

# The necessity of social entrepreneurship levels of teacher candidates: Physical education and sports

Erdem Erođlu<sup>1\*</sup> and Sultan Yavuz Erođlu<sup>2</sup>

School of Physical Education and Sport, Siirt University, Siirt, Turkey.

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## ABSTRACT

This study aims to examine the social entrepreneurship levels of pre-service teachers studying in physical education and sports college. The universe of the research consists of pre-service teacher students who study in Sports Management, Coaching and Physical Education Teaching departments at Siirt University School of Physical Education and Sports. The sample consists of students who voluntarily participated in the study through the random sample selection method from the universe. As the data collection tool, the demographic information form created by the researchers to determine the demographic characteristics of the participants and the Social Entrepreneurship Characteristics of Candidate Teachers developed by Konaklı and Göğüş (2013) was used to determine the social entrepreneurship levels of the participants. In the study, Mann Whitney U was used to compare quantitative continuous data between two independent groups, and the Kruskal Wallis-H test was used to compare quantitative continuous data between more than two independent groups. In the sub-dimension of self-confidence, which is the social entrepreneurship sub-dimension, significant differences were observed in the region where the participants were raised and the formation variables. There was also a significant difference in the gender variable in the risk-taking sub-dimension. However, there was no significant difference in the variables of age, sports and the departments in which the participants studied.

**Keywords:** Social entrepreneurship, physical education, sports, prospective teacher, entrepreneur.

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\*Corresponding author. E-mail: erdemeroglu@siirt.edu.tr.

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## INTRODUCTION

The word "enterprise" comes from the Latin word "Intare" and consists of the word "entrepreneur" formed by the combination of English "enter" and "pere". The word entrepreneur means the first to start, the beginning (Iraz, 2005). It involves that the first use of the concept of entrepreneurship in history was in medieval times and the word "entreprenere", which came to be "doing the job" in French. However, it includes the meaning of "being able to innovate, evaluate opportunities and bring them into shape for commercial business" (Yelkikalan et al., 2010). Although the concepts of entrepreneurs and entrepreneurship are different from each other, they are related. While entrepreneurship is expressed as a process, it refers to the person who plays a role in the process for the entrepreneur (Özkul and Dulupçu, 2007).

Entrepreneurship requires the fundamentals of

economics here. However, it is to consolidate for entrepreneurship separately and suitable for various subjects. Look at the literature, there are many definitions of entrepreneurship and entrepreneurship. However, it can be said that the widely accepted definition made by Richard Cantillon in 1755 attracted attention. According to this definition, entrepreneurship; The regulation made to make a profit is defined as the person who assumes the risks of the business (Korkmaz, 2012). Being entrepreneurship is as important as individuals who are supportive of the enterprise as well as the characteristics of the individuals who will attempt. Undoubtedly, we can say the entrepreneurs' families for entrepreneurs. It is the teachers who are teachers, the education of the individuals who will make an important share and the teachers who have a great role in this education.

Teachers have the potential to influence people and be more exemplary than others. Therefore, prospective teachers, who are future teachers, can be considered as a situation that is expected to be social entrepreneurial individuals who are sensitive to social problems and are social entrepreneurs. Because the task of teachers is not only to carry out teaching activities at school but also to add value to the society they live in. Besides, it can be said that teachers who have developed themselves in terms of social entrepreneurship can increase the number of social entrepreneurs that societies need by supporting their students in this direction (Çermik and Şahin, 2015). When evaluated from this point of view, it can be thought that it is important to examine the social entrepreneurship levels of prospective teachers who will teach in the future (Aydın and Öner, 2016). The concept of social entrepreneurship was first included in H. Bowen's book "Social Responsibilities of the Businessman" (Aktan and Börü, 2007), published in 1953. Social entrepreneurship, which has been expressed in different ways by researchers, has many definitions, but it has been stated by Bowen as a social responsibility activity that overlaps the social values and goals of businessmen (Aktan and Börü, 2007; Coşkun, 2015)

Studies on the concept of entrepreneurship are especially focused on studies on social entrepreneurship. Social and human relations are of great importance regarding the subject of social entrepreneurship. Social and human relations should be strong, and the entrepreneur should be mentally ready and healthy. In the definition of mental health, it is referred to the state of well-being that an individual who can cope with the normal stresses of life, work in a productive job and contribute to his society (Erdüğan, 2020). As can be understood from the definition, it is an indication that entrepreneurial individuals emphasize the importance of mental health especially in working in the business environment and contributing to society in this context.

Physical education plays an important role in the protection and development of mental health as well as training the body. The inclusion of both applied and theoretical courses in the school of physical education and sports can enable prospective teachers to do their jobs in the best way in the future and this context, the entrepreneurship levels of the students studying in the mentioned section are expected to be high. Besides, it is thought that physical education teachers may have positive contributions not only in school but also outside the school to raise students physically, spiritually, physically and to be beneficial to society. Therefore, it is an expected situation that prospective teachers who have a good education in this department will develop themselves both physically, mentally and mentally in this context. The departments (management, coaching) other than the physical education teacher of the students studying in the school of physical education and sports,

which are included in the scope of our study, can receive formation education. Therefore, it is the main purpose of our study to investigate whether there is a difference in the level of social entrepreneurship of prospective teachers studying formation education and prospective teachers studying physical education. Besides our study aims to examine teacher candidates according to different demographic variables.

## **MATERIALS AND METHODS**

### **Research model**

This research is modeled according to the descriptive scanning model. The data were collected without making any changes to the existing characteristics of the subjects and the opinions of the subjects about the current situation were tried to be obtained. The description method is research approaches that aim to describe a situation that exists in the past or still as it exists. Therefore, this study is based on a descriptive screening model since it is aimed to examine the social entrepreneurship levels of the participants (Şenyüzlü, 2013).

### **Universe and sampling**

The universe of the research consists of teacher candidate students who study at the Department of Physical Education and Sports at Siirt University, Sports Management, Coaching and Physical Education Teaching at the same time, who also receive formation education. The sample consists of students who voluntarily participated in the study through the random sample selection method from the universe.

### **Data collection tools**

The demographic information form created by the researchers was used to determine the demographic characteristics of the participants in the research. To determine the social entrepreneurship levels of the participants, the Social Entrepreneurship Characteristics of Candidate Teachers developed by Konaklı and Göğüş (2013) was used. Social entrepreneurship scale is a 21-item scale consisting of 3 dimensions: risk-taking (7 items), self-confidence (8 items) and personal creativity (6 items).

### **Data analysis**

As a result of the normality test conducted to determine whether the data is normally distributed, Mann Whitney U

is used to compare quantitative continuous data between two independent groups, and non-parametric tests, and Kruskal Wallis-H test in comparison of quantitative continuous data between more than two independent groups. used. In the analysis, the confidence interval was determined as 95% (significance level  $p < 0.05$ ). The Cronbach Alpha correlation coefficient of the scale was found to be 0.82.

## FINDINGS

When the differentiation status of the social entrepreneurship level subscale scores of the participants according to the gender variable is given in Table 1, there was no significant difference in the Personal Creativity and Self Confidence sub-dimension ( $p > 0.05$ ). However, there was a significant difference in favor of men in Risk Taking sub-dimension ( $p < 0.05$ )

When looking at the differentiation status of the social entrepreneurship level subscale scores of the participants according to the age variable in Table 2, there was no significant difference in the Personal Creativity, Confidence and Risk Taking subscale ( $p > 0.05$ ).

When we look at the differentiation status according to the region variable in which the sub-dimension scores of

the social entrepreneurship level scale of the participants in Table 3, no significant difference was observed in the Personal Creativity and Risk-Taking sub-dimension ( $p > 0.05$ ). However, there was a significant difference in the self-confidence sub-dimension in favor of those who grew up in the city ( $p < 0.05$ ).

When the differentiation status of the participants' social entrepreneurship level sub-dimension scores according to the variable of doing sports is examined in Table 4, there was no significant difference in the Personal Creativity, Confidence and Risk Taking sub-dimension ( $p > 0.05$ ).

When looking at the differentiation status of the participants' social entrepreneurship level subscale scores according to the formation status variable in Table 5, there was no significant difference in Personal Creativity and Risk-Taking sub-dimension ( $p > 0.05$ ). However, a significant difference was observed in favor of formation areas in the self-confidence sub-dimension ( $p < 0.05$ ).

When we look at the differentiation status according to the section variable in which the subscale scores of the social entrepreneurship level subscale scores in Table 6 are examined, there was no significant difference in the Personal Creativity, Confidence and Risk Taking subscale ( $p > 0.05$ ).

**Table 1.** Mann Whitney u test according to gender variable of sub-dimension scores of participants' social entrepreneurship level scale.

Parameter	Gender	N	Mean rank	Sum of ranks	u	p
Risk-taking	Female	70	98.49	6894.00	2871.00	<b>.02</b>
	Male	104	80.11	8331.00		
	Total	174				
Self-confidence	Female	70	94.04	6582.50	3182.50	.16
	Male	104	83.10	8642.50		
	Total	174				
Personal creativity	Female	70	91.46	6402.00	33363.00	.39
	Male	104	84.84	8823.00		
	Total	174				

$P < 0.05$ .

## DISCUSSION AND CONCLUSION

It is seen from the findings of this study that there is a significant difference in the region variable where the participants grow up in the sub-dimension of the social entrepreneurship scale, in favor of those who grow in the city, and in favor of the students who take the formation in the variable of formation. There was a significant difference in favor of men in the risk-taking sub-dimension according to the gender variable. There was

no significant difference in the variables of age, doing sports and the departments that we studied, which are other variables in the scope of our study.

In the literature, it has been observed that there are similar studies with the variables in our study and some studies support our findings, while some studies contrast with our findings.

Pan and Akay (2015) reported that the gender variable was not a determining factor in the entrepreneurial feature of the study conducted on students studying in

**Table 2.** Mann Whitney u test according to the age variable of the sub-dimension scores of the social entrepreneurship level scale of the participants.

Parameter	Age	N	Mean rank	Sum of ranks	u	p
Risk-taking	22 and below	80	85.56	6845.00	3605.00	.64
	23 and above	94	89.15	8380.00		
	Total	174				
Self-confidence	22 and below	80	83.07	6645.50	3405.50	.28
	23 and above	94	91.27	8579.50		
	Total	174				
Personal creativity	22 and below	80	84.10	6728.00	3488.00	.41
	23 and above	94	90.39	8497.00		
	Total	174				

P < 0.05.

**Table 3.** Mann Whitney u test according to the region variable where the sub-dimension scores of the participants' social entrepreneurship level scale were raised.

Parameter	Region of growth	N	Mean rank	Sum of ranks	U	P
Risk-taking	Rural	49	82.40	4037.50	2812.50	.40
	City	125	89.50	11187.50		
	Total	174				
Self-confidence	Rural	49	71.83	3519.50	2294.50	.01
	City	125	93.64	11705.50		
	Total	174				
Personal creativity	Rural	49	86.70	4248.50	3023.50	.90
	City	125	87.81	10976.50		
	Total	174				

P < 0.05.

**Table 4.** Mann Whitney u test according to the variable of doing sports of sub-dimension scores of participants' social entrepreneurship level scale.

Parameter	Do you do Sports?	N	Mean rank	Sum of ranks	U	P
Risk-taking	Yes	100	85.60	8559.50	3509.50	.56
	No	74	90.07	6665.50		
	Total	174				
Self-confidence	Yes	100	90.81	9081.00	3369.00	.31
	No	74	83.03	6144.00		
	Total	174				
Personal creativity	Yes	100	83.04	8304.00	3254.00	.17
	No	74	93.53	6921.00		
	Total	174				

P < 0.05.

**Table 5.** Mann Whitney u test according to the formation status of the participants' social entrepreneurship level scale sub-dimension scores.

Parameter	Did you get formation?	N	Mean rank	Sum of ranks	U	P
Risk-taking	Yes	113	91.19	10305.00	3029.00	.19
	No	61	80.66	4920.00		
	Total	174				
Self-confidence	Yes	113	94.07	10629.50	2704.50	<b>.02</b>
	No	61	75.34	4595.50		
	Total	174				
Personal creativity	Yes	113	92.02	10398.00	2936.00	.11
	No	61	79.13	4827.00		
	Total	174				

P < 0.05.

**Table 6.** Kruskal Wallis – h test according to the section variable that the participants' social entrepreneurship level scale subscale scores read.

Parameter	Department where you study	N	Mean rank	X <sup>2</sup>	P
Risk-taking	Sport management	63	90.44	1.99	.37
	Coaching department	48	92.84		
	Teaching department	63	80.49		
	Total	174			
Self-confidence	Sport management	63	94.71	4.31	.12
	Coaching department	48	91.65		
	Teaching department	63	77.13		
	Total	174			
Personal creativity	Sport management	63	93.85	1.75	.42
	Coaching department	48	86.10		
	Teaching department	63	82.21		
	Total	174			

P < 0.05.

the faculty of education. However, in the master thesis prepared by Biçer (2019), it was found that entrepreneurship levels of female teacher candidates were higher than male teacher candidates in the sub-dimensions of self-confidence, risk-taking and personal creativity. The findings obtained by Biçer in his study are in the opposite direction with the findings of our study. On the other hand, social studies found significant differences in favor of men in studies with teacher candidates (Çermik, 2015; Ateş, 2018). In the study carried out by Cansız (2007), it was found that male creativity subscale scores, which are the sub-dimension of the social entrepreneurship scale, are higher than female participants. The findings obtained in the studies carried out by Çermik et al. are in line with our study findings. Considering the problems experienced by

women in social life, in our study, it can be interpreted as a situation expected to yield results in favor of men in the sub-dimension of self-confidence.

According to the age thesis prepared by Biçer (2019), he obtained the highest average of risk-taking in the 23-24 age group, self-confidence in the 25 and above group, and personal creativity in the 18 and below the group. This study of Bicer shows that our research reached the opposite result with the finding. However, Çermik (2015) reported that in a study involving social studies teacher candidates, there was no significant difference in the social entrepreneurship scale sub-dimensions by age variable. Similar findings were found in a study conducted with students studying in the department of Kılıç et al. (2012) and Van Dam et al. (2010) with students studying in the faculty of education. The findings of the above

studies showed similar findings with our research. As the reason for the difference in the age variable, we can say that the average age of our sample group is close to each other.

In studies conducted in terms of the region where one grew up, Türkmen and İşbilir (2014) stated that the social entrepreneurship levels of the participants in the city were high in their research conducted with students studying in the field of sports science. Özdemir (2015) stated a similar finding in his study. Accordingly, it is seen that the above studies have similar findings to this research. The opportunities of individuals living in the city affect their social lives directly. Therefore, it is expected that such a difference will emerge.

In our study, there was a significant difference in favor of the formation areas in the self-confidence sub-dimension of social entrepreneurship. It is possible to interpret that this difference is since students who receive training in training take courses from education faculties as well as their departmental courses and thus feel more advantageous than other students. On the other hand, in our study, social entrepreneurship sub-dimensions did not differ significantly in terms of sports and department variables. It can be thought that the students studying at the school of physical education and sports are inactive or passive sports, and the existence of common applied and theoretical lessons of the students in the department caused such a difference not to occur. The absence of similar studies in the literature with both variables mentioned above in our study restricts the discussion of these variables. For this reason, it can be suggested to compare and contrast the students with the variables above with the students other than the department of physical education and sports. Again, it can be suggested that a study included in our research topic be carried out with prospective teachers in different regions.

In this study, it was determined that the students who received the formation where the teacher candidate students had higher scores in the social entrepreneurship levels than the women, had higher levels of social entrepreneurship than the students who did not receive the formation. Besides, it has been determined that the students who grow up in the city have higher levels of social entrepreneurship than the students who grow up in the countryside.

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