

Entrepreneurship Characteristics of University Students who take ‘Physical Education and Sport’ Education

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Abstract

The aim of this study is to examine the difference between entrepreneurship characteristics of the senior university students who are studying in Physical Education and Sport fields in Bishkek province of Kyrgyzstan and the gender, whether they have entrepreneurs in the family, entrepreneurial experience and the sector they want work. The universe of the study is 4th class students of Kyrgyz State Sports Academy in Bishkek province of Kyrgyzstan with 4th class students of Kyrgyzstan-Turkey Manas University School of Physical Education and Sports in 2014-2015 academic year. In the study, significant differences have been found in the dimensions of "Leadership" and "Innovation and Self-Confidence" which are sub-dimensions of gender variation and entrepreneurship characteristics. Significant differences have been determined between the variables of the students who have entrepreneurs in their families and the dimensions of "Innovation and Self-Confidence" and "Risk Taking". Significant difference has been found between entrepreneurship experience variable and "Evaluating Opportunities", "Need of Achievement" and "Leadership" dimensions. As a result, it can be said that sports education has increased the need of achievement, which is the most important component of entrepreneurship.

Keywords: Entrepreneurship, Entrepreneurship characteristics, Physical Education and Sports Students

1. Introduction

The desire of mankind to raise life standards throughout history has always brought different quests with it. These quests have become possible by putting forward a new idea and taking risks when necessary. Innovative and risk-taking people have begun to be defined as entrepreneurs over time.

The concept of entrepreneurship that emerged from Richard Cantillon's economic implication and Say's contributions has become a popular topic with the industrial revolution. Especially after the Industrial Revolution, the developed countries, which have taken care of entrepreneurship, have been leading the world economy today. The developing countries have noticed that they need to have innovative and dynamic structure in order to survive in an economic competitive environment with developed countries. Entrepreneurship education is one of the most important ways of achieving this innovative and dynamic structure.

Entrepreneurship education should be given to the economic units with education modules and to those who have university education with the potential of establishing their job as soon as finishing their school. In this way, students studying in every science can be graduated as entrepreneur candidates. The most important of these science branches are Physical Education and science branches affiliated to the College of Sports. Likewise, sports and professional sports have taken their place in the top rankings of the economical volume in the world. To identify the characteristics of potential sports entrepreneurs who are trained in sports in order to be able to advance economically, to compete and to find new employment areas, and to look at curriculum programs according to these characteristics is an important issue. Thus, the contribution of the universities to the country's economy and therefore to the country's industry will increase.

One of the developing industries is sports industry. The development of sports industry has made entrepreneurship a component of the industry. When irregular nutrition has added to motion less life and developments in technology etc. obesity and other disorders have arisen and therefore caused the sport industry to make out different innovative and entrepreneurial activities. In this case, the way of students who have sport education to have entrepreneurship activities will be opened (Türkmen ve İşbilir, 2015). So there are areas in the sports sector where many entrepreneurial ideas on professional sports can be passed on (Geri, 2013).

Increasing people's desire and tendency regarding to sport increases the qualified supply. This qualified supply will be provided by entrepreneurs who have been trained in sport fields. Therefore, sport education, the interest of students in entrepreneurship and entrepreneurship levels are very important (Özman, 2013).

2. Entrepreneurship and Entrepreneur Definitions

According to Turkish Language Institution enterprise has been defined as; "enterprise and attempt to do a job" (<http://tdkterim.gov.tr>). Enterprise is an economic unit that produces production in order to meet needs according to people's requests and develops new products by applying new technologies or expands the market. An entrepreneur is a person who systematically and consciously integrates production factors to produce goods or services and accepts the risks and possible loss when doing this activity (<https://en.wikipedia.org/>).

Entrepreneurship is an action derived from the words "entreprendre" in French and "unternehmen" in German. It meets the responsibility of organizing, managing and taking risks in a business (Arıkan, 2002: 27). Richard Cantillon described the concept of entrepreneurship as "the person who can accept the consequences of profit or loss" (Moreland, 2004: 3).

The factors that determine entrepreneurship can be examined as individual, environmental and firm approaches. The individual approach examines entrepreneurship in terms of attitudes and values of the individual with psychological perspective (İşcan ve Kaygın, 2011).

The first factor that affects the entrepreneurial characteristics is attitudes and behaviors of the family towards any event. The level of entrepreneurship is adversely affected in the individuals who grow up in protective family type. Individuals who grow up in authority family show personality traits such as shyness, extreme sensitivity and being influenced by others while individuals with democratic family have high level of self-confidence with enterprise level. The economic situation of the family also influences entrepreneurial characteristics. Usually a child, whose father has his own workplace, is doing the same job (Çerik 2002: 4). This circumstance can be explained by the child taking a family role model at home (Auken, et al., 2006: 326).

Entrepreneurial characteristics are not congenital properties. The individual can achieve them by education. This achievement encourages individual to establish a new business and develop it by reminding that entrepreneurship is a career (Börü 2006: 15, Yüzüak, 2010: 37). There are also relationships between entrepreneurship characteristics and demographic variables. For example, those with high incomes and those with low academic achievement tend highly entrepreneurial. Young people who are not successful and those who are studying in the last year show higher entrepreneurial tendency than other classes (Ballı ve Ballı, 2014).

Individual approach; investigates demographic variables and personal characteristics in terms of family, education, age and marital status. This approach identifies personal characteristics with factors such as control focus, risk taking tendency, tolerance to uncertainty, self-confidence, and innovation; need to succeed (İşcan ve Kaygın, 2011). These factors can be defined as:

Control Focus: Represents the belief that an individual can whether control his or her perceptions of life and the events in the life (DiZ hangand Buring, 2011). It is one of the characteristics that must a entrepreneur have a gainst sudden developments. The desire to control can be defined as the desire of the individual to control the events by himself/herself that he/she has encountered. Entrepreneurs think that the events that occur in the activities they plan to do, are not dependent on fate or chance, they have been done by their own plans. The power they can achieve each case is in them and the control of this power is also in their own hands (Frunhamand Steele, 1993).

Risk Taking: Take risks tendency is one of the characteristics that make an entrepreneur. The entrepreneur is ready to take risks in financial, social or psychological cases. Entrepreneurs are fearless when they take risks and are aware that they may lose in the contrary case (Bozkurt, 2006). When entrepreneurs decide to invest, one of the first issues that they face is taking risk. Taking risk varies from person to person. Each individual's risk perception is different. The risk perception varies according to the size of the investment, the amount of profitability or the amount of loss at the end (Forlani and Mullins, 2000). Entrepreneurs who have proceed in business life succeed are individuals who can invest without fear when they see opportunities. This behavior also brings risks with it in a way. The entrepreneurs may not always be successful when they take risks. Business life is filled with many failures and bankruptcy stories. Therefore, entrepreneurs should be able to curb themselves in taking risks (Brockhous and Horwitz, 1995).

Tolerance to Ambiguity: An uncertain situation can be defined as the events that are not adequately structured or classified for any situation. The ability to respond positively to such situations is called uncertainty tolerance. The most important feature of entrepreneurs with high uncertainty tolerance is that they can find new ways of things (Teohand Foo, 1997). Uncertainty can be defined as the state in which the result of an event or activity is unknown. Risk and uncertainty complement each other at this point. Risks show uncertainty, while uncertainty indicates a risky process. Entrepreneur has to cope up with the uncertainties in economic fluctuations during his/her activity. Entrepreneur can act like there is no any case and can pay no attention due to his/her characteristic. In case of unknown cases they believe that they can solve this case and see it as a positive factor for success (Cansız, 2007).

Self Confidence: The entrepreneurs are convinced that they can accomplish the goals that themselves or organization specified. They are aware of their ability to complete the job successfully with self-respect (Bozkurt, 2006). This factor begins in faily and comes to the forefront with love and praise that family gives to individual. This factor is then reinforced by education and the environment. As a result, the entrepreneur believes that he/she has the competence to do any job (Bayrak and Terzi, 2004). Self-confident entrepreneurs believe that they can do their jobs with the highest degree of confidence while performing their activities.

Innovation: Innovation is one of the main features of entrepreneurship. This concept is referred to with or without the concept of creativity. This behavior is observable in the people with high entrepreneurship characteristic. One of the conditions for getting over success fully the difficult competition situations is to present new goods and services (Korkmaz, 2000). Entrepreneurs can be defined as an innovative power providing energy for economy. Many new goods or services, called economic value, have been acquired through entrepreneurial efforts. The entrepreneur gains a lot of experience when obtaining these goods and services. Thanks to these experiences, entrepreneurs make new ideas and innovations to find solutions against adverse situations. In this way, innovative characteristic is at every moment of the entrepreneurial activities. At this point, entrepreneur is taking his/her place in competition conditions by his/her innovative features (McDaniei, 2000: 281).

Need of Achievement: According to McClelland's approach to need of achievement the individuals with a high degree of motivation for success are continually striving and competing to achieve the best. On the contrary, there is no attempt by individuals with low success motives. This situation describes the psychological characteristics of the entrepreneur (Bozkurt, 2006). The need of achievement is a psychological power factor in all behaviors of people as well as affecting entrepreneurial behavior. It is inevitable for individuals with high and strong achievement needs to exhibit more entrepreneurial qualities (Koh, 1996: 14).

There are many studies about entrepreneurship characteristics of university students in the literature. These studies were mostly carried out with the faculty of economics and administrative sciences students. According to this situation, entrepreneurship is a misconception that it is only a concept related to this faculty. Entrepreneurship is not only opening a new business. It is not also just about a license program (Bilge ve Bal, 2012). No matter which department of the university finishes, an individual can do entrepreneurial activity. There is no legal obstacle to restrict this situation. Therefore, it is important to apply the study to the students who are studying at Physical Education and Sports Education.

3. Method

The universe of the study have been consisted of the last class students who are studying in the spring semester of 2014-2015 academic year at Kyrgyz Republic State Sports Academy in Bishkek-Kyrgyzstan with the last class students who are studying at Kyrgyzstan-Turkey Manas University Scholl of Physical Education and Sports. The sample group has been consisted of 114 athletes who participated in the study voluntarily and selected from the study universe by simple random sampling method. Data of study has been collected by questionnaire.

Expressions used to measure the entrepreneurship characteristics of Physical Education and Sports Students, have been taken from the thesis of the Master's Degree named "Determination of entrepreneurship characteristics of the students who study in the last class of universities in Bishkek" (Geri, 2014). The expressions of three different studies related to entrepreneurship have been used in the thesis (Yılmaz and Sünbül, 2009, Bilge and Bal, 2012, Çavuş, Karadeniz and Cumaliyeva, 2013). The expressions were in the range of "5. I completely agree", "1. I never agree", by using likert type.

The data obtained from the questionnaires were transferred to the SPSS 15.0 program and has evaluated by frequency, average, standard deviation, independent groups, t test and multiple variance analysis (ANOVA).

4. Findings

Table 1: Demographic Characteristics of the Students Who Participated in the Study

Gender	Frequency	%	Is there an entrepreneur in your family?	Frequency	%
Male	51	44.7	Yes	59	51.8
Female	63	55.3	No	55	48.2
Have he/she ever had an Entrepreneurial Experience?	Frequency	%	Which sector will you want to work in when you graduated?	Frequency	%
Yes	56	49.1	Public	41	36.0
No	58	50.9	Private sector	40	35.1
			In My Own Work	33	28.9

According to Table 1, a total of 114 volunteer students who had sports education participated in the study. 44.7% of these students were male and 55.3% were female. 51.8% of the students said YES and 48.2% said NO to the "Do you have entrepreneurs in my family?" question, 49.1% said YES and 50.9% said NO to "Have you had entrepreneurship experience previously?" question and 36% said PUBLIC, 35.1% said PRIVATE and 28.9% said MY OWN JOB to "Which sector will you want to work in when you graduated?" question.

Table 2: Entrepreneurial Characteristics of Students Who Participated in the Study

n=114	Minimum	Maximum	Mean	Std. Deviation
Innovation and Self-Confidence	3.00	5.00	4.26	0.54
Evaluating Opportunities	2.00	5.00	4.34	0.58
Need of Achievement	2.50	5.00	4.60	0.56
Control Focus	1.80	5.00	4.41	0.52
Risk Taking	2.33	5.00	4.25	0.69
Tolerance to Ambiguity	1.00	5.00	3.07	1.17
Leadership	1.00	5.00	4.35	0.74

According to Table 2, it is seen that the students who have sports education identified the sub-dimension of "Need of Achievement ($\bar{X}= 4.60 \pm .56$)" which is one of entrepreneurship characteristics, as the highest average. The lowest average is the "Tolerance to Ambiguity ($\bar{X}= 3.07 \pm 1.17$)" sub-dimension.

Table 3: Investigation of Differences between Gender Variation and Entrepreneurship Features Sub-Dimension Points

	Gender	n	Mean	Std. Deviation	t	p
Innovation and Self-Confidence	Male	51	4.38	0.50	2.143	0.03
	Female	63	4.17	0.55		
Evaluating Opportunities	Male	51	4.36	0.60	0.302	0.76
	Female	63	4.32	0.57		
Need of Achievement	Male	51	4.69	0.55	1.561	0.12
	Female	63	4.53	0.55		
Control Focus	Male	51	4.38	0.62	-0.539	0.59
	Female	63	4.44	0.41		
Risk Taking	Male	51	4.26	0.76	0.188	0.85
	Female	63	4.24	0.63		
Tolerance to Ambiguity	Male	51	2.98	1.28	-0.767	0.44
	Female	63	3.15	1.08		
Leadership	Male	51	4.55	0.59	2.705	0.01
	Female	63	4.19	0.81		

According to Table 3, significant differences have been found between gender variation and "Innovation and Self-Confidence", and "Leadership" sub-dimensions which are entrepreneurship sub-dimensions ($p < .05$). The found differences were in favor of male students.

Table 4: Investigation of Differences between Entrepreneurial Characteristics Sub-Dimension Points of and the Students When Whether Have Entrepreneur in Their Families

	Is there entrepreneur in your family or not?	n	Mean	Std. Deviation	t	p
Innovation and Self-Confidence	Yes	59	4.39	0.45	2.729	0.00
	No	55	4.12	0.59		
Evaluating Opportunities	Yes	59	4.41	0.54	1.267	0.20
	No	55	4.27	0.62		
Need of Achievement	Yes	59	4.60	0.58	-0.070	0.94
	No	55	4.60	0.54		
Control Focus	Yes	59	4.44	0.54	0.561	0.57
	No	55	4.38	0.49		
Risk Taking	Yes	59	4.38	0.59	2.102	0.03
	No	55	4.11	0.76		
Tolerance to Ambiguity	Yes	59	2.97	1.27	-0.939	0.35
	No	55	3.18	1.06		
Leadership	Yes	59	4.44	0.72	1.404	0.16
	No	55	4.25	0.75		

According to Table 4, there were significant differences between entrepreneurship characteristics "Innovation and Self-Confidence" and "Risk Taking" sub-dimensions and "Whether Students Have Entrepreneur in Their Families" ($p < .05$). The found differences were in favor of students who have entrepreneurs in their families.

Table 5: Investigation of Differences between Entrepreneurship Characteristics Sub-Dimension Points and Students Whether They Had Entrepreneurship Experience or Not

	Had Did you have Entrepreneurship Experience?	n	Mean	Std. Deviation	t	p
Innovation and Self-Confidence	Yes	56	4.35	0.56	1.644	0.10
	No	58	4.18	0.50		
Evaluating Opportunities	Yes	56	4.45	0.52	2.106	0.03
	No	58	4.23	0.62		
Need of Achievement	Yes	56	4.72	0.43	2.239	0.02
	No	58	4.49	0.64		
Control Focus	Yes	56	4.48	0.42	1.305	0.19
	No	58	4.35	0.59		
Risk Taking	Yes	56	4.34	0.74	1.381	0.17
	No	58	4.16	0.63		
Tolerance to Ambiguity	Yes	56	3.05	1.17	-0.186	0.85
	No	58	3.09	1.19		
Leadership	Yes	56	4.53	0.59	2.613	0.01
	No	58	4.18	0.83		

According to Table 5, significant differences have been found between entrepreneurship characteristics "Evaluating Opportunities", "Need of Achievement" and "Leadership" sub-dimensions and "Students who whether have Entrepreneurship Experience or not" ($p < .05$). The differences were in favor of students who had entrepreneurial experience.

Table 6: The Factors Differing According To The Sector Preferred To Work in After Graduating (ANOVA Results)

Factors	Variant Source	Sum of Squares	df	Mean Square	F	p
Innovation and Self-Confidence	Among groups	.210	2	.105	.356	0.70
	Within groups	32.766	111	.295		
	Total	32.976	113			
Evaluating Opportunities	Among groups	.424	2	.212	.617	0.54
	Within groups	38.125	111	.343		
	Total	38.549	113			
Need of Achievement	Among groups	.541	2	.271	.853	0.42
	Within groups	35.196	111	.317		
	Total	35.737	113			
Control Focus	Among groups	.694	2	.347	1.283	0.28
	Within groups	29.991	111	.270		
	Total	30.685	113			
Risk Taking	Among groups	1.183	2	.592	1.237	0.29
	Within groups	53.106	111	.478		
	Total	54.289	113			
Tolerance to Ambiguity	Among groups	8.362	2	4.181	3.130	0.04
	Within groups	148.254	111	1.336		
	Total	156.616	113			
Leadership	Among groups	.104	2	.052	.092	0.91
	Within groups	62.258	111	.561		
	Total	62.362	113			

According to Table 6, a significant difference has been found between "Preferences of The Athletic Students to Work in Which Sector after Graduating" and entrepreneurship characteristics sub-dimensions "Tolerance to Ambiguity" ($p < 0.05$).

Table 7: Comparison of the Factors Which Differ According To the Sector Preferred To Work in When Graduated (Results of the TUKEY Test)

Factors	(I)	(J)	Difference among averages (I-J)	p
Tolerance to Ambiguity	Public	Private Sector	.28598	.508
	Public	Ownjob	-.39357	.316
	Private	Ownjob	-.67955*	.037

According to Table 7, a significant difference has been seen between the students who prefer to work in Private Sector or Self-Employed and the dimension of "Tolerance to Ambiguity" ($p = .037 < .05$).

5. Discussion and Conclusion

Today, the problems of employment in the public sector are being experienced due to the increase of the student's number who are studying and graduating from sports sciences fields. In this respect, the necessity and importance of entrepreneurship education have come up for the students who are having sports education (Demir, Eliöz, Çebiand Sezen, 2015: 199).

From the entrepreneurship characteristics identified by the students, who are having sport education, identified only the arithmetic average of the "Tolerance to Ambiguity" dimension has been found around three and all arithmetic averages of other sub-dimensions have been found above four. According to this situation, it can be said that students who are having sport education will exhibit entrepreneurship characteristics. Moreover, it can be considered that the economic conditions in Kyrgyzstan and the low salaries in the public and private sectors lead the students to become entrepreneurs.

A significant result has been revealed in favor of men in the study regarding to gender variation between "Innovation and Self-Confidence" which is one of entrepreneurship characteristics sub-dimensions and "Leadership" sub-dimensions. The results of the study are supported by some researchers in the field and are not supported by some research. Kılıç et al. (2012), have found significant differences in favor of boys between innovative and openness characteristics and gender variables of students. Bilge and Bal (2012) have found no significant differences between gender variables and entrepreneurship sub-dimensions. Geri (2014) has found significant difference in favor of the women between "Innovation and Self-Confidence" sub-dimensions point averages and gender variation, while has found no significant difference between them in "Leadership" sub-dimension. Kourilsky and Walstad (1998) have reported in their work that men at university age wanted to be entrepreneur more than women.

It is understood that the students who have entrepreneur in their families have higher average values among the "Innovation and Self-Confidence" and "Risk Taking" sub-dimensions which are entrepreneurship characteristics. Gürel, Altınay and Daniele (2010) have reported a high level of relationship between risk taking and innovation dimensions and having entrepreneurial families. Örucü et al. (2007) have found no significant difference between having an entrepreneur in the family and the willingness of students to become entrepreneurs. This can be attributed to the argument that family may be a role model for entrepreneurship (Cavusand Geri, 2014).

Students who have entrepreneurship experience differ significantly in entrepreneurship characteristics such as "Evaluating Opportunities", "Need of Achievement" and "Leadership" sub-dimensions from those who have no entrepreneurship experience. Keles et al. (2012) have reported that the students with entrepreneurial experience are significantly different from those who don't. This may indicate that having entrepreneurial experience teaches how to evaluate opportunities that are found while working, meets the need for achievement, and develops leadership qualities. At the same time, students may be required to gain experience of the enterprise during the education period.

It seems that there is a significant difference between the "Tolerance to Ambiguity" dimension and the students who prefer to work in the private sector or their own work. This situation can show that the students have information about emergency situations such as economic crises they may encounter, market conditions, etc. while doing their jobs. In the study it has been found that the students who have sport education show tendency to be entrepreneur and the demographic characteristics of this tendency is different from students' point of view regarding to entrepreneurship.

6. Suggestions

Dissemination of entrepreneurship which has vital importance is possible by education. Seminars and courses should be arranged and businessmen who have workshops and industrialists and employees should be trained. In addition, university students who have graduated and are ready to be entrepreneur have the same importance. Universities should take the leadership and direction indicator position regarding to entrepreneurship education. Additionally;

- Entrepreneurship training centers can be established for free participation by entrants.
- The environments, in which the sports educated students can produce their own business ideas, should be created.
- Successful entrepreneurs and students should be brought together.
- Public sport advertisements about the importance of entrepreneurship should be made.
- Entrepreneurship clubs should be established in the universities and taking an active role in these clubs students should be provided.
- Competitions between students who have innovative and creative work ideas should be organized and each university should financially support the winner.

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