



Research Paper

Entrepreneurial Intention: A study on Entrepreneurship Training Participants

Sezin KARABULUT ÇAKIR

Department of Management, Atatürk University, 25000, Erzurum, Turkey

Abstract

This study primarily aimed to analyze the effect of entrepreneurship training on entrepreneurial intention. The concepts that are the focus of the study were evaluated in this sense within the context of the relevant literature and assessed to what extent these concepts were related to each other. A research model was developed under the premise that entrepreneurship training can positively impact students' entrepreneurial intentions in line with the literature review. To test the model, the data from 149 students who took the entrepreneurship course at Atatürk University in the fall term of 2022–2023 were analyzed with the applicable statistical analysis. The study findings revealed that entrepreneurship training positively affected students' entrepreneurial intentions.

Keywords: Entrepreneurship training, Entrepreneurialintention, Student

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I. Introduction

Due to its positive impact on economic growth, entrepreneurship needs to be studied and promoted to address issues such as the impact of globalization on the information society, the shift in the economic structure, and the rise in employment issues. Beyond its economic benefits, entrepreneurship also has social and cultural dimensions; hence, the actions taken by entrepreneurs to grow their business operations increase the income level of employed people and enhance their quality of life. This perspective on the subject makes it clear that entrepreneurship is one of the pillars of social life.

Considering the entrepreneurship topic stand-alone would be to approach it from a shallow perspective; accordingly, it is further necessary to explore the features that make a person an entrepreneur, the factors influencing and determining entrepreneurship, the causalities of success and failure in entrepreneurship, and the basis of entrepreneurial intention. It is also explicit that an in-depth comprehension of the concept is necessary since various aspects of entrepreneurship are potentially revealed in diverse economic and social structures and under the influence of different variables.

The entrepreneur responsible for executing entrepreneurial activities promotes the establishment of new industries, escalates the discovery, distribution, and application of novel concepts, and plays a significant role in social and economic development. Entrepreneurs undertaking such critical duties have typical features such as perseverance and determination, inventiveness, creativity, self-confidence, taking measured risks, success-drivenness, opportunity orientation, and problem-solving skills. Studying all these features will provide a deeper understanding and development of entrepreneurship, which gives rise to numerous economic and social contributions.

Individuals may either innately possess these features or acquire such attributes through various training and opportunities. What matters here is to provide an opportunity for the individuals to get acquainted with themselves accurately and to guide them in acquiring their appropriate features. Accordingly, it is of the opinion that training activities specifically addressing entrepreneurship and its prerequisites in detail will positively affect the entrepreneurial intentions of individuals.

This study therefore aimed to assess the relationship between entrepreneurship training and the entrepreneurial intentions of university students. For this purpose, the study analyzed the students who took entrepreneurship courses in Atatürk University 2022-2023 academic fall semester and strived to reveal whether entrepreneurship training is a dynamic of entrepreneurial intention. The mentioned training program specifically covered the concept of entrepreneurship, the features of successful entrepreneurs, the fundamental steps and

prerequisites for starting a business, the management concept, human resources management, marketing, financial concepts, and business plan preparation.

II. The Concept of Entrepreneurship and Entrepreneurship Training

Before defining the concept of entrepreneurship, it is necessary to clarify the notion of the entrepreneur, who is in charge of all entrepreneurial activity. There are several definitions for the term 'entrepreneur,' which was initially used by the French economist Richard Cantillon at the beginning of the 18th century as 'the individual who buys and generates production inputs and services to sell at an indeterminate price'(Çelik, Akgemci, 1998: 17). Nowadays, the entrepreneur is considered another production factor aligning with the traditional production factors of labor, capital, and nature. In this sense, the entrepreneur is the person who integrates the other production components to enable manufacturing (Akat et al., 2002: 14). According to Fidan, entrepreneurs are individuals who recognize the goods and services that people need —consequently demand— and attempt to manufacture them, lead the process with their creativity, and take risks with their labor and capital for a business that deem profitable (Fidan and Yilmaz, 2001: 10). Entrepreneurs, in the opinion of Drucker, are those who bring order to a chaotic and unstable environment. For this, they assemble and coordinate the resources necessary to achieve this degree of welfare (Drucker, 1986: 2).

Hisrich and Peters defined the term 'entrepreneurship' as the process of creating additional value by taking the risk of economic, psychological, and social risks through investing time and effort. They further considered entrepreneurship as a way to advance change in social life and business beyond only generating economic wealth (Henry et al., 2003: 11). However, Brezeal described entrepreneurship as an attempt to take and assess the opportunities that most people typically miss (Brezeal, 1999: 3). Alternatively, Bridge, O'Neill, and Cromie defined entrepreneurship in two senses: narrow and broad. Establishing and developing a business is considered the narrow definition of entrepreneurship. In a broad sense, however, entrepreneurship refers to the set of attributes and skills that give strength, direction, and opportunity to individuals, organizations, and societies (Bridge et al., 1998: 22). Dollinger's definition of entrepreneurship placed emphasis on the establishment of economically sound businesses with the goal of profit and growth, as well as the practice of taking risks to develop and implement novel ideas (Doollinger, 2007: 4). Krueger defined entrepreneurship as a collection of planned behaviors and thoughts that highlight opportunities (Krueger, 2000: 411), whereas Morris described it as the act of assembling resources to identify opportunities, capture them, and turn them into data for success (Morris and Davis, 1994: 65).

Entrepreneurship training, in its most elementary form, can be defined as the education provided about entrepreneurship and starting a new business (Linan et al., 2008: 46). Entrepreneurship training is also related to the development of specific views, values, attitudes, and tendencies that enable to make entrepreneur candidates aspire entrepreneurship as an attractive alternative apart from imparting knowledge and skills to entrepreneurs across a range of sectors (Kalyani and Kumar, 2011: 16). Furthermore, Hansemark (1998: 32) indicated that entrepreneurship training is potentially considered an education model designed to modify students' attitudes, tendencies, and motivations. One of the most critical objectives of entrepreneurship training is to foster entrepreneurial tendencies, including participant attitudes toward entrepreneurship. In this sense, it is vital to recognize the distinction between entrepreneurship training and business management or general business education. While business management or general business education is concerned with managing already-existing businesses rather than creating new entrepreneurial projects and their dynamism (Linan et al., 2008: 48), entrepreneurship-oriented training programs primarily aim to develop tendencies and raise awareness towards entrepreneurship or establish new initiatives, and develop knowledge and competencies in terms of creating self start-up business (Malindi, 2014: 15). At various stages of entrepreneurship, which is rather considered a process, there may be many forms of training such as 'entrepreneurship awareness, business development or a start-up, continual education for existing entrepreneurs, and entrepreneurial dynamism.' The main objective of entrepreneurship awareness training is to increase the number of individuals interested in entrepreneurship as a valid and rational option and indirectly raise the number of small businesses owned by those who set up their own businesses. Training programs in this category, which serve as an awareness program, would be better suited for high school and university students. Contrarily, training for starting a business or business start-up includes all the necessary preparations for the start-up of conventional small businesses, which account for the bulk of newly established operations. In this sense, they primarily focus on practical aspects such as financing, legal acts, and taxes related to setting up a business. Continuing training category for existing entrepreneurs, however, constitutes a unique form of adult education designed to develop the current skills of the entrepreneurs (Guzman and Linan, 2005: 7; Linan et al., 2008: 49).

Sánchez (2013:448) points out that the underlying assumption of entrepreneurship training programs is that entrepreneurial skills are not a matter of personality but rather something that can be trained. Consequently, he emphasized that entrepreneurship is not a rare aptitude reserved for a select set of privileged individuals with certain personality features, underlining that becoming an entrepreneur is achievable by some skills and

competencies gained subsequently. As emphasized by Rasmussen and Sørhem (2006:186), entrepreneurship training (Chang and Rieple, 2013:226), which attempts to build students' mentality, behavior, skills, and talents to create future entrepreneurs, could be interpreted in two ways. As a result, the training at issue is either theoretical knowledge about entrepreneurship as a phenomenon or acquiring the necessary skills to become an entrepreneur.

III. Entrepreneurial Intention

entrepreneurial intention refers to a personal commitment to actions to demonstrate entrepreneurial endeavors to start his/her own business (Şeşen and Basım, 2012:21). Entrepreneurial activity typically arises from personal ambition and initiative. In this sense, entrepreneurial activity entails engaging in an intentionally planned behavior (Naktiyok and Timuroğlu, 2009:85).

The literature review on entrepreneurial intention brought three main theories to the fore in disclosing an individual's entrepreneurial intention. These are Shapero and Sokol's (1982) 'Entrepreneurship Event Model,' Bird's (1988) 'Entrepreneurship Intention Model,' and Ajzen's (1991) 'Theory of Planned Behavior' (Fayolle and Klandt, 2006:79).

In the Entrepreneurial Event model, Shapero and Sokol (1982) focused on entrepreneurial action, which is the phenomenon of starting a new business, rather than the entrepreneurial intention. According to the model, an individual initially prefers entrepreneurship; then assesses whether this preference poses a potential for implementation; finally decides whether to take any action (Minniti, 2007:123).

Yet, Bird's (1988) entrepreneurial Intention model contains factors that make up the entrepreneurial orientation, such as socio-political, individual, rational, intellectual, and intuitive. In this context, legal regulations, socio-political, and personal experiences are among individual factors, whereas goals and objectives and a person's visionary perspective can be considered intuitive factors (Scheiner, 2009:10).

According to Ajzen, individuals tend to be entrepreneurs in line with their personal expectations and societal standards and create the intention to perform entrepreneurial behavior by providing personal motivation owing to perceived behavioral control. In this context, the discovery that human conduct is a planned action motivated by intentions is the most significant outcome of PDT. This finding suggests a critical framework demonstrating that individuals' future entrepreneurial behavior may be anticipated from their present behaviors (Henry Hill et al., 2003:67).

Factors affecting entrepreneurial intention are as follows: demographic factors include age, gender, previous work experience, education, and family profile; personal factors include the need for success, locus of control, self-efficacy, and risk-taking; and environmental factors include social, political, economic, technological, and cultural conditions (Şeşen and Basım, 2012:22-23). Studies focusing on the effects of living standards and styles on entrepreneurial intention indicated that entrepreneurial intention is affected by the impediments and support factors people perceive in their surroundings (Naktiyok and Timuroğlu, 2009:89).

The initial step in researching entrepreneurship is to comprehend the true motivation behind entrepreneurial intention and why individuals prefer entrepreneurship over other professions, such as teaching, marketing, accountancy, medicine, and engineering. Numerous motivation-based studies focused on assessing these questions. These studies also aimed to reveal the reasons that encourage individuals to become entrepreneurs and identify the factors affecting entrepreneurial personalities. The current study, therefore, developed the following hypothesis based on the idea that entrepreneurship training will positively affect entrepreneurial intention.

H1: Entrepreneurship training has a positive effect on students' entrepreneurial intention.

IV. Research Method

This section summarized the determination of the study population, the sample selection, the development of data collection tools, and the statistical methods used in the research.

The study used a questionnaire form as a data collection tool. The questionnaire form consisted of two parts. The first part included questions about demographic data, whereas the second part retained questions about entrepreneurship training and entrepreneurial intention.

The study population consisted of 240 students who took the 'Entrepreneurship' course electively given at Atatürk University in the 2022-2023 academic year. As selected from the study population, the sample size calculation resulted in 148 students, with a 5% margin of error and within the 95% confidence interval (<http://www.surveysystem.com/sscalc.htm>). Among the questionnaires distributed, 149 questionnaires were returned. For the survey questions to be answered impartially and by the purpose, the participants were briefed

about the questions in the survey and the purpose of the study, ensuring that the study data and findings would solely be used within the scope of the relevant scientific research.

The research scales were adapted from the studies shown in Table 1.

Table 1. Research Scales

Scales Entrepreneurship Training Entrepreneurial Intention	Adapted from Taormina (1994) Sauley and Bedeian (2000)
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V. Results

The analyses revealed that 60.4% (90) of the participants were male, 39.6% were female (59); 58.4% were between the ages of 18-22; 33.6% were between 23-27, and 8.1% were between 28-32.

Reliability and Exploratory Factor Analysis

Table 2. Exploratory Factor Analysis Results

Scales	Cronbach Alpha	Factor Loadings (Range From)
Entrepreneurship Training	.928	.688 - .882
Entrepreneurial Intention	.923	.473 - .788

Initially, correlation analysis was used to test the hypothesis that forms the basis of the research and to determine what kind of relationship there may be between entrepreneurship training and entrepreneurial intention. Finding the direction and degree of the relationship between two or more variables was the primary objective of the correlation analysis.

The findings from the analysis revealed a favorable relationship between entrepreneurship training and entrepreneurial intention at a 0.99 significance level ($r = .487$). Therefore, it is possible to state that 'Entrepreneurship training has a favorable impact on the entrepreneurial intention of the students (H_1 Accepted),' according to the evaluation of the data from the correlation analysis.

Table 3. The Effect of Entrepreneurship Training on Entrepreneurship Intention

The Dependent Variable (Entrepreneurial Intention)	Independent Variable (Entrepreneurship Training)		
	B	t	p
	.487	6.758	.000
R²	.487		
Adjusted R²	.232		
F	45.674		

VI. Conclusion

Entrepreneurship has recently gained momentum due to its characteristics, such as creating new job opportunities, being a leader in innovation, fostering competition, creating employment, and contributing significantly to economic development. Entrepreneurship training is a topic that needs to be scrutinized while discussing entrepreneurship since it enables individuals to realize how much they already possess hidden entrepreneurial potential without being unaware of it.

This study primarily aimed to ascertain the effect of entrepreneurship training on students' entrepreneurial intention. For this purpose, it analyzed entrepreneurship, entrepreneurial intention, and entrepreneurship education variables in the selected sample group and attempted to interpret the interrelations of these variables.

The statistical analyses performed on 149 participant students indicated a positive relationship between entrepreneurship training and entrepreneurial intention ($r = .487$) at the 0.99 significance level. As a result, it is safe to conclude that 'Entrepreneurship training has a favorable impact on students' entrepreneurial intention (H_1 Accepted),' according to the data acquired from the correlation analysis data.

With these results, entrepreneurship training —which will be structured specifically for students at universities and other institutions— has made significantly favorable contributions to identifying entrepreneurial potential and bolstering entrepreneurial intention. The chance for students to thoroughly become conscious about themselves, learn entrepreneurship in detail, and comprehend how to take advantage of various opportunities will provide them with a critical futuristic vision on their way to becoming an entrepreneur.

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