



## A Research on Factors Affecting Teachers' Opinions Intended For Entrepreneurship

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### Abstract

*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. It also emphasizes the development of students' entrepreneurship skills towards these aims in Turkish Science Curriculum. The word "Entrepreneurship" in science curriculum can be used within the words like experiment, application, experience. The multiple usage of the word entrepreneurship can sense differently in individuals. In this context, this study aimed at investigating science teachers' interests, perceptions and ideas towards entrepreneurship. In this study, phenomenological research methods was used. Data were collected through interviews with teachers with semi-structured interview form and voice recording. This study showed that science teachers' entrepreneurial features affect the development of students' entrepreneurial skills. That students' entrepreneurial skills can be developed through entrepreneurial models with different activities in science course revealed through teachers' views. As a results, it was offered that activities should be made to develop entrepreneurship skills of students and teachers' perceptions towards entrepreneurship skills should be changed.*

### 1. Introduction

Accessing to information has become easier with the changing technology. Hence different skills came to the fore. Updated 2013 Turkish Science Curriculum consists of scientific process skills and life skills in the "skill" learning area. The life skills consist of analytical thinking, decision making, creativity, communication, teamwork and entrepreneurship [12]. Entrepreneurial skill which is not in the earlier Turkish science program is noteworthy. The EU commission has also stressed the importance of entrepreneurship education by recognizing entrepreneurship should be fostered throughout lifelong learning and also be fostered from primary school to University [1].

The concept of entrepreneurship that include innovation and creativity, is defined as a phenomenon that should be undertaken risks [6]. Entrepreneurship also is the process of engaging in a business, organizing the necessary resources and undertaking risks and failures [9].

The entrepreneurship is defined by the Irish economist Richard Cantillon in the early 18th century, [15] is used in fields related to the economy. It is also one of the competencies which was identified by The Lisbon European Council in 2000 [16]. 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 [2]. The entrepreneur who is innovative, risk-taking, creative person, can successfully manage a business, develop the company [14]. With this definition in the literature and science courses curriculum objectives which is saying "improve the awareness of sustainable development and taking responsibility for the problems of daily life" are similar.

One of the key factors in upbringing entrepreneurial student is teachers. Teachers' opinion for entrepreneurship and teaching-learning environment will be effective in gaining entrepreneurial skills. For this reason, the study is to determine factors influencing the opinions of teachers towards entrepreneurship.

In literature, the factors affecting entrepreneurship are defined under different headings. Generally it is affected by economic, social, cultural and personal factors [5].



- Environmental Factors: it is possible to sort like this: The shortage of obstacles, the existence of resources and the access to resources easily [3].
- Family: If your family is supporting entrepreneurship, with adequate training and financial resources, entrepreneurial culture will be more settled [3].
- Culture: Attitude towards entrepreneurs in society, is important for the development of entrepreneurship [9].
- Gender: Female and male entrepreneurs may have different backgrounds and levels of ability. As the world [13], [8], the majority of entrepreneurs are also men in Turkey. In addition, the ratio of women entrepreneurs in Turkey is rather low compared with other countries [6]. Through entrepreneurship education, female students, can develop and strengthen entrepreneurship skills [17].
- Education: It is very important in influencing young people's perspectives on entrepreneurship education in higher education institutions [6], [11]. Universities should also initiate social entrepreneurship academic programs [10]. But as in the Turkish science lesson primary schools curriculum, teachers in basic education must also be guide for gaining entrepreneurship.

In this context, factors influencing the opinions of teachers towards entrepreneurship have paramount importance and the study seeks to identify these factors.

## **2. Research Model**

In this study phenomenological design is used. Phenomenological design can give examples, explanations and experiences that will help identify and better understanding [4].

### **2.1. Research sample**

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

### **2.2. Data collection tools**

The data were collected through semi-structured interview method. The interview form consists of 5 questions:

- 1- What do you think of entrepreneurship? What are the connotations that you created in the concept of entrepreneurship?
- 2- Would you consider yourself as an entrepreneur individual? Is there an effect the entrepreneurial skills of teachers on the entrepreneurial skills of students?
- 3- What are your university' contributions to yourself in the professional sense?
- 4- Is there a relationship between student achievement and entrepreneurship concept? Why?
- 5- Are entrepreneurial skills gained to students adequately? If yes, how?

Interviews were conducted with science teachers one to one in the appropriate environment for them. Sound recording was made with the approval of the participants. Sound recordings was then put into writing on computer. The total percent and frequency values were calculated.

### **2.3. Data Analysis**

When analyzing the data, researchers create categories based on the differences and similarities. This method is based on the limited number of categories to be obtained for each concept [7]. The frequency of the usage of Codes' within the text has been reviewed by converting the frequency table.

## **3. Results**

In this section, "Factors Affecting Teachers' Opinions Intended For Entrepreneurship" are presented. "What do you think of entrepreneurship? What are the connotations that you created in the concept of entrepreneurship?" was asked to the teachers. The obtained data are given in Table 1.



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	
Self-knowledge and development	2	11	"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..."
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	

According to Table 1, teachers' opinion about entrepreneurship come to mean: %17(f=3) Take risks, %11 (f=2) Self-knowledge and development, %17 (f=3) having Information, %6 (f=1) Being a survivor, %11 (f=2) Do not give up to, %11 (f=2) Making a new project for a new job.

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	
Be a role model for student	4	22	"...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. "
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	

Many teachers have stated that they are a role model in the eyes of students.

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't transfer the information learned at university to the school environment because we're getting high-level knowledge. High level information can't be transferred directly to students. We submit information by easing to student. "
Manual dexterity	1	6	
No contribution	2	11	

Some of the teachers state that the information learned in college is a very high level, so they submit this information by slightly simplifying to students. Some teachers think that there is no contribution of the schools they graduate.



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	

Many teachers said that there is a relationship between student achievement and entrepreneurship. They stated that entrepreneur student is good at self-expression, their information has become more persistent and they can explore their talents.

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	

Teachers have said that our education system has limited time and is based on memorization. Some of the teachers are of the opinion that students are not acquired sufficient entrepreneurial skills.

#### 4. 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.

#### 5. 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.

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