

# A RESEARCH ON FACTORS AFFECTING TEACHERS' OPINIONS INTENDED FOR ENTREPRENEURSHIP



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## ***Why entrepreneurship?***

*In Scope of Turkish Science Curriculum updated in 2013, it was aimed at training students having*

- ***inquiry skills,***
- ***creative thinking,***
- ***leader features,***
- ***inclining new ideas,***
- ***being respectful towards different and interesting opinions.***

Updated 2013 Turkish Science Curriculum (3,4,5,6,7 and 8th grades) consists of **scientific process skills** and **life skills** in the "skill" learning area.

Scientific process skills includes scientists skills such as

- **observation,**
- **measurement,**
- **classification,**
- **do experiment...**

The life skills for to reach and use scientific knowledge consists of

- **analytical thinking,**
- **decision making,**
- **creativity,**
- **communication,**
- **teamwork and**
- **entrepreneurship (MEB,2013).**

2005 vision of science literacy has expanded a bit more and some concepts such as analytical thinking, responsibility, sustainable development are included.

In this context, **entrepreneurial skill** which is not in the earlier Turkish science program (2005) is noteworthy.

- ▶ The EU commission has also stressed the importance of entrepreneurship education by recognizing that entrepreneurship should be fostered throughout **lifelong learning** and also be fostered at **all school levels** from primary school to University. (Antonaci et. al, 2014)


- ▶ Within highlighted in the Updated 2013 science education curriculum, **teachers' opinions** and perspectives for entrepreneurial skills are also important.
- ▶ Because teachers are able to guide the development of the entrepreneurial skills of students according to their own opinions.
- ▶ That's why teachers' opinions should be identified and their perspectives should be put forward on entrepreneurship.

So, In this context, this study aimed at investigating science teachers' interests, perceptions and opinions towards **entrepreneurship**.



# SUBJECT AND SCOPE

- ▶ The concept of entrepreneurship that include **innovation and creativity**, is defined as a phenomenon that should be undertaken risks (Çetinkaya Bozkurt, 2011).
- ▶ Entrepreneurship also is the process of engaging in a business, organizing the necessary resources and undertaking risks and failures.

- ▶ The common points regarding the definition of the concept of entrepreneurship is as follows:
  - ▶ Having Initiative
  - ▶ Create a different value of goods or services
  - ▶ Accepting risk and failure (Kesim 2012).
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The concept of entrepreneurship that is defined by the Irish economist Richard Cantillon in the early 18th century, (Tosunoğlu,2003) is used in fields related to the **economy**.

Entrepreneurship is also one of the competencies which was identified by The Lisbon European Council in 2000 ( Vilcov, 2015).

- ▶ .....But now entrepreneurship is among the new acquisitions, need to be acquired to students also.
- ▶ The term Entrepreneurship Education refers to the development of a wide range of different abilities such as adaptability/flexibility, creativity, administrative and managerial abilities. **(Antonaci, 2015)**

# Factors Affecting Entrepreneurship

- ▶ Environmental Factors
- ▶ Family
- ▶ Culture
- ▶ Gender
- ▶ Education...

# RESEARCH MODEL

In this study **phenomenological design**, which is one of the qualitative research methods, is used.

Research was conducted during the 2014-2015 academic year in the fall, along with 8th grade students' science teachers. 18 teachers (9 men, 9 women teachers) were selected.

# Data collection tools

- ▶ The data in this study were collected through semi-structured interview method. Semi-Structured interview form consists of 5 questions.

# Data Analysis

.In this study **concept analysis** was used to reveal the underlying concepts of the data and the relationship between these concepts.



**Table 1.** “What do you think of entrepreneurship? What are the connotations that you created in the concept of entrepreneurship?”

Codes	f	%	Some teachers expressions
Take risks	3	17	“I think Entrepreneurship should first begin with self-diagnosis, people must first know thyself, know the potential of his own performance. You should give direction your life by knowing that what makes you happy and which way you should go...”
Self-knowledge and development	2	11	
Having Information	3	17	
Being a survivor	1	6	
Do not give up to	2	11	
Making a new project for a new job	2	11	

**Table 2.** “Would you consider yourself as an entrepreneur individual? Is there an effect the entrepreneurial skills of teachers on the entrepreneurial skills of students?”

Codes	f	%	Some teachers expressions
Try different activities in the course	1	6	“...Science course is a practice course .One of the biggest problems in our education system is getting an education based on memorization. Thereby students advance by reading books only. However learn by making it or by touching something, always more permanent and more educational. ”
Be a role model for student	4	22	
Science course is a practice course	1	6	
Learning with experiment is much more permanent and educational.	1	6	
Express himself very well in the current environment	1	6	
Never give up the the right thing	2	11	
The limitations of the civil service	3	17	

**Table 3.** “What are your university’ contributions to yourself in the professional sense?”

Codes	f	%	Some teachers expressions
Submit information to other by easing	3	17	“...We can not transfer the information learned at university to the school environment because we're getting high-level knowledge. High level information can not be transferred directly to students. We submit information by easing to student. ”
Manual dexterity	1	6	
No contribution	2	11	

**Table 4.** *“Is there a relationship between student achievement and entrepreneurship concept? Why”*

Codes	f	%	Some teachers expressions
Entrepreneurship is a new model.	1	6	
Students will explore their talents.	1	6	“...today students who can be active make permanent what they have learned. They can open a new door with each question they ask”
Active students make permanent what they have learned.	1	6	
Students express themselves well.	2	11	

**Table 5.** “Are entrepreneurial skills gained to students adequately? If yes, how?”

Codes	f	%	Some teachers expressions
Our education system is based on memorization.	5	28	“...Our education system based on memorization completely. Our system only give the core of issue, without inquiry..Our questions are not like this: You tell them what you think....., what can we do in these matters". I think that restrict young people. "
The time is limited for lesson.	7	39	
Not gained.	4	22	

# DISCUSSION AND CONCLUSIONS

- ▶ Many teachers say that our education system is based on memorization. To avoid this, activities and experiments should be made. It should be encouraged to learn by inquiring and doing.
- ▶ They are unable to transfer information learned at the university which are high level and abstract, directly to students, so this information should be embodied.

- ▶ Teachers are not see themselves as an entrepreneur individual. It may happen because of lack of the self-confidence. Because, entrepreneurship is the aware of their responsibility, struggling process and self-reliance that you can do the job.

- ▶ Most of the teachers said that students were unable to gain enough entrepreneurial skills. This is because of the shortage of time, an increased number of students and the inability to deal with each student.



# RECOMMENDATIONS

- ▶ Teachers should be aware of their own potential and self-confidence .
- ▶ Courses and seminars for teachers in entrepreneurship should be given.
- ▶ Environment should be create where students able to express themselves easily and opportunities should be given.
- ▶ Students should be more active by having more activities.

**THANK YOU FOR YOUR ATTENTION**

