

A Study on the Entrepreneurship Success Model of Students at Universities

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Abstract

Entrepreneurship Success Model of students at universities is investigated in the present study. By means of the entrepreneurial university model developed in this context, the proliferation of young entrepreneurship is targeted in Turkey. The entrepreneurship of university students is considered within the context of youth entrepreneurship. Youth entrepreneurship is the case of getting a start in professional life by young individuals with a diploma/profession by undertaking the risk with entrepreneurship business ideas and setting up a business/enterprise. Universities are institutions that prepare young entrepreneurial candidates for professional life by enabling them to complete their education. However, it has always been an important problem to enable university graduate young individuals to start a business as entrepreneurs and to maintain the prevalence of such enterprises. In studies on entrepreneurship, scientists have sought an answer to the important question of “why are some universities more entrepreneurial than the others?” The universities in developed countries have become more entrepreneurial through developing youth entrepreneurship models. With the Study on the Entrepreneurship Success Model of Students at Universities, the entrepreneurial university Youth Entrepreneurship Model is developed in order to solve the problem of young unemployment. Within the scope of the study, the statistical significance level of the change will be tested on a total of 100 individuals studying at Selçuk University and getting entrepreneurship education. The outputs of the study are: entrepreneurial governance through a competitive, multidisciplinary, and permanent entrepreneurial university model based on the development of entrepreneurial talent that can be implemented at universities for the proliferation of young entrepreneurship in our country, maintaining the proliferation of youth entrepreneurship and its contribution to the country's economy, suggesting assessment and evaluation criteria for entrepreneurship performance-based professionalism in professional life based on different disciplines, and presenting policy instruments that can enhance the efficiency of entrepreneurship policy and strategies that are being implemented for the development of our country.

Keywords: entrepreneurship, entrepreneurship model, student entrepreneurship, entrepreneurial university

Introduction

Why Entrepreneurial Success Model of University Students?

In our country is widespread unemployment among young university graduates, it continues to become increasingly common. In to employment by making entrepreneurship of young people setting up a business there are many obstacles. These barriers have to be scientifically determined. There are many young people starting university business depends on the hopes of establishing business ideas. However, these young people have no knowledge about entrepreneurship and business ideas that they have about entrepreneurship to encounter many obstacles can not implement. These young people are waiting to give them a job as an unemployed person they finish college. In our country, there is a model of entrepreneurial university and college system used in order to solve these problems. In this case, only the university education of a sense of duty, that is also related to the mission of teaching and research. However, developing global dynamics and the changing role of universities in the world with the mission of the university has changed in the light of the entrepreneur, providing direct contribution to economic and social development. In this context, operating and entrepreneurial university model due to the increased demands on the entrepreneurship of university Some university graduates in students are guaranteed employment training provision or spinoffs of university stakeholders with increased competition due to changing circumstances has appeared development requirement.

Now, in our country, universities are entrepreneurial university model through business ideas to open innovation system, venture capital and entrepreneurship to provide incentive funds, scientist and student mobility, business incubation centers, particularly the entrepreneurial university model based on the patent and license support students and community needs to respond to the expectations of stakeholders, including. To solve youth unemployment and universities to meet the needs of society; Young Entrepreneurship Model was developed. Young Entrepreneurship Model: the university will be shaped by government policies and industrial infrastructure; knowledge, based on the entrepreneurial skills of cultural and technological infrastructure is a competitive entrepreneurial university model based on the performance improvement process. This model is very disciplined and has a business model with the idea of young people wishing to set up business problems that prevent entrepreneurs that will disappear will be dissolved and young entrepreneurs who start their own business. Young Entrepreneurship Model be used in the project to eliminate the deficit and ensuring the sustainability of the model will be expanded.

Model and Components

Young Entrepreneurship Model attempt this model is all original, entrepreneurs are taking advantage of the university model has developed a hybrid model. Young Entrepreneurship Model access, cost sensitive as that will give results in a short time information commercialize open system of innovation, venture capital and entrepreneurial incentive funds, scientist and student mobility, business incubators and promote young entrepreneurship based on a proactive entrepreneurial university with the support of patents and licenses on the model. Young Enterprise Model are shown below.

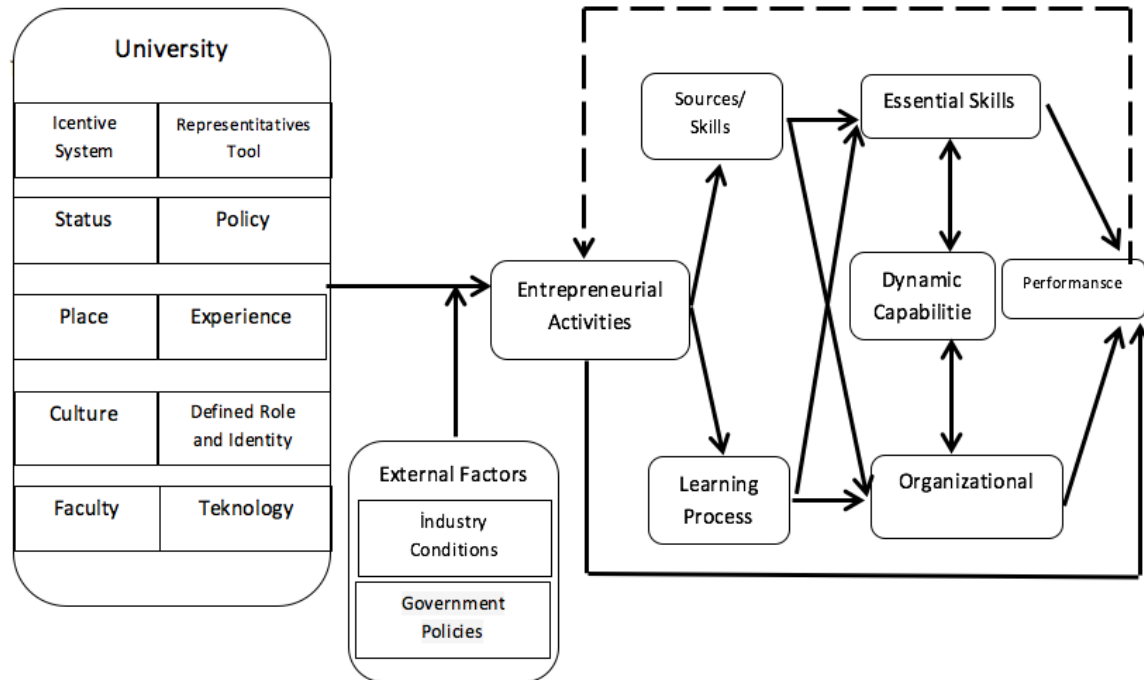


Figure 1: Young Enterprise Model

Young Enterprise Model consists of three elements. The First Young Enterprise Model college and university; faculty, location, status, incentive systems, defined roles and identities, cultures, means representatives (Techno Park) policy consists of experience and technological factors. These elements create a sense entrepreneurial university infrastructure and entrepreneurial young people will be trained in this infrastructure. Second Young Enterprise Model external factors affecting; It consists of government policies and industry conditions. Young Enterprise Model based on these factors, industry conditions and government policies in the light of young entrepreneurs will be trained. Industry conditions and government policies youth entrepreneurship is an important data set for the entrepreneurial university. The third element of the Young Enterprise Model; entrepreneurial activity based on the formation of entrepreneurial performance; learning processes, resources and skills, organizational knowledge, and dynamic capabilities are essential skills. Factors related to these elements will perform basic functions in the formation of entrepreneurial performance capabilities with the formation of young entrepreneurship in the entrepreneurial university. Models who attend college and / or will solve the problem of unemployment of young people who graduated from college. Model; development model based on the formation of capabilities that can be applied in the development of university entrepreneurial performance is unique. Model removing the barriers that youth entrepreneurship is an entrepreneurial university project model that allows entrepreneurs to establish their businesses with their ability to contribute to scientific development based on performance. Models; Is an entrepreneurial university based on the development of young entrepreneurs with innovative business ideas is an innovation capability. Model innovation to young entrepreneurs in this respect and is the first in the area. University graduate and continuing education in young people about entrepreneurship governance deficit will be eliminated. Young Entrepreneurship

Model a result of experience gained with the implementation of the initiative and proactive entrepreneurial university that grows in these universities, innovative and enterprising young people; economy, an important human resource for career and business outcomes will be achieved.

Research Methodology

The steps of the method should be followed as a result of the data obtained in order to perform the accurate analysis and the study is very important. In this study, the determination of the method of data collection method monitored research methodology and improving data collection, evaluation and analysis of the results of analysis by encrypting the data obtained and determine the statistical method consists of basic steps.

Improving Data Collection Tool

Selection of appropriate methods for the collection of data necessary for analysis of the research is very important. Surveys for applied research, observations, interviews and so on. Primary data and previously obtained based on the same technology / data compiled by others on similar topics, including the two types of data concerned. This study literature in entrepreneurship studies examined before dealing with entrepreneurship and entrepreneurial culture in universities and has been a primary objective of this study was developed to collect data for the study area and taking into consideration the hypothesis.

As part of the study it has been used to collect data from the survey techniques. The data obtained from the literature research, survey respondents mass and is designed with the primary data source, considering the main features of the area to be examined. The question of the respondents of the survey design to allow the interpretation to be clear and concise, attention was given to appeal to respondents. Which utilized mainly work developing the questionnaire that will be used in the study: Shaker A. Zahra, Harry J. Sapienza and Per Davidsson, "Talent Formation of Performance-Based Model" and Frank T. Rothaermel, Shanti D. Agung and Lin Jiang, "Entrepreneurial Research University "have been developed from a mixed model. The survey indicated primarily expert academics on research methods in the social sciences and the design of the survey, opinions were collected in compliance with the statistical analysis and evaluation of the content of the questions. Later, based on feedback gathered revised questionnaire, 100 students have answered and the number of questions in the survey, the total response time, the intelligibility of the question was asked to comment on the adequacy and scope. Comments result of the survey design and questions in the survey were given final shape after making the necessary corrections. 87 questions were asked and statements related to the participants' entrepreneurial skills in the questionnaire used in the study and 7 = 1 = no right not to be completely correct according to 7 Likert scale were asked to evaluate. The survey also participants of Business and Small Business Administration to determine they take courses in the field of Commercial Open Information 2 questions were asked.

Case Selection and Implementation Of The Survey

Research on college students is designed for students in special education entrepreneurship.

The population of college students study the samples at Selcuk University TUBITAK Entrepreneurship Education Project it has been identified as under-educated students. Selcuk University in the "Entrepreneur Individuals from advanced society" is supported by TUBITAK entrepreneurship training project in the field of education for the students to answer by applying the survey method face to face interviews were collected. The surveys were applied on March 19, 2016. A total of 110 surveys were made as a result of surveys, implemented verbatim interviews with students. However, the survey does not include all of the implementation of useful data. Incomplete / incorrect replies were not taken into account in the 10 survey and analysis of the research, it was decided to analyze the final data obtained through 100 questionnaires. Considering the research sample given that 100, total 400 people in the survey sample corresponds to a rate of 25 %.the number of sampling error of 10 % is sufficient for statistical analysis.

Editing Determination Test Statistics and Data

The computer using a predetermined code data obtained from the survey were transferred to Microsoft Excel 2013 program. SPSS 20.0 statistical software package was utilized for statistical analysis of the performance of the methods to be determined later. Data held in Excel environment to use the SPSS program was transferred to this program. After completion of the data input to be used in the data analysis the statistical tests. Qualitative research methods are many test statistics for statistical analysis. The purpose of the research data and analysis should be performed using appropriate tests. Statistical tests will be used to evaluate the data obtained from research in the study are:

- Descriptive statistics (frequency, mean, standard deviation)
- Correlation Analysis
- Regression analysis

The frequency analysis for any error in the input data before the statistical analysis in the study identified and checked by examining the maximum and minimum values for each variable data is arranged.

Analysis and Results of Survey Data

This part of the study will be described results of the analysis of the data collected to investigate the entrepreneurial skills of university students. In this context, it will first be transferred to the general introductory information on the entrepreneurial skills of the participants. Then tested the reliability and validity of the scale used in the survey will be launched to further analysis.

Descriptive Statistics

Work will be described frequency analysis results for the questions asked in this section to determine the students answers to statements and Management and the courses they take the field on Information Office of the Small Business Administration.

The students who participated in the research business and the distribution of the courses they have taken on the Small Business Administration is presented in Table 1:

Table 1: Distribution Management and Related Courses Small Business Management

Lessons	Percent (%)
Production Management	61
Entrepreneurship Basics	55
Decision-Making Techniques	45
Technology Management	44
Business Modelling	41
Firms, Markets and Competitiveness Analysis in the Country Level	33
Proposal Preparation and Applied Project Management	4

61% of students surveyed mostly Production Management, 55% have their Fundamentals of Entrepreneurship course.

The students who participated in the study have received information about the workplace On the distribution of the courses are given in Table 2:

Table 2: Related Courses Power Distribution and Commercial Information

Lessons	Percent(%)
Mandatory Accounting Information	58
Taxes	53
Access to Financial Resources and Investor Relations	29
Problems of Small Businesses	28
Legal Actions	17
Incentives	12
Business Development Services	12
Consultancy	10

58% of students surveyed mostly mandatory accounting information, they receive a 53% tax on the course.

Assessment of the entrepreneurial ability of students

Analysis of the assessment results to students' entrepreneurial skills will be given in this part of the study . In this context, the survey mainly university (UNIV) , external factors (EXTFAC) and entrepreneurial activities (ENTACT) 3 t to size to be . These dimensions are grouped in the following way under its own:

Table 3: Parent-Child Dimension

Main factors	Sub-factor	Expression question number
University	Incentive System (T)	45,49,62,83
	Statute (S)	38,71,77
	Location (L)	37,52
	Culture (C)	13,68,85
	Faculty (F)	12,63,64
	Agent Representatives (AR)	41,82
	Policy (P)	33,51,69
	Experience (E)	26,36,56,65,74,75,78
	Defined Role Identity (DRI)	24,46,60,61,67
	Technology (TEC)	66,84
External Factors	Industry Conditions (IC)	5,15,30
	Government Policy (GP)	73,76
Entrepreneurship Activities	Resources and Skills (RS)	3,11,21,22,23,29,31,32,44,58,59
	Abilities First Instance (AFI)	2,7,14,19,24,34,50
	Dynamic Capabilities (DC)	6,8,10,16,18,28,47
	Performance (PR)	17,35,40,43,48,53,55,57,79,81
	Learning Processes (AM)	1,9,20,39,42,54,70,72
	Organizational Know-how (ÖBB)	4,25,80,86,87

In this section, the reliability of the scale of the average - standard deviation of expression hosts and the dimensions referred to in Table 4 will be examined.

The reliability of the data collection operation is very important in order to assess the results of research. In practice, different methods are used for reliability. The reliability of the scale considered in this study, the internal consistency method. Scale method according examined the internal consistency Cronbach 's alpha values above 0.70 General admission is reliable. So variables that make up the scale is associated internally.

Table 4: Reliability coefficients of the scales in the Data Collection Tool

Scale	Measurement Range	Number of Items	Cronbach Alpha
UNIV	7s point scale (1-7 rating)	34	0,767
EXTFAC	7s point scale (1-7 rating)	5	0,795
ENTACT	7s point scale (1-7 rating)	48	0,854

Structural information, and reliability coefficients of the scale used in the study are presented in Table 4. Accordingly 7s point scale to assess and University scale consisting of 34 items , which consists of 5 items External Factors and the conclusion was reached that scale entrepreneurial activities reliable questionnaire consisting of 48 items .The reliability coefficients of each scale (cronbachalph in value) was greater than 0.70.

The following students participated in the research according to the evaluation of the ranking of importance regarding the size of the university entrepreneurial skills are presented in Table 5:

Table 5: Assessment of the University Students Size

University Scale	Average	Standard Deviation
S56	6,54	1,05
S69	6,27	1,19
S52	6,07	1,39
S71	6,00	1,17
S67	5,99	1,25
S77	5,97	1,60
S68	5,87	1,29
S26	5,70	1,52
S38	5,62	1,25
S84	5,61	1,51
S13	5,56	1,75
S83	5,49	1,44
S49	5,37	1,48
S45	5,32	1,65
S66	5,28	1,49
S64	5,27	1,32
S12	5,27	1,68
S65	5,10	1,24
S63	5,08	1,55
S82	5,04	1,53
S51	5,01	1,46
S46	4,89	1,82
S24	4,49	1,61
S78	4,44	1,92
S33	4,20	2,07
S37	3,94	1,93
S62	3,77	1,76
S41	3,69	2,03
S36	3,59	1,83
S75	3,34	1,99
S60	3,32	1,88
S61	3,20	1,61
S85	2,85	1,76
S74	2,52	1,76
UNIV	4,99	0,58

Notes: (i) n = 71; (Ii) in the scale 1 = no means the right not and 7 = completely true. (Iii) According to Friedman two-way ANOVA test ($\chi^2 = 720.647$ $p < .001$), the results are statistically significant .

The surveyed students to find the right expression in 9 of 25 statements about the entrepreneurial talents of the university are to find the right size .Accordingly, the size of the university entrepreneurship skills regarding the most accurate regarding students find their first three statements respectively S56 , S69 and S52ol .On the other hand regarding the size of the university regarding the entrepreneurial skills of students stated they found at least towards S33'T . The S74 also has no right without expression .

The following students participated in the study according to the assessment of the size of external factors related to the entrepreneurial skills of importance ranking is presented in Table 6:

Table 6: Assessment of the students' Size External Factors

External Factors Scale	Average	Standard Deviation
S30	6,09	1,32
S15	5,56	1,74
S73	4,35	1,71
S5	3,78	2,00
S76	3,72	1,55
EXTFAC	4,59	0,85

Notes: (i) n = 95 ; (Ii) in the scale 1 = no means the right not and 7 = completely true. (Iii) According to Friedman two-way ANOVA test ($\chi^2 = 158.214$ p < .001), the results are statistically significant .

Students who participated in the survey expressed 2 and 3 expression in finding the truth about entrepreneurial skills with external factors do not find the right size .According to external factors related to the entrepreneurial skills of the students regarding the size of the expression has been found that the most accurate S30 (I'm in any activity should give me the opportunity to learn and grow). On the other hand regarding external factors regarding the size of the entrepreneurial skills of students stated they found at least towards S73 (I feel upset if I do not get a reliable and predictable income) The S76 (For guiding me "business - school -type" I tend to trust my intuition and instinct more than scientific principles) also has no right without expression.

Correlation Analysis

This section constitutes the third dimension of university studies, the relationship between external factors and entrepreneurial activity will be examined. Established hypothesis has benefited from correlation analysis and regression analysis to test output.

H0: University Entrepreneurship Activities and external factors in explaining the size of the variable is not statistically significant.

H1: University Entrepreneurship Activities and External Factors dimensions are statistically significant in explaining the variables.

Table 7: Entrepreneurship Skills Dimensions Correlation Analysis

		UNIV	EXTFAC	ENTACT
UNIV	PearsonCorrelation	1		
	p			
	N	99		
EXTFAC	PearsonCorrelation	,542(**)	1	
	p	0		
	N	98	99	
ENTACT	PearsonCorrelation	,764(**)	,563(**)	1
	p	0	0	
	N	99	99	100
** Correlation is significant at the 0.01 level				

Table 7 are the arguments based on positive correlation between the university and external factors. In addition, the correlation coefficients between the variables (0.542) among the independent variables is smaller than 0.7 , it can be said of the multiple relationships. Accordingly variables are appropriate for the regression analysis. In

addition, the argument that the university and external factors positively correlated with the dependent variable entrepreneurial activity is a significant asset in question of the relationship.

Regression Analysis

University and external factors in line with the model of the work in this part of the study will examine whether there is an impact on the size of entrepreneurial activities .In this context, the size of the university and external factors arguments, entrepreneurial activity is taken as the dependent variable of size multiple regression model will be tested.

H0: University Entrepreneurship Activities and external factors in explaining the size of the variable is not statistically significant.

H1: University Entrepreneurship Activities and External Factors dimensions are statistically significant in explaining the variables.

Table 8: University Relations External Factors Dimensions - Entrepreneurship Activities Anova Table

	Sum of Squares	Degrees of Freedom (df)	Frames Per	F	p
Regression	31,022	2	15,511	77,941	,000(a)
Residual Value	18,906	95	0,199		
Total	49,929	97			
a Independent Variables: (Constant) , University of External Factors					
b Dependent Variable: Entrepreneurship Activities					

When examined in Table 8 ANOVA table F values of 77.941 and p value is decided to reject the hypothesis H0 is 0.00. This regression model was created based on statistically significant. So Entrepreneurship Activities variable Universities and External Factors predicting at least one of the possible variables statistically.

Table 9: University External Factors Dimensions - Entrepreneurial Activity Relationship of Regression Coefficients

	Standardizing have coefficients		Standardized coefficients (sc)	t	P (The level of significance)	Multiple Communication Statistics	
	Beta	Standard Error	Beta			Beta	VIF
(Constant)	0,387	0,376		1,029	0,306		
UNIV	0,782	0,09	0,656	8,728	0	0,706	1,416
EXTFAC	0,168	0,061	0,208	2,772	0,007	0,706	1,416
a Dependent Variable: ENTACT							

As Table 9 p values for the variables examined when the university and external factors is less than 0.05 entrepreneurial activity these variables are statistically significant in explaining the variables. In addition, the table is smaller than 8 the VIF value of 9, so it can be decided whether the link between multiple variables. Accordingly, said regression model may be established as follows:

$$ENTACT = 0,387 + 0,782UNIV + 0,168 EXTFAC$$

Table 10: University Relations External Factors Dimensions - Entrepreneurship Activities Regression Model Summary

R	R ²	Adjusted r ²	Standard error of the estimate
,788(a)	0,621	0,613	0,44611
a Independent Variables: (Fixed), UNIV, EXTFAC			
B dependent Variable: ENTACT			

R and R2 are located in the table established in 10 shows the explanatory power of the regression model. The regression analysis of the results of entrepreneurial activities in the university and external factors to explain the size variable rate was found to be 61.3 %. In addition, the largest contribution to this explanatory factor when examining the table can be seen that the university variable.

Conclusion

In this study, of University Students in Entrepreneurial Success Model was explored. The entrepreneurial university model developed in this context, it is aimed to spread of young entrepreneurship in Turkey. Youth entrepreneurship; A diploma / employed young people, taking risks with entrepreneurial business ideas and business is establishing entry into the workforce. For this model were investigated. Model consists of three elements. First; The Youth Entrepreneurship Model college and university ; faculty , location, status , incentive systems, defined roles and identities, cultures, means representatives (TechnoPark) policy consists of experience and technology factors. Second; external factors affecting the; Youth Entrepreneurship Model government policy consists of industry conditions. The third component; entrepreneurial activity based on the formation of entrepreneurial performance; learning processes, resources and skills, organizational knowledge, and dynamic capabilities are essential skills. The outputs of the research; model has been tested and proved to be scientifically valid. In our country competitive based on the formation of entrepreneurial skills that can be applied in the universities in expanding young entrepreneurship , multi-disciplinary and sustainable entrepreneurial university model (Youth Entrepreneurship Model) with entrepreneurial governance, the promotion of young entrepreneurship and to contribute to the national economy, professionalism based on the business world enterprise performance disciplines to reveal the basis of measurement and valuation criteria, which is applied to the development of our country to increase the effectiveness of entrepreneurship policies and strategies on the development of policy tools.

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