

Relationship between Entrepreneurial Skills and Tendencies: A Research on Physical Education Students

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Abstract

The aim of this study is to research the relationship between the entrepreneurial skills and tendencies of young individuals. The research problem involves two variables. The first is entrepreneurial skills which are an important determinant of entrepreneurial success. The second is the motivation of candidates who wish to become entrepreneurs; in other words the decisive motives behind entrepreneurial tendencies. This study consists of fourth year students from Schools of Physical Education and Sport in Turkey. The sample group consists of students from Sakarya, Marmara, Kocaeli and Mugla Universities and took place during the academic year of 2011-2012. The data was collected through a questionnaire. There were two suitable methods that could have been used for this research; the longitudinal research method or the cross sectional research method. The cross sectional research method was used because of the time limit on this study. The data gathered has been analysed using statistical packaged software and the results will be introduced with suggestions and comments. The validity and reliability of the data collection tool has been confirmed after analysing the collected data with statistical methods. The results are interpreted within the framework of the research problem. As a result of the conducted analysis, statistically significant relationships were found between the two variables.

Keywords: Entrepreneur, Entrepreneurial skills, Entrepreneurial tendencies, Entrepreneurial awareness, Physical Education Students.

1. Introduction

Entrepreneurship has been an issue examined by many theorists due to its positive contributions to economic and social life in each period of human history. There are two developed points of view in defining entrepreneurship. The first is referred to as the school of economics. This school defines entrepreneurship as the creation of value through the establishment of organizations. Entrepreneurs create value through exploration, innovation, thinking creatively and by finding new products, services, sources, technologies and markets. The second definition, from the education school, understands entrepreneurship as primarily concerned with individuals and their behavioural processes. In this respect, entrepreneurial behaviour is defined as establishing, developing and transforming organizations through utilitarian, value-oriented contributions, risk taking and creative actions (Kapau, 2001).

An alternate definition is that entrepreneurship is harmonized with organizational skills, the ability to take risks and the ownership of production factors. This results in the production of goods or services, aimed at taking advantages of opportunities arising from environmental factors and the creation of new opportunities. The entrepreneurship concept was exposed to a number of changes over time, changes dependant on not only time but the economic development process (Çetin, 1996).

Initiating enterprise foregrounds individual differences, and these differences can result in a more or less active entrepreneur (Eren, 2000). There are many entrepreneurial characteristics that affect the success of an enterprise. Entrepreneurship is a combination of individual and environmental factors. An entrepreneur can either accept or reject these factors (Ceylan & Demircan, 2001).

There are many factors that motivate people to become entrepreneurs: These factors are listed below (Halis, 2013):

- Becoming the boss at work. Not taking orders and increased self-reliance provides greater freedom. Achieving personal desires through the realization of personal goals and decisions provides motivation to powerful people. This results in better business and a generally happier individual,
- The realization of an idea or thought through setting up a business,
- The possibility of having a desired job, thus reaching their full potential. Many people find their jobs boring and believe that once they establish their own business they will use all of their skills and knowledge,
- The desire for recognition and prestige, to leave their mark on society through work achievements,
- The desire to earn money, increasing the level of income presents the opportunity to live in prosperity,
- To explore businesses and opportunities which are either invisible to others or that cannot be easily operated or utilized,
- The realization of being different is also important. Entrepreneurs realize both their own aims and serve the aims of society.

The most obvious features of people who have entrepreneurial spirit are their desire to be successful. They are not fond of routine tasks, preferring to innovate and create. They are compatible with long working hours, as they desire to work continuously and produce results. Because many entrepreneurs do not like delegating, they are not able to allocate sufficient time for strategically important work due to intense work pressure. The research conducted shows that the main characteristic of an entrepreneur is the ability to take risks. This characteristic is what makes an entrepreneur different from a professional manager. In professional management, the profit and risk belongs to others; however an entrepreneur aims to directly profit and therefore, bears the risks arising from entrepreneurial actions. In addition to these features, the success of an entrepreneur is dependent on being: “militant, creative, far-seeing, analytical and confident, with an ability to make quick decisions.”

Although no exhaustive literature exists on *Entrepreneurial tendencies or motives*, these motives can be classified as *socio-psychological, economical and psychological motives*. Competencies entrepreneurs have, distinguish them from ordinary people. Some personal characteristics of individuals are keys to their decision to become an entrepreneur. Different approaches can be seen while evaluating these characteristics. Entrepreneurial competency is a characteristic whereby entrepreneurs act freely and creatively to run a business Independently (Griffin & Ebert, 2002). It is also an ability to cope with uncertainty, detecting risks arising from uncertainty and demonstrating the skills necessary to cope with such risks. The characteristic consistently highlighted in research is the desire of entrepreneurs to take risks (Li, 2006), (Kamalanabhan and others, 2006; Palmer, 1971; Martin, 1984; Lee and Peterson, 2000; Price, 2004). Risk taking has become almost synonymous with entrepreneurship. Awareness of a job and its risks is referred to as a self-competency of entrepreneurship (Lunnan and others, 2006; Halis, 2013). In the same way, Dickson & Giglierano (1986) assert that risk taking is the very nature of entrepreneurship.

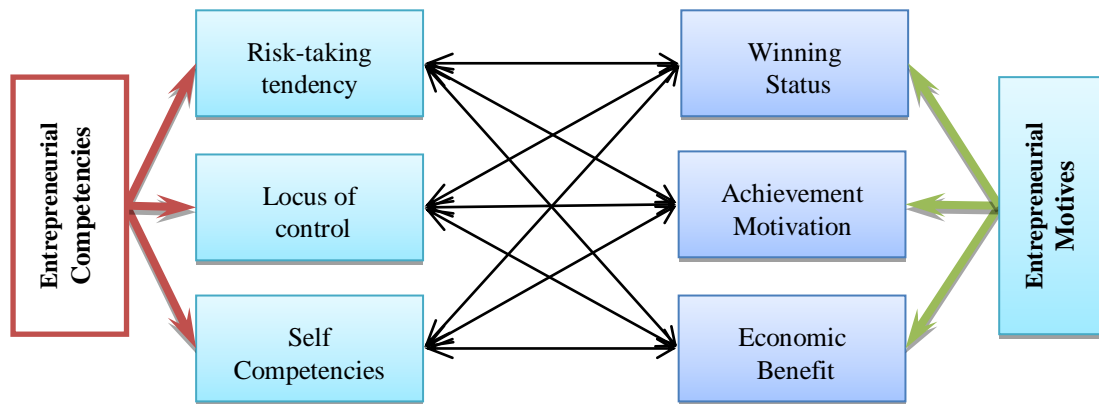
Risk taking is not only subject to evaluation in terms of self-competencies. Another characteristic to be taken into account is the desire to act independently. Kent, Vesper, Stoner, Sexton and Freeman emphasize independent actions as well as risk taking. Acting independently and the acceptance of success are by definition, controlling skills and tendencies to take risks. These are specified as part of the personal profiles of entrepreneurs (Kent, Sexton and Vesper: 1982; Stoner and Freeman: 2004; Ufuk, Özgen, 2001; Lumpkin and Dess, 1996). Robbin and Coulter (1996) also emphasize acting independently and risk taking, again specifying the desire of entrepreneurs to act independently. In this context, entrepreneurs, while defining their own competencies, do not depend on other people for a desire to work and future decisions.

In a study conducted by Keskin and colleagues, while testing the self-competencies of entrepreneurs, risk-taking and acting independently as well as the ability to control were taken as independent variables, in an attempt to define entrepreneurial potential (Keskin, Alpkın and Zehir, 2002). According this study, a sense of control is referred to as an ability to interfere whilst evaluating the rewards and punishment in life (Pervin, 1980). Individuals who see themselves at the centre of events act pertinaciously, following events and believing that they have the ability to control their lives.

Other individuals have a sense of external control and believe that events in their life are the result of external factors such as chance, luck, fortune, etc. (Rotter, 1966). When people with a high level of internal control are compared with those who have a strong sense of external control, it can be stated that those with internal control will probably demonstrate a greater effort to be successful (Keskin, Alpkın and Zehir, 2002). It is then asserted that a sense of control distinguishes successful and unsuccessful entrepreneurs. Generally entrepreneurs prefer to take control rather than leaving it to external factors (Mitton, 1989). Experimental findings suggest that a sense of internal control is an entrepreneurial characteristic (Keskin, Alpkın and Zehir, 2002).

2. Affect of Entrepreneurial Competencies on Entrepreneurial Motives: Aim, Scope and Limitations

The main goal of this research is to find out if entrepreneurial self-competencies stimulate entrepreneurial tendencies. It attempts to assess whether entrepreneurial tendencies can be explained by entrepreneurial self-competencies. The designed conceptual model of the research is as follows.



This research aims to discover whether entrepreneurial self-competencies affect entrepreneurial tendencies, it consists of fourth year students from Schools of Physical Education and Sports in Turkey. At the same time the scope reveals the limitation that received results will only be valid for the Schools of Physical Education in Sakarya, Marmara, Kocaeli and Muğla Universities. Another limitation of the study is the acceptance of the assumption that “entrepreneurial self-competencies” affect entrepreneurial tendencies.

For this research, a face-to-face interview was used to collect the information and data. Before designing the questionnaire for the interview, literature related to the subject was researched and variables were referred to as characteristics of entrepreneurship were added to the questionnaire. In order to obtain the data used in the analysis, questions that could reveal the entrepreneurial capabilities of students were prepared by using a 5-point Likert scale (1=never agree, 2=rarely agree, 3=sometimes agree, 4=usually agree, 5=totally agree).

In order to test the clarity of the questions and the suitability of interview time limits, a pre-test was applied to a group of 50 people. According to the results of the pre-test, a questionnaire was finalized after necessary adjustments. Research was conducted on 398 physical education students. Questionnaires were evaluated after removing incomplete and therefore invalid questionnaires. 352 valid questionnaires were analysed. The reliability of the entrepreneurial tendencies questionnaire was 0.88 and the reliability of the entrepreneurial skills questionnaire was 0.85.

3. Analysis of Research Data

Different factor analysis was applied to the entrepreneurial tendencies questionnaire and the entrepreneurial skills questionnaire. 10 out of 24 questions in the entrepreneurial motives survey were not taken into consideration because of issues of structure and validity. In the same way, some questions were not taken into consideration because they did not comply with the structure of the entrepreneurial skills scale. Thus, analysis has been conducted by removing the variables that do not comply with the factor analysis and structure. KMO and Bartlett's Test for entrepreneurial motivations have been calculated as 0,753 with Total Variance Explained calculated as 73,908. As for entrepreneurial skills, KMO has been calculated as 0,88 and Total Variance Explained has been calculated as 68,82.

Table I: Factor analysis related to Entrepreneurial Skills

Entrepreneurial skills	Component		
	Factor load	Mean	Std. D.
Factor 1: Self competency: Weak – Strong; C. Alpha: 0,80; Variance Explained:29,63			
31.I can determine appropriate place to establish my own business.	,850	3,63	1,175
24.I love meeting people and working with them.	,801	3,91	1,078
22.People with whom I have relations trust and respect me.	,798	4,13	1,017
23.I feel healthy.	,783	4,02	1,027
21.I love being at work and taking responsibility.	,719	4,09	,961
25.I am convincing and I set up good communication with people.	,646	3,87	1,147
26.People do not have any difficulty understanding my ideas.	,610	3,74	1,200
36.I want to establish my own work more than anything else.	,508	3,66	1,346
Factor 2: Control focus: Internal – External; C. Alpha: 0,73; Variance Explained:21,35			
9.My friends decide where to go for dinner.	,789	3,33	1,212
19. I do not try anything that has not been tried by others.	,747	2,98	1,344
5.I do what my relatives advise when making decisions about my career.	,726	3,17	1,192
11.I do boggle from being different.	,608	2,91	1,409
2.If things go right, it is usually because of chance.	,569	3,08	1,303
Factor 3: tendency to take risk: Low – High; C. Alpha: 0,67; Variance Explained:18,15			
17.I can start a conversation with a person whom I do not know.	,768	3,54	1,251
16.I have taken some risks in the last six months.	,663	3,52	1,883
13.I bear down on fear when I am afraid.	,653	3,76	1,142
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 7 iterations.			

According to Table I, there are three factors that explain entrepreneurial competencies. The first factor is defined as entrepreneurial self-competency. The second factor is referred to as dependence of an individual on environmental factors in making decisions. The third factor is the tendency to take risk, which is vital for success as an entrepreneur.

Table II: Factor analysis related to Entrepreneurial Tendencies (motives)

	Factor load	Mean	Std. D.
FACTOR – 1: Desire to gain status (C. Alpha: 0,82; Variance Explained: 27,367)			
06. To be respected by others.	,824	4,34	,961
07. To succeed in something and become known because of it.	,755	4,29	1,005
02. To gain a respected place in society.	,751	4,50	,763
05. To be more effective in society.	,675	4,05	,976
16. To increase the status of my family.	,614	4,13	,963
FACTOR – 2 : Success motives (motives for success)(C. Alpha: 0,83; Variance Explained: 25,002)			
23. To create employment opportunities.	,763	3,88	1,055
22. To contribute to a country's economy.	,762	3,94	1,031
21. To implement my ideas independently.	,716	4,10	,969
19. To be a pioneer of innovation and technological development.	,699	4,01	1,037
20. To learn continuously.	,610	4,31	,932
FACTOR – 3 : Desire to provide economic benefits (C. Alpha: 0,79; Variance Explained: 21,539)			
13. To give a meaning to my life.	,780	4,21	,958
12.To contribute to the development of people who I feel close to.	,709	4,08	,905
11. Provide trust to myself, my wife/husband and children.	,655	4,38	,886
09. To contribute to the development of my interests.	,601	4,16	,934
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 5 iterations.			

According to Table II, there are three factors that explain entrepreneurial tendencies or motives. The first factor defines the aims of entrepreneurship as related to a gain in social status. The second factor is the motivation for success, which refers to entrepreneurship with individual success being the primary motive. The third factor is economic origin, which expresses the function of entrepreneurship as attaining benefits. The following research hypotheses will be tested in order to examine how entrepreneurial tendencies are related to entrepreneurial self-competencies, or if they are related at all:

Hypothesis: There is no relation between entrepreneurial tendencies and self-competencies of physical education students.

In order to test this hypothesis there was a separation of correlation analysis in order to test the differences in-the characteristics (factors?) of respondents, ANOVA analysis has been performed.

Table III: Correlations between Entrepreneurial Competencies and Entrepreneurial Motives

	Entrepreneurial Competencies (Abilities)			Competencies	Motives (tendencies)	
	1. Risk-taking tendency	2. Locus of control	3. Self-competencies		Mean	Std. Dev.
1. Winning Status	,243**	0,005	,367**	,313**	4,23	0,73
2. Achievement Motivation	,182**	0,051	,330**	,283**	4,00	0,79
3. Economic Benefit	,148**	-0,004	,306**	,223**	4,15	0,75
Motives	,233**	,022	,408**	,333**		
Mean	3,57	3,07	3,80			
Std. Dev.	1,02	0,86	0,73			

** Correlation is significant at the 0.01 level (2-tailed).

As seen in Table III, there is a relation between entrepreneurial tendencies and entrepreneurial self-competencies ($r = 0,333$; $p < 0.01$). However, by paying attention to sub-components of this dimension, the relationship can be more clearly observed. According to this, there is a positive relation between risk taking tendencies (a feature of entrepreneurial skill) and entrepreneurial motives (such as tendencies to gain status, success and attain economic benefits) ($p < 0.01$). While there is a positive relation between self-competency (a feature of entrepreneurial skills and entrepreneurial tendencies ($p < 0.01$)), there was no relation found between locus of control and entrepreneurial skills ($p > 0.01$).

Table IV: Regression Analysis on Entrepreneurial Competencies and Entrepreneurial

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5,371	,677		7,930	,000
Locus of control	-,027	,189	-,007	-,143	,886
Risk-taking tendency	,718	,093	,375	7,700	,000
Self-competencies	,729	,115	,299	6,329	,000
a. Dependent Variable: <i>Entrepreneurial Competency</i> ; $R^2=0,87$; $p<0.01$. Correlation is significant at the 0.01 level (2-tailed)					
(Constant)	-,387	,198		-1,957	,051
Locus of control	1,184	,062	,335	19,181	,000
Risk-taking tendency	1,080	,050	,419	21,790	,000
Self-competencies	,964	,043	,400	22,345	,000
a. Dependent Variable: <i>Entrepreneurial Motives</i> ; $R^2=0,930$ $p<0.01$. Correlation is significant at the 0.01 level (2-tailed)					

According to the results of regression analysis in Table IV, Entrepreneurial Motives and Entrepreneurial Competencies explained largely by sub-variables ($R^2 = 0.930$ $p < 0.01$).

4. Conclusion and Recommendations

According to the results of the research there was no difference between students with or without entrepreneurial tendencies in terms of entrepreneurial self-competencies. Although there is not much difference between entrepreneurial tendencies in terms of the awareness of entrepreneurial self-competencies, as in the study “Vangelis Souitaris, Stefania Zerbinati and Andreas Al-Laham” (Souitaris and others, 2006), it can be said that it has(what) has a positive effect on students’ entrepreneurial tendencies and attitudes.

Different methods can be used in the development of entrepreneurial tendencies (Rasmussen & Sorheim, 2006). Therefore, it is natural to form the opinion that “case study evaluation, enterprise visits, brain storming, team work and simulation could all be used in order to realize goals which are exploratory and will lead entrepreneurial tendencies to a result” (Hynes, 1996).

Within future studies it would be more appropriate for practical studies to be included in the process in order to reveal the effects of entrepreneurial tendencies on the entrepreneurial self-competencies. However, in any study conducted, evaluation should be performed under the assumption that entrepreneurial self-competency is not just innate but could in fact, be achieved in later life.

5. References

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