

Investigation of Entrepreneurship Characteristics of Sports Education Students

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ABSTRACT

Purpose: The aim of this study is to examine the entrepreneurship levels of students from different departments who receive sports education.

Design/methodology/approach: Random 155 university students who were voluntarily participated in the study. University students entrepreneurship scale was used to collect data. SPSS program used for analysis.

Findings: The total entrepreneurship score was found as 133.1 ± 11.3 points. No significant difference was found between the genders. There was a significant difference was found between the departments. It was found that the average scores of the students of the recreation department were significantly lower than the average scores of the students of the other departments ($p:0.036$).

Research limitations/implications: Based on the study findings; It can be said that entrepreneurship scores are generally high, but it may be beneficial to provide entrepreneurship-themed trainings to students in order to reduce the difference between departments.

Paper type: Research paper

Keywords: Education, Entrepreneurship, Sports, Student, University

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I. INTRODUCTION

The concept of entrepreneurship, which can be defined more than once, is defined as the activity of creating an organization to seize an opportunity, or the ability to have production factors, the ability to organize, and the process of taking risks to produce economic goods or services in order to benefit from opportunities arising from environmental factors, to reveal new opportunities (Mueller & Thomas, 2001). Entrepreneurial reasons such as making money, achieving individual satisfaction and economic freedom push individuals to become entrepreneurs (Arslan et al., 2018). In addition, due to its positive contribution to the country's economy, states encourage individuals to entrepreneurship. Entrepreneurial personality traits contain special content that individuals should have. While Ören & ve Bıçkes, (2011) stated that entrepreneurial people should have openness, responsibility, extroversion, compatibility and emotional balance personality traits with the "Five Factor Model" or in other words, "Comprehension Talent". In another research, entrepreneurial characteristics, high motivation to work, being consistent, having communication skills, using time well, having innovative thinking ability, doing his job lovingly, being open to change and innovation, being suitable for working in cooperation, having a vision and high persuasion. ranked by strength (Yuksel, 2010). Engaging in a sport makes it positive to gain features that will have a positive impact on our daily life, such as the desire to struggle, disciplined life, anxiety and stress control due to the nature of sports. Athletes or individuals who regularly engage in a sport are expected to have acquired characteristics such as being open to new ideas and being willing to put ideas into practice.

Researchers report that education can be beneficial for individuals to be successful in the enterprise. Individuals are encouraged to become entrepreneurs through activities such as experiencing entrepreneurship, improving communication skills and participating in animations related to entrepreneurship. Although entrepreneurship education encourages individuals to become entrepreneurs, it is not enough on its own. The

personality traits of the person and the intention to be an entrepreneur are important factors in becoming an entrepreneur (Liñán et al., 2011; Maresch et al., 2016; Pihie & Akmaliah, 2009).

Are the entrepreneurship tendencies of the students receiving sports education high? Does entrepreneurship tendency differ according to the departments of the students? In this study, it is aimed to find answers to these problems.

II. METHODS

Totally 155 university students studying in Sport Sciences joined in the study voluntarily.

Data collected by “University students entrepreneurship scale”, which was developed by Yilmaz & Sunbul A. M, (2009) and consists of 36 questions and one sub-dimension. The scale is in a 5-point Likert type and was scored as “very often=5, never=1”. The total scores obtained from the scale were evaluated in the following score ranges. 36-64 points very low entrepreneurship. 65-92 points low entrepreneurship. Medium level entrepreneurship with 93-123 points. High entrepreneurship with 124-151 points. 152-180 points very high entrepreneurship.

SPSS program used for analysis. One Way ANOVA and One Sample T Test used for comparisons between groups. Pearson Correlation test used for relations between variables.

Prior to the study, permission was obtained from the local scientific research ethics committee. and the participants signed a voluntary consent form .

III.RESULTS AND DISCUSSION

Table 1. Descriptive characteristics of the participants

| <i>Gender</i> | <i>n</i> | <i>%</i> |
|-------------------------|----------|----------|
| <i>Female</i> | 79 | 51,0 |
| <i>Male</i> | 76 | 49,0 |
| <i>Total</i> | 155 | 100,0 |
| <i>Class level</i> | <i>n</i> | <i>%</i> |
| <i>1,00</i> | 25 | 16,1 |
| <i>2,00</i> | 64 | 41,3 |
| <i>3,00</i> | 54 | 34,8 |
| <i>4,00</i> | 12 | 7,7 |
| <i>Total</i> | 155 | 100,0 |
| <i>Department</i> | <i>n</i> | <i>%</i> |
| <i>Sport amangement</i> | 46 | 29,7 |
| <i>Coaching</i> | 49 | 31,6 |

| | | |
|-----------------------------------|------------|--------------|
| <i>Physical education Teacher</i> | <i>41</i> | <i>26,5</i> |
| <i>Recreation</i> | <i>19</i> | <i>12,3</i> |
| <i>Total</i> | <i>155</i> | <i>100,0</i> |

The findings regarding the descriptive characteristics of the participants are shown in Table 1. According to this, it is seen that a total of 155 students participated in the study, the least participation was from the 2nd grade according to the classes, and the least participation according to the departments was from the Recreation Department.

Table 2. Entrepreneurship score comparison of the participants by gender

| <i>Gender</i> | <i>N</i> | <i>Mean</i> | <i>Std. D.</i> | <i>p</i> |
|---------------|-----------|--------------|----------------|--------------|
| <i>Female</i> | <i>79</i> | <i>132,9</i> | <i>10,8</i> | <i>0.938</i> |
| <i>Male</i> | <i>76</i> | <i>133,1</i> | <i>11,8</i> | |

The findings regarding the comparison of the entrepreneurship scores of the participants by gender are shown in Table 2. When the table is examined, it has been determined that entrepreneurship score averages do not differ statistically according to gender..

Table 3. Entrepreneurship score comparison of the participants to the departments

| <i>Departments</i> | <i>N</i> | <i>Mean</i> | <i>Std. D.</i> | <i>F</i> | <i>p</i> |
|-----------------------------------|------------|--------------|----------------|--------------|--------------|
| <i>Sport amangement</i> | <i>46</i> | <i>136,1</i> | <i>11,9</i> | | |
| <i>Coaching</i> | <i>49</i> | <i>130,2</i> | <i>11,1</i> | | |
| <i>Physical Education Teacher</i> | <i>41</i> | <i>134,4</i> | <i>10,1</i> | <i>2,898</i> | <i>0,036</i> |
| <i>Recreation</i> | <i>19</i> | <i>129,7</i> | <i>11,2</i> | | |
| <i>Total</i> | <i>155</i> | <i>133,1</i> | <i>11,3</i> | | |

Entrepreneurship mean scores of the participants according to the departments they studied and the results of the Oneway Anova test for the comparison of these scores are shown in Table 3. Accordingly, the entrepreneurship scores of the participants differ statistically according to the departments they study. The entrepreneurship score of the recreation department students was significantly lower than the other departments.

Table 4. Entrepreneurship score comparison of the participants by class

| <i>Class</i> | <i>N</i> | <i>Mean</i> | <i>Std. D</i> | <i>F</i> | <i>p</i> |
|--------------|------------|--------------|---------------|--------------|--------------|
| <i>1</i> | <i>25</i> | <i>129,0</i> | <i>10,3</i> | <i>3,246</i> | <i>0,024</i> |
| <i>2</i> | <i>64</i> | <i>133,9</i> | <i>11,1</i> | | |
| <i>3</i> | <i>54</i> | <i>132,1</i> | <i>11,8</i> | | |
| <i>4</i> | <i>12</i> | <i>140,6</i> | <i>8,8</i> | | |
| <i>Total</i> | <i>155</i> | <i>133,1</i> | <i>11,3</i> | | |

Entrepreneurship mean scores of the participants according to the classes they study and the results of the Oneway Anova test for the comparison of these scores are shown in Table 4. Accordingly, it was determined that the entrepreneurship scores of the participants differed statistically according to the classes they studied. It was determined that the entrepreneurship scores of the 4th grade students were statistically higher than the entrepreneurship scores of the other grade students. In addition, as a result of the Pearson Correlation analysis, in which the relationship between students' grades and entrepreneurship scores was examined; It was determined that there was a low level of positive correlation between class and entrepreneurship score. (r:0.20 p:0.013)

In this study, it was aimed to examine the entrepreneurship tendencies of the students studying in different departments in the sports sciences faculty. As a result of the entrepreneurship tendency determination scale applied to the students for this purpose; It is found that the entrepreneurship tendency levels of the students were 133.1 ± 11.3 and they had a high level of entrepreneurship tendency scores. When the previous study findings are examined; He states that the factors affecting students' entrepreneurial tendencies are gender roles, culture, and economic and institutional factors. Mueller & Dato-On, (2008) The capital, family background, gender group and age of the students are also reported as other important factors affecting their entrepreneurial intentions. (Salami, 2007; Shane s, 2000) Many studies also point out that there is a positive relationship between entrepreneurship education and entrepreneurial intention (Kautonen et al., 2015; Sánchez, 2013; Walter et al., 2013).

As a result of the analysis of the comparison of the entrepreneurship scores of the students participating in the study by gender, it was determined that the participants had similar entrepreneurship scores and there was no statistically significant difference in terms of genders. Participants also have similar entrepreneurship scores in terms of gender. Looking at the previous study findings; it is stated that the entrepreneurial tendencies of men are higher than women (Milliman et al., 2003; Zhao et al., 2005). In addition, it has been determined that women have a lower entrepreneurial tendency than men (Haus et al., 2013). It can be said that the students who receive sports education have similar entrepreneurship scores according to gender, they do not have a different socio-cultural family background and they have similar education. It is seen that the subject of entrepreneurship in the sports education curriculum remains low compared to other subjects.

There are study findings in the literature stating that entrepreneurship education has a positive effect on students' entrepreneurial tendencies (Adekiya & Ibrahim, 2016; Zhao et al., 2005). On the other hand, there are also research results indicating that normal education does not have a positive effect on entrepreneurial tendency (Peterman & Kennedy, 2003). As a result of this study, despite the small amount of entrepreneurship education in the curriculum of the students who receive normal education, the high entrepreneurship scores can be associated with the sportive personality. Since athletes are expected to have high levels of self-confidence, they can be expected to be successful in subjects that require self-confidence such as entrepreneurship. Considering the previous studies showing a positive relationship between self-confidence and entrepreneurship, this explanation is supported (Arenius & Minniti, 2005; Holienka et al., 2016).

In addition to these, as a result of the analysis in which the statistical difference was investigated between the entrepreneurship scores of the participants according to the departments they studied, it was determined that the students studying in the recreation department had a statistically low score when compared to the entrepreneurship scores of the students studying in other departments. Although the entrepreneurship scores of the recreation department students were above the average score, they were lower than the others. The fact that the number of participants was lower than the students of other departments may have revealed this result.

When the results of similar studies were examined, it was observed that the entrepreneurship scores of the students who received sports education were at a high level like the results of this study. However, in the comparison made between departments, it was determined that there was no statistically significant difference (Ünlü et al., 2020). entrepreneurship scores were found to be significantly higher than other grade students. In parallel, (Nas & Temel, 2018) and (Duran et al., 2013) stated in their studies that the entrepreneurship score differs statistically when the class variable is taken into account.

IV. CONCLUSION

A. Conclusions

Sport education is a teaching and learning model that aims to provide students with a comprehensive and holistic approach to physical education. It is designed to help students develop a deep understanding of sport and physical activity, as well as to foster positive attitudes and values related to health and wellness. The model emphasizes the importance of learning through experience and reflection, and it places a strong emphasis on the development of leadership, communication, and teamwork skills. Entrepreneurship, on the other hand, is the process of creating, developing, and managing a new business venture in order to achieve success and financial gain. It involves identifying a need or opportunity in the market, developing a product or service to meet that need, and then launching and growing the business.

Despite their differences, sport education and entrepreneurship share several key characteristics that make them complementary fields. One of the most significant similarities is their focus on innovation and creativity. In sport education, students are encouraged to experiment with new strategies and techniques, and to think critically about how they can improve their performance. Similarly, entrepreneurship requires individuals to be innovative and creative in order to identify new opportunities and develop new products or services. Another important connection between sport education and entrepreneurship is their emphasis on leadership and teamwork. In sport education, students are given opportunities to take on leadership roles and to work collaboratively with their peers. These experiences help to develop important leadership and teamwork skills that are essential for success in any field. Similarly, entrepreneurship requires individuals to be able to lead and motivate a team of employees, as well as to work effectively with partners and stakeholders.

Based on the findings of the study, it was determined that the entrepreneurship scores of the students who received sports education were high and differed according to the departments and classes. It can be recommended for future studies that giving practice-based training seminars on entrepreneurship may be useful in increasing these scores and closing the gap between departments.

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