences of these dimensions according to various demographic characteristics. The exemplification of the study consists of 160 third and fourth class students. In collecting the data, the Entrepreneurship Inclination Attitude Scale (EIAS) and a demographic Information Form have been used to measure the inclinations of the students for entrepreneurship. In analyzing the differences in terms of demographic characteristics of the differential dimension obtained from the factor analysis applied to the EIAS, the independent samples *t* test and the ANOVA test were used. The analyses show that there are meaningful differences between the male and female fourth class students in terms of the attitudes towards entrepreneurship in motivation, determination and cooperation dimensions; and fourth class students show a more deterministic attitude towards entrepreneurship when compared with the third class students. In the capacity dimension, it has been observed that the increase in the average grades of the students influence the attitude in a negative way; while influencing positively in the determination dimension. On the other hand, the students who are raised with a repressive manner are in a conscious attitude towards entrepreneurship when compared with the other students.*

Keywords: Entrepreneurship, entrepreneurship inclination, attitude towards entrepreneurship, students of business management department, Turkey

INTRODUCTION

With the transition from industrial society to information society, the concept of entrepreneurship has gained more importance, and has become one of the mostly-investigated topics in business management literature because of its property of ensuring prosperity both individually and socially. Recent survey has shown that there is a strong relationship between the entrepreneurship levels and annual economic growth in the G-7 Countries, Canada, France, Germany, Italy, Japan, England and America, which represent 65% of the world economy (Salvatore, 2005). Kirzner (1982) expresses the relation between entrepreneurship and economic growth as a good indicator for defining the market opportunities and making use of them. Baumol (1989) stated that it is the most important element of growth and productivity.

Schumpeter, who is considered as the founder of the modern entrepreneurship concept, defined the entrepreneurship as bringing the new compounds together, and added that this is the basis of economic development. According to Schumpeter, bringing new compound together is a unique success which can only be achieved by entrepreneurs. Schumpeter defines the possible compounds that start the entrepreneur activities as organizing the new products or services, new production methods, new markets, new supply sources and new organization styles. In this context, there have been many definitions for entrepreneurship and entrepreneurs in the literature. The common characteristics of these definitions is that the entrepreneur has the quality of perceiving the opportunities that no one else can notice and converting these opportunities into new ideas for a job.

Today however, most economists and other practitioners of behavioral sciences as well as politicians will readily admit the importance of the entrepreneur's role in the society. Entrepreneurs are held responsible for economic development by introducing and implementing innovative ideas. These ideas include product innovation, process innovation, market innovation, and organizational innovations. The successful implementation (initiated by entrepreneurs) of these new ideas gives rise to the satisfaction of new consumer demands and to the creation of new firms. The created firms engender economic growth and supply jobs for the working population. Hence, by stimulating both a product market and a labor market, entrepreneurs can be given credit for a considerable contribution to the economy (Praag, 1999). Parallel to the increasing importance of the entrepreneur and entrepreneurship and its being considered as the basic element of economic development, the *inclination of entrepreneurship* has become very important in today's world. The inclination of entrepreneurship tells us about the intellectual, behavioral and actual attitudes before the entrepreneur candidates start an enterprise. The personality of the entrepreneur and his/her demographic properties therefore play an important role in the success of entrepreneurship. As a matter of fact, recent studies

(Pinelli, 2012; etc.) have shown that there are some differences between the people who are entrepreneurs and who are not stemming from the personality traits. Some of these factors are gender, age, education, the jobs of mother and father, the educational status of mother and father and the existence of an entrepreneur in the family.

On the other hand, entrepreneurship, which is accepted as the basic element of economic development, may become more important in the situations where the inclination of the young people is increasing in the positive way especially in countries with high population of young people. Therefore, as the entrepreneurship inclination of the young people increase, so will the economic growth levels of their countries depending on this growth. In this context, it is extremely important that the entrepreneurship inclinations of the university students, who are considered as the future entrepreneurs, are determined. There have been many considerable studies in recent years on determining the entrepreneurship inclinations of university students (Arslan, 2002; Avşar, 2007; Cansız, 2007; Guerrero et al., 2008; Tek, 2008; Yılmaz and Sünbül, 2009; Çarıkçı and Koyuncu, 2010; Gürel et al., 2010; Yüzüak, 2010; Gasse and Tremblay, 2011; Keleş et al., 2011, Tong et al., 2011; Aktürk, 2012; Bozkurt and Alparslan, 2012; Moriano et al., 2012; Rani, 2012; Şeşen and Basım, 2012; Armağan, 2013; Arrighetti et al., 2013; Asamani and Mensah, 2013; Koçyiğit, 2013; Yumuk, 2013; Çelik, et al., 2014; Demireli et al., 2014). However, when these studies are considered in terms of the groups included in them and the analyses techniques used, it is observed that the students are mostly *not* from the Business Management Departments, and that the number of the studies in which Factor Analysis is used for the purpose of determining the attitudes of the students about entrepreneurship has been quite limited.

Also there are studies, although rare, in which the studies are conducted without factor analysis to measure the entrepreneurship inclinations of the students studying at the Business Management Departments, which has undertaken the duty of raising future entrepreneurs (Girginer and Uçkun, 2004; Karabulut, 2009; Ruhle et al., 2010; Qureshi, 2011; Korkmaz, 2012; Uddin and Bose, 2012; Canbaz, et al, 2013; Pfeifer, 2014).

The number of the studies in which factor analysis is used to determine the entrepreneurship attitudes of the students of Business Management Departments is limited (Cachon and Cotton, 2008; Farrington, et al., 2012; Doğan, 2013). In this study, starting from this gap in the literature, the factor analysis has been used to design the entrepreneurship attitudes of the students studying at the Business Management Department of the Faculty of Economics and Administrative Sciences. The aim of the study is to design the entrepreneurship attitudes of the students studying at Eskişehir Osmangazi University, Faculty of Economics and Administrative Sciences, Business Management Department, and to determine the differences

of the dimensions according to various demographic characteristics. It is expected that this study, and similar other ones, which will help the determination of entrepreneurship inclinations, will be beneficial in providing the data to be used in systemization of the information to be presented to the students in their academic lives, and to be used in shaping their future business life plans.

RESEARCH METHODOLOGY

In this study which has been conducted to determine and design the entrepreneurship inclinations and attitudes of the university students studying at business management departments, and also to determine the differences in terms of various demographic characteristics (classes, gender, average grades, jobs of the mother's and father's), the study group consists of 160 third and fourth class students attending Eskişehir Osmangazi University, Faculty of Economics and Administrative Sciences, Business Management Department in 2014-2015 academic year. The reasons for including the students from Business Management Departments in the study group is that this department has undertaken the duty of raising future entrepreneurs. In addition, these students constitute a homogenous group in terms of the education given on entrepreneurship. On the other hand, it was hypothesized that the inclinations of these students would be determined at the third and fourth classes, and since they are close to be graduated, they will have more potential as entrepreneurship candidates, and the third and fourth class students from the evening classes at Business Management Departments are included in the study group. The students were selected with the Simple Random Sampling Method and in total, 160 students has formed the exemplification of the study.

The study data have been obtained by using a questionnaire with two sections applied to the students. The first part of the questionnaire consists of the questions prepared by the researcher by making use of the studies in the literature (the education type (department), class, gender, residential area before university education, educational status of the mother and the father, the order of the child in the family, manner of raising the child and parents establishing their own job) with the purpose of determining some demographic properties of the students and their family structures. In the second part of the study, the Entrepreneurship Inclination Attitude Scale (EIAS) consisting of 31 Items, developed by Zhang and Zhang (Zhang and Zhang, 2013) was taken as a basis in order to measure the entrepreneurship inclination attitudes of the students. However, it was subjected to factor analysis, and those items whose factor loads were below 50%, and the variables which existed in one factor on their own were taken out from the scale, and thus, it was reduced to 25 items, and the analyses continued like this. The Cronbach

Alpha Value of the 25-Item Attitude Scale whose reliability analysis was done was found to be 88,3%.

In terms of the factors determined at the end of the Factor Analysis of the EIAS, the Independent Samples t test was applied in the analysis of the differences according to various demographic properties of the students, and in comparisons of the two groups such as in terms of educational type, class and gender of the students. In comparison of average grades, educational status and jobs of the parent's, the number of the child in the family, manner of raising the child and the parents having established their own jobs, i.e. the comparison of the average points of the sub-scale of more than one group, the ANOVA test has been used. In case the difference was found to be important, the Multiple Comparison Test (the Tukey test) was used in order to determine the groups that caused the differences. The significance level was accepted as 5% in all statistical analyses of the study, and the SPSS 20.0 Package Program was made use of.

ANALYSIS AND FINDINGS

The distributions of the demographic properties brought forward by the application of the Questionnaire Form of the students participated in the study are given in Table 1.

Table 1. Distribution of the Students according to their Demographic Properties

Variables	Variable Levels	Number	Percent
Department	Normal Education	85	53,1
	Evening Education	75	46,9
Class	Third Class	72	45
	Fourth Class	88	55
Gender	Female	97	60,6
	Male	63	39,4
Average Grades	0-1	0	0
	1-2	7	4,4
	2-3	139	86,9
	3-4	14	8,8
Residential Area	Village	6	3,8
	County Center	39	24,4
	City Center	112	70
	Other	3	1,9
Mother's Educational Status	Illiterate	6	3,8
	Literate	2	1,3
	Primary School Graduate	60	37,5
	Secondary School Graduate	29	18,1
	High School Graduate	46	28,8
	University Graduate	17	10,6

Table 1...

Father's Educational Status	Illiterate	0	0
	Literate	3	1,9
	Primary School Graduate	30	18,8
	Secondary School Graduate	35	21,9
	High School Graduate	50	31,3
	University Graduate	42	26,3
Mother's Job	Working in Public Sector	13	8,1
	Housewife	114	71,3
	Working in Private Sector	8	5,0
	Employee	2	1,3
	Self-employed	8	5,0
	Retired	15	9,4
Father's Job	Working in Public Sector	32	20,0
	Working in Private Sector	32	20,0
	Employee	13	8,1
	Self-employed	25	15,6
	Retired	58	36,3
The Order of the Child in the Family	Single	14	8,8
	First	64	40,0
	Second	61	38,1
	Third	15	9,4
	Other	6	3,8
Manner of raising the Child	Mostly Repressive	8	5,0
	Mostly Free	9	5,6
	Depending on the Situation and Controlled	85	53,1
	Based always on Trust and Free	58	36,3
	Other	0	0
Parents Establishing their Own Job	None	106	66,3
	Both of them did	9	5,6
	Only my mum established	1	0,6
	Only my father established	44	27,5

When Table 1 is examined, it is observed that 53,1% of the students who participated in the study are from the normal education, 46,9% of them are from evening education; and 45% of them are at the third class, 55% of them are at the fourth class. 60,6% of the students participating in the study are female, 39,4% of them are male. The average grades of 86,9% of

the students are between 2-3, which is a fairly high grade; and 70% of them are from urban residential areas in terms of their lives before their university years.

An interesting finding in Table 1 is that the mothers of most of the students (37,5%) are Primary School Graduates; and most of their fathers (31,3%) are High School Graduates. Similarly, when the job of the parent's is considered, it is observed that 71,3% of the mothers are housewives, and 36,3% of the fathers are retired. 40% of the students are the first children in their families, 38,1% of them are the second children of their families. In terms of manner of raising the child, 53,1% of the participants answered that they were raised in a controlled manner according to the situations, 36,3% of them answered that they were raised in a free environment which was based on trust. On the other hand, it is also observed that the rates of the students raised mostly in an repressive family and mostly in a free family are fairly lower. 66,3% of the students said that none of their parents established their own businesses when asked about the entrepreneurship of their parent's. When the parents who established their own businesses are considered, it is observed that 27,5% of the fathers established their own businesses.

The Factor Analysis was applied to the EIAS which consisted of 25 items with the purpose of designing the attitudes of the entrepreneurship inclinations of the students from Business Management department and 6 factors which were influential on attitudes of the entrepreneurship inclinations of the students (Table 2): Consciousness, motivation, capacity, determination, EIAS and cooperation. The factors were named by the researcher based on the concepts they included. The 1681,120 ($p=0,000$) was determined with the Barlett Test. The Kaiser-Meyer-Olkin Sample value was found as 0,831, which is within the acceptable limits.

Among the 6 factors that are determined with the Factor Analysis, the first factor explains the 28,105% of the variance; the second factor explains the 10,241% of the variance; the third factor explains the 7,367% of the variance; the fourth factor explains the 6,452% of the variance; the fifth factor explains the 4,812% of the variance; and the sixth factor explains the 4,673% of the variance. The distinction of the items in the EIAS according to the 6 factors in terms of factor loads, the core values of the factors and variance explanation percentages are given in Table 2. When the Factor Analysis results applied to EIAS which includes 25 items are considered, it is observed that the 6 factors constitute the 61,651% of the variance explanation percentages.

Table 2. Factor Analysis Results of EIAS

ATTITUDE FACTORS	Factor Loads	Explained Variance (EV)	Cumulative EV
Factor 1: Consciousness		28,105	28,105
Statement 19: I think that the entrepreneurship is necessary to take risks.	0,878		
Statement 20: I think that the entrepreneurship should have a strong sense of competition.	0,855 0,790		
Statement 21: I think that innovation is the important condition for successful entrepreneurship.	0,746		
Statement 18: I think that the entrepreneurship needs great courage.	0,588		
Statement 22: I pay attention to build my own credibility.	0,535		
Statement 27: The entrepreneurship can realize my own value.			
Factor 2: Motivation		10,241	38,346
Statement 9: I pay attention to supplement the knowledge outside of the professional.	0,742 0,675		
Statement 25: The entrepreneurship is my dream.	0,650		
Statement 23: I have been concerned about the entrepreneurship-related information.	0,587 0,521		
Statement 10: I pay attention to exercise management ability.			
Statement 24: The entrepreneurship will enable me to fully display my abilities.			
Factor 3: Capacity		7,367	45,714
Statement 2: I do things proactively.	0,794		
Statement 1: To complete the task, I always make plans in advance.	0,752		
Statement 5: Things planned, I must put into action.	0,661		
Statement 3: For completed tasks, I am good at learning lessons.	0,600		
Factor 4: Determination		6,452	52,166
Statement 12: I do not easily yield to the difficulties.	0,722		
Statement 13: Facing setbacks, I am not discouraged.	0,691		
Statement 26: I have no dull attitude towards life.	0,605		
Statement 17: I do not like to be ordered by others to finish the work.	0,543		
Factor 5: Confidence		4,812	56,978
Statement 16: I keep an optimistic attitude towards life.	0,747		
Statement 6: I am good at listening to others' opinions or recommendations.	0,652		
Statement 15: I like to meet the challenges.	0,599		
Statement 30: I do a lot of decisions later proved to be correct.	0,507		
Factor 6: Cooperation		4,673	61,651
Statement 8: I like to participate in community activities.	0,792		
Statement 4: I cooperate well with others.	0,568		

The issue whether there are any differences between the female and male students and the third class and fourth class students in terms of entrepreneurship attitudes in students from the normal end evening classes are examined with the Independent Samples t test for each sub-scale of the EIAS, and the results are given in Table 3, Table 4, and Table 5, respectively.

Table 3. The Results of Independent Samples t Test of the Sub-Scales according to Department

		Levene's test		t test				
		F	P	t	d.f.	p	Mean dif.	Std.er.
Consciousness	Equal variances	1,126	0,290	1,711	158	0,089	0,26936	0,15747
	Unequal variances			1,740	154,722	0,084	0,26936	0,15484
Motivation	Equal variances	1,868	0,174	0,266	158	0,791	0,04222	0,15889
	Unequal variances			0,268	157,990	0,789	0,04222	0,15756
Capacity	Equal variances	0,493	0,484	-1,009	158	0,315	-0,15983	0,15841
	Unequal variances			-1,001	148,601	0,318	-0,15983	0,15968
Determination	Equal variances	0,236	0,628	-1,942	158	0,054	-0,30500	0,15706
	Unequal variances			-1,932	151,274	0,055	-0,30500	0,15791
Confidence	Equal variances	1,277	0,260	0,643	158	0,521	0,10209	0,15872
	Unequal variances			0,635	142,473	0,527	0,10209	0,16080
Cooperation	Equal variances	0,426	0,515	-0,596	158	0,552	-0,09455	0,15875
	Unequal variances			-0,597	156,727	0,551	-0,09455	0,15839

As it is observed in Table 3, the difference between the normal education and evening class students in all sub-scales is not meaningful. In other words, it can be claimed with 95% reliability that the attitudes of the students in terms of entrepreneurship inclinations do not show any differences.

Table 4. The Independent Samples t Test Results of the Sub-Scales according to Classes

		Levene's test		t test				
		F	p	t	d.f.	p	Mean dif.	Std.er.
Consciousness	Equal variances	0,234	0,629	-0,589	158	0,557	-0,09384	0,15924
	Unequal variances			-0,587	149,567	0,558	-0,09384	0,15981
Motivation	Equal variances	0,089	0,765	1,404	158	0,162	0,22247	0,15843
	Unequal variances			1,395	147,413	0,165	0,22247	0,15949
Capacity	Equal variances	0,879	0,350	-1,261	158	0,209	-0,19995	0,15862
	Unequal variances			-1,283	157,874	0,202	-0,19995	0,15590
Determination	Equal variances	0,668	0,415	-2,129	158	0,035*	-0,33464	0,15717
	Unequal variances			-2,112	146,513	0,036	-0,33464	0,15842
Confidence	Equal variances	1,655	0,200	-1,562	158	0,120	-0,24708	0,15820
	Unequal variances			-1,593	158	0,113	-0,24708	0,15506
Cooperation	Equal variances	0,008	0,930	0,538	158	0,591	0,08568	0,15927
	Unequal variances			0,542	155,583	0,588	0,08568	0,15803

According to Table 4, only the difference between the third and fourth class students in terms of determination sub-scale was found to be meaningful (average difference for determination dimension= -0,33464 and p= 0,035). This meaningful difference shows that the fourth class

students have more deterministic attitudes than the third class students in terms of entrepreneurship.

Table 5. The Results of Independent Samples t Test of the Sub-Scales according to Gender

		Levene's test		t test				
		F	p	t	d.f.	p	Mean dif.	Std.er.
Consciousness	Equal variances	0,803	0,372	-0,676	158	0,500	-0,10955	0,16209
	Unequal variances			-0,699	146,419	0,486	-0,10955	0,15680
Motivation	Equal variances	0,685	0,409	2,410	158	0,017*	0,38417	0,15942
	Unequal variances			2,451	139,952	0,015	0,38417	0,15674
Capacity	Equal variances	0,585	0,446	0,175	158	0,861	0,02848	0,16230
	Unequal variances			0,174	128,363	0,862	0,02848	0,16384
Determination	Equal variances	0,134	0,715	2,493	158	0,014*	0,39695	0,15922
	Unequal variances			2,503	134,281	0,014	0,39695	0,15861
Confidence	Equal variances	1,293	0,257	1,209	158	0,228	0,19538	0,16157
	Unequal variances			1,240	143,294	0,217	0,19538	0,15757
Cooperation	Equal variances	1,348	0,247	-3,190	158	0,002*	-0,50192	0,15733
	Unequal variances			-3,158	128,049	0,002	-0,50192	0,15893

According to the Table 5, female and male students show differences in terms of motivation, determination and cooperation factors (average difference for motivation dimension= 0,38417 and $p= 0,017$; average difference for the determination dimension=0,39695 and $p=0,014$; average dimension for cooperation dimension =-0,50192 and $p=0,002$). These meaningful differences show that the female students have more motivated and determined attitudes in terms of entrepreneurship inclinations than the male students, and that the male students have more positive attitudes than the female students in terms of cooperation.

The results of the One-Way Anova Test conducted for each sub-scale to determine whether the entrepreneurship inclination attitudes show differences in according to the average grades are given in Table 6. According to the table, only the difference observed in terms of capacity and determination is meaningful (for capacity attitude dimension $F= 5,324$, $p= 0.006$ and for determination attitude dimension $F= 3.245$, $p=0.042$).

In order to determine between which average grades this difference observed in third and fourth factors stemmed from at the end of the ANOVA Test conducted for the entrepreneur attitude dimensions of the students in terms of average grades, the Tukey Multiple Comparison Test has been conducted as observed in Table 6.

Table 6. The One-Way Anova Results of the EIAS Dimension Points according to the Averages of the Grades

Dependent variable: Consciousness					F	Sig.
Between groups					2,499	0,085
Dependent variable: Motivation					F	Sig.
Between groups					0,338	0,714
Dependent variable: Capacity					F	Sig.
Between groups					5,324	0,006
(I) Average grade	(J) Average grade	Mean Difference (I-J)	Std. Error	Sig.		
1-2	2-3	1,06155	0,37724	0,015		
	3-4	1,46084	0,45081	0,004		
2-3	1-2	-1,06155	0,37724	0,015		
	3-4	0,39929	0,27307	0,312		
3-4	1-2	-1,46084	0,45081	0,004		
	2-3	-0,39929	0,27307	0,312		
Dependent variable: Determination					F	Sig.
Between groups					3,245	0,042
(I) Average grade	(J) Average grade	Mean Difference (I-J)	Std. Error	Sig.		
1-2	2-3	-0,94383	0,38201	0,038		
	3-4	-1,06975	0,45651	0,053		
2-3	1-2	0,94383	0,38201	0,038		
	3-4	-0,12592	0,27652	0,892		
3-4	1-2	1,06975	0,45651	0,053		
	2-3	0,12592	0,27652	0,892		
Dependent variable: Confidence					F	Sig.
Between groups					0,071	0,932
Dependent variable: Cooperation					F	Sig.
Between groups					2,534	0,083

According to the Tukey test results given in Table 6, the difference considered as being statistically meaningful as to the capacity factor stems from the differences in the opinions of the students with grades that are between 1-2 and the students with grades between 2-3 and 3-4. According to this result, the increase in the average grades influence the attitudes of the students in capacity dimension in a negative way. On the other hand, the difference which was considered as being meaningful in terms of determination stems from the difference of opinions between the students with grades between 1-2 and the students with grades between 2-3. As the average grade increases, the attitudes of the students in determination dimension is influenced in a positive way.

The results of the One-Way Anova Test conducted for each sub-scale to determine whether the entrepreneurship inclination attitudes show differences in according to the

residential areas before the university, order of them in the family as the child, their parents having established their own businesses or not are given in Table 7.

According to the table, the difference observed in terms of the three variables is not meaningful. In other words, it may easily be claimed with a percentage of 95% that the entrepreneurship inclinations of the students do not change in terms of the demographic properties.

Table 7. The One-Way Anova Results of the EIAS Dimension Points according to the Residential Areas, The Order of the Child in the Family and Parents Establishing their Own Job

	Residential Area		The Order of the Child in the Family		Parents Establishing their Own Job	
	F	Sig.	F	Sig.	F	Sig.
Dependent variable: Consciousness						
Between groups	0,358	0,783	0,531	0,713	0,350	0,705
Dependent variable: Motivation						
Between groups	1,698	0,170	2,035	0,092	1,566	0,212
Dependent variable: Capacity						
Between groups	0,681	0,565	1,194	0,316	1,639	0,198
Dependent variable: Determination						
Between groups	0,485	0,693	1,985	0,099	1,694	0,187
Dependent variable: Confidence						
Between groups	0,509	0,677	0,192	0,942	1,182	0,309
Dependent variable: Cooperation						
Between groups	0,321	0,810	0,496	0,739	0,756	0,471

The results of the One-Way Anova Test conducted for each sub-scale to determine whether the entrepreneurship inclination attitudes show differences in according to the jobs of the mother's and father's are given in Table 8. According to the table, the difference observed for none of the dimensions for four variables is not meaningful. In other words, it may easily be claimed with a percentage of 95% that the entrepreneurship inclinations of the students do not change in terms of family characteristics.

Table 8. The One-Way Anova Results of the EIAS Dimension Points according to the Jobs of Parent's

	Mother's education level		Father's education level		Mother's job		Father's job	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Dependent variable: Conscientiousness								
Between groups	2,250	0,052	2,170	0,075	1,930	0,092	0,246	0,912
Dependent variable: Motivation								
Between groups	0,569	0,723	0,357	0,839	2,244	0,053	1,132	0,344
Dependent variable: Capacity								
Between groups	0,700	0,624	2,158	0,076	0,654	0,659	0,476	0,754
Dependent variable: Determination								
Between groups	1,310	0,262	0,911	0,459	0,220	0,953	0,270	0,897
Dependent variable: Confidence								
Between groups	0,065	0,997	1,635	0,168	0,365	0,872	1,282	0,279
Dependent variable: Cooperation								
Between groups	0,657	0,656	0,770	0,546	0,787	0,561	0,469	0,758

The results of the One-Way Anova Test conducted for each sub-scale to determine whether the entrepreneurship inclination attitudes show differences in according to the manner of raising the child is given in Table 9. According to the table, only the difference observed for conscientiousness dimension has been found to be meaningful (for conscientiousness attitude dimension $F= 5,629$, $p= 0.001$). In order to determine between which manner of raising the child this difference stemmed from, the Tukey Multiple Comparison Test has been conducted as observed in Table 9. According to the Tukey test results given in Table 9, as to the conscientiousness factor, the difference observed statistically meaningful mostly stems from the difference between the students who were raised in an repressive family and the students who were raised with a controlled raising method in accordance with the conditions; and also between the students who were raised usually in an repressive family and the students who were raised in a free family that was based on trust. This meaningful difference shows that the students raised with an repressive manner have a more conscientious attitude towards entrepreneurship when compared with the other students.

Table 9. One-Way Anova Test Results of the EIAS Dimension Points according to Manner of raising the Child

Dependent variable: Consciousness		F	Sig.
Between groups		5,629	0,001
(I) Manner of raising the Child	(J) Manner of raising the Child	Mean Difference (I-J)	Std. Error Sig.
Usually repressive	Usually free	0,96700	0,46599 0,166
	Depending on the Situation and Controlled	1,30874	0,35465 0,002
	Based always on Trust and Free	1,43992	0,36168 0,001
Usually free	Usually repressive	-0,96700	0,46599 0,166
	Depending on the Situation and Controlled	0,34174	0,33616 0,740
	Based always on Trust and Free	0,47293	0,34357 0,516
Depending on the Situation and Controlled	Usually repressive	-1,30874	0,35465 0,002
	Usually free	-0,34174	0,33616 0,740
	Based always on Trust and Free	0,131186	0,16333 0,853
Based always on Trust and Free	Usually repressive	-1,43992	0,36168 0,001
	Usually free	-0,47293	0,34357 0,516
	Depending on the Situation and Controlled	-0,131186	0,16333 0,853
Dependent variable: Motivation		F	Sig.
Between groups		0,807	0,492
Dependent variable: Capacity		F	Sig.
Between groups		1,295	0,278
Dependent variable: Determination		F	Sig.
Between groups		2,093	0,103
Dependent variable: Confidence		F	Sig.
Between groups		0,121	0,948
Dependent variable: Cooperation		F	Sig.
Between groups		0,681	0,565

CONCLUSIONS and DISCUSSIONS

The studies conducted recently show that the entrepreneurship influences the economic growth levels of the countries in a positive way; and parallel to this, it shows that the entrepreneurship inclinations of the individuals must be increased in order to increase the development levels. Because as the entrepreneurship rate increases, financial savings of the countries will also increase. Therefore, the studies that have the purpose of increasing the entrepreneurship inclinations of the young people at university education level are extremely important.

In this study, depending on the importance of the topic, it has been aimed that the entrepreneurship attitudes of the students who are being trained as the future entrepreneurs at the Business Administration Department of Economical and Administrative Sciences Faculty of Eskişehir Osmangazi University are determined. It has also been aimed to determine whether the factors change according to some demographic characteristics or not. In the AFA Result, it has been determined that the EIAS, with its 25 Items, which was reduced to 6 factors, the total variance explanation rate of the factors is 61,651%.

The results from the study show that the students become more determinant as they move towards being graduated, and that the female students have higher deterministic manners than the male students. Similarly, when the study is considered in terms of motivation, it is observed that the female students have a more motivating attitude for entrepreneurship than the male students. On the other hand, when the students are compared in terms of cooperation attitudes, it has been observed that the male students have more positive attitudes than the female students in terms of cooperation.

Another remarkable result of the study is the fact that the decrease in the average grades of the students influence their attitudes in the capacity dimension in a positive way; and influence their attitudes in the determination dimension in a negative way. It has also been determined that the manner of raising the child is also influential on the attitudes of them as an important demographic variable. It may be claimed that the students raised with an repressive manner were more conscious than those not raised like this.

When the importance of the study is considered in terms of the students and countries, it is beneficial to repeat similar studies for both the Business Management students and students from other departments with high entrepreneurship inclinations. In other words, it may be claimed that this model may be applied again for other universities in Turkey in terms of seeing the results from all over Turkey and developing suggestions. In addition, it is also considered beneficial that the study will be revised according to changing conditions in the future and thus determining the difference between the periods.

Lastly, there are some limitations of the study. This study staged with the data collected from the third and fourth class students attending Eskişehir Osmangazi University Faculty of Economics and Administrative Sciences Business Management Department. Therefore results don't reflect all Business Management Department student's profiles. Forasmuch as first and second class students don't include to the study. This situation can be accepted in the form of most important limitation of the study. Again the point of this department students' opinions don't represent the other faculties students' train in the same area is can be supposed like another limitation.

In this respect repeating the study hereinafter by undertaking more university's Business Management Department students will afford the opportunity of comparing universities. Forasmuch as when the importance of topic in terms of students and universities take into account, it is required to updating similar studies and revising them according to modifying conditions. On the other hand by repeating the study with different department students of Faculty of Economics and Administrative Sciences, it can afford the opportunity of comparing the same faculty's different departments. Repeating the study far reaching by using different statistical methods will be another example of future studies.

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