

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG
ACADEMICIANS IN TURKEY**

THESIS

Najma BARRE NUR

**Department of Business Administration
Business Administration Program**

November, 2020

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Department of Business Administration
Business Administration Program

Advisor: Assoc. Assist. Prof. Dr. Farid HUSEYNOV

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DECLARATION

I hereby declare with respect that the study “Determinants Of Entrepreneurial Intention Among Academicians In Turkey”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../20...)

Najma BARRE NUR

*This thesis is dedicated to:
My beloved Mother Mariam Mohamoud ALI,
My dear sister Qureisha, My dear brother Abbas
&
My thesis supervisor Assist. Prof. Dr. Farid HUSEYNOV*

FOREWORD

First of all, I would like to express my deepest gratitude to Allah for making me who I am and helping me to find the patience and strength to complete this thesis. I'm also extremely grateful to my mother not only for encouraging me to go abroad for my Master's degree but also for teaching me to never give up on my dreams. I cannot express how grateful I am for having such a loving mother that always believes in me. I would like to extend my sincere thanks to my siblings (Qureisha and Abbas) for always being there encouraging and supporting me within every step of my MBA. I wish to extend my special thanks to my friends for the continuous support that they were giving me.

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TABLE OF CONTENT

	<u>Page</u>
FOREWORD	v
TABLE OF CONTENT	vi
ABBREVIATIONS	viii
LIST OF FIGURES	ix
LIST OF TABLES	x
ABSTRACT	xi
ÖZET	xii
1. INTRODUCTION	1
1.1 Background of the study	1
1.2 Purpose of the Study	7
1.3 Research Questions	8
1.4 Significance of the Study	9
1.5 Structure of the Thesis.....	10
2. LITERATURE REVIEW	11
2.1 Introduction to Entrepreneurship	11
2.1.1 Entrepreneurship in Turkey	12
2.2 Academic Entrepreneurship	15
2.2.1 Academic entrepreneurship in Turkey	22
2.3 Women Entrepreneurship.....	23
2.3.1 Overview	23
2.3.2 Women Innovation and entrepreneurship	27
2.4 Factors that Influence Women Entrepreneurship.....	30
2.4.1 Financial and economical support.....	30
2.4.2 Psychological issues.....	30
2.4.3 Family issues.....	31
2.4.4 Security issues.....	32
2.4.4.1 Digital security concerns.....	32
2.4.5 Social and Motivational issues.....	33
2.4.5.1 Social.....	33
2.4.5.2 Motivational	33
2.4.6 Religious and Cultural boundaries	34
2.4.6.1 Religious	34
2.4.6.2 Cultural.....	35
2.4.7 Government support.....	36
2.5 Advantages and Disadvantages of Entrepreneurship	37
2.6 Advantages of Entrepreneurship	38
2.6.1 Advantages of academic entrepreneurship	39
2.6.2 Disadvantages of Entrepreneurship	40
2.6.3 Challenges of Academic entrepreneurship	41
3. RESEARCH MODEL DEVELOPMENT AND HYPOTHESES FORMULATION	43

3.1 Conceptual Model	43
3.2 Factors and Hypotheses.....	44
3.2.1 Creativity (CREA) and Entrepreneurial Attitude (EA).....	44
3.2.2 Perceived utility (PU) and entrepreneurial attitude (EA).....	44
3.2.3 Business environment (ENV) and perceived control (PC)	45
3.2.4 Subjective norms (SN) and entrepreneurial intention (EI)	45
3.2.5 Entrepreneurial attitude (EA) and entrepreneurial intention (EI)	46
3.2.6 Perceived control (PC) and entrepreneurial intention (EI)	46
4. RESEARCH METHODOLOGY	47
4.1 Introduction	47
4.2 Research Design.....	47
4.3 Procedures	48
4.4 Study Population and Sample size	48
4.5 Research Instruments	49
4.5.1 Questionnaire	49
4.6 Statistical Techniques.....	50
5. DATA ANALYSIS AND DISCUSSION	51
5.1 Respondent's profile	51
5.2 Variable Coding	53
5.3 Reliability and Validity Assessments.....	55
5.4 Normality Assessment.....	56
5.5 Collinearity Assessment.....	58
5.6 Confirmatory Factor Analysis (CFA)	60
5.7 Hypotheses Testing/ Structural Equation Modeling (SEM)	64
6. CONCLUSION AND RECOMMENDATION	68
6.1 Overview	68
6.2 Discussion of the Findings	68
6.3 Conclusion, Limitations and Recommendations for Future Researches.....	70
6.3.1 Conclusion	70
6.3.2 Research Implications	71
6.3.3 Limitations	72
6.3.4 Future Research Directions.....	73
REFERENCES.....	74
APPENDIX	89
RESUME.....	94

ABBREVIATIONS

AMOS	: Analysis of a Moment Structures
CFA	: Confirmatory Factor Analysis
CREA	: Creativity
EA	: Entrepreneurship Attitude
EI	: Entrepreneurship Intention
ENV	: Business Environment
GEM	: Global Entrepreneurship Monitor
PC	: Perceived Control
PU	: Perceived Utility
SEM	: Structural Equation Modeling
SN	: Subjective Norms
SPSS	: Statistical Package for the Social Sciences
TPB	: Theoretical Planned Behavior

LIST OF FIGURES

	<u>Page</u>
Figure 3.1: Conceptual Model	43
Figure 5.1: Gender	51
Figure 5.2: Age	51
Figure 5.3: Educational Level.....	52
Figure 5.4: Marital Status	52
Figure 5.5: Occupation.....	53
Figure 5.6: Monthly Income rate	53
Figure 5.7: Skewness and Kurtosis graphs	57
Figure 5.8: Confirmatory Factor Analysis (CFA) Model	63
Figure 5.9: Structural Equation Model	65

LIST OF TABLES

	<u>Page</u>
Table 4.1: Questionnaire Sources	49
Table 5.1: Variable Coding Used in the Analysis.....	54
Table 5.2: Reliability and Validity Assessment.....	56
Table 5.3: Normality Assessment	58
Table 5.4: Dependent Variable: CREATIVITY	59
Table 5.5: Dependent Variable: PERCEIVED UTILITY.....	59
Table 5.6: Dependent Variable: ENVIRONMENT	60
Table 5.7: Dependent Variable: SUBJECTIVE NORMS.....	60
Table 5.8: CFA Unstandardized Regression Weights.....	61
Table 5.9: Standardized Regression Weights.....	62
Table 5.10: Model of fit metrics for CFA model	64
Table 5.11: Model of fit metrics for Structural model	66
Table 5.12: Squared Multiple Correlations	66
Table 5.13: Regression Weights	67
Table 5.14: Hypotheses Testing Results	67

DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG ACADEMICIANS IN TURKEY

ABSTRACT

Recently, the academic entrepreneurship has begun to get more of the policy-makers and researchers' attention. There have been many questions about how different personality traits, family, friends, and business environment factors shape the intention of the academicians to create spinoffs. However, the entrepreneurship phenomenon has been analyzed generally. The impact of specific factors on academic entrepreneurship intention remains slightly addressed. By taking Theory of Planned Behavior (TPB) as a basis, this study proposes a comprehensive model which assesses factors influencing academician's entrepreneurship intentions. In the proposed model there are four independent variables and three dependent variables. Independent variables are creativity, perceived utility, business environment, and subjective norms. On the other side, dependent variables are attitude, perceived control, and intention. In this empirical study, quantitative research techniques were applied. In this study, self-administrated Likert type online survey was administered and necessary data was collected from 180 academicians. All responses were collected from volunteer participants in the academic field in Turkey. The study model was analyzed with the help of confirmatory factor analysis and structural equation modeling techniques.

Findings of this study are as follows. The entrepreneurial attitude is positively influenced by perceived utility, while the perceived control is positively influenced by business environment. However, creativity has not been found to influence the academician's attitude toward entrepreneurship. Subjective norm has not been found to influence entrepreneurial intention. Entrepreneurial attitude and behavioral control have been found to positively influence academician's entrepreneurship intentions. Findings of this study not only contributes to the relevant literature, but also provides important insights to policy makers to foster the entrepreneurship activities within academia.

Keywords: *entrepreneurship, academician, academic entrepreneurship, attitude, intention, innovation*

TÜRKİYE'DEKİ AKADEMİSYENLER ARASINDA GİRİŞİMCİ AMACININ BELİRLEYİCİLERİ

ÖZET

Son zamanlarda, akademik girişimcilik politika yapıcılarının ve araştırmacıların dikkatini daha fazla çekmeye başladı. Akademisyenlerin yan ürünler yaratma niyetini farklı kişilik özelliklerinin, aile, arkadaşlar ve iş ortamı faktörlerinin nasıl şekillendirdiği hakkında birçok soru var. Ancak girişimcilik olgusu genel olarak analiz edilmiştir. Belirli faktörlerin akademik girişimcilik niyeti üzerindeki etkisine biraz değinilmeye devam edilmektedir. Planlı Davranış Teorisini (TPB) temel alan bu çalışma, akademisyenlerin girişimcilik niyetlerini etkileyen faktörleri değerlendiren kapsamlı bir model önermektedir. Önerilen modelde dört bağımsız değişken ve üç bağımlı değişken bulunmaktadır. Bağımsız değişkenler yaratıcılık, algılanan fayda, iş ortamı ve öznel normlardır. Öte yandan, bağımlı değişkenler tutum, algılanan kontrol ve niyettir. Bu ampirik çalışmada nicel araştırma teknikleri uygulanmıştır. Bu çalışmada, Likert tipi online anket uygulanmış ve 180 akademisyenden gerekli veriler toplanmıştır. Tüm yanıtlar Türkiye'deki akademik alandaki gönüllü katılımcılardan toplanmıştır. Çalışma modeli, doğrulayıcı faktör analizi ve yapısal eşitlik modelleme teknikleri yardımıyla analiz edilmiştir.

Bu çalışmanın bulguları aşağıdaki gibidir. Girişimci tutum, algılanan fayda tarafından olumlu olarak etkilenirken, algılanan kontrol iş ortamından olumlu yönde etkilenir. Ancak, yaratıcılığın akademisyenin girişimciliğe karşı tutumunu etkilediği görülmemiştir. Öznel normun girişimcilik niyetini etkilediği görülmemiştir. Girişimci tutum ve davranışsal kontrolün akademisyenin girişimcilik niyetlerini olumlu yönde etkilediği görülmüştür. Bu çalışmanın bulguları sadece ilgili literatüre katkıda bulunmakla kalmaz, aynı zamanda akademi içindeki girişimcilik faaliyetlerini teşvik etmek için politika yapıcılara önemli bilgiler sağlar.

Anahtar Kelimeler: *girişimcilik, akademisyen, akademik girişimcilik, tutum, niyet, yenilik*

1. INTRODUCTION

1.1 Background of the study

Since the word entrepreneur was used nearly two centuries ago in the discussions, several definitions of entrepreneurs and entrepreneurship showed causing uncertainty and concern (Sharma, et al., 1999). It is important to mention at least some of them in order to describe and comprehend entrepreneurship.

Entrepreneur is a term derived from "entreprendre" in French, and it implies "to undertake". Generally, entrepreneurs are individuals who have developed a new company that is not necessarily based on creativity or a new concept (Sundbo, 2003).

Kuratko and Hodgetts, described the entrepreneur as:

...a substance of economic progress which searches, plans and carries out entrepreneurial activities and generate capital from that cycle (Kuratko, et al., 1992).

Other explanation provided for the entrepreneurs and entrepreneurship (Pramodita, et al., 1999), states that entrepreneurship is generated through 'acts of organizational renewal, development or innovation taking place outside or inside an established business entity,' and that entrepreneurs are 'groups of people or individuals operating separately or as part of the business system, developing new companies or promoting renewal or innovation inside an established organization.'

The slogan of "entrepreneurial university" had been invented by Etzkowitz. (1983) to differentiate between academics and business sectors. The suggested three step growth models in the 2008-2009 global competitiveness study are the market and innovation on which the economic competitiveness of many developed nations depends on (Porter, et al., 2008). Academics become local innovation engines since that become more like the role of knowledge in

modern innovation-driven markets. Thus, besides teaching, training, and research, they are increasingly expected to perform other tasks (Laukkanen, 2003). On the other hand, the importance of academic entrepreneurship in economic growth and better sustainable development is increasing and become a critical topic to explore.

The entrepreneurship research studies focus on various educational sector and draws from different fields, including economics, psychology, sociology, or politics. Therefore, a number of viewpoints, hypotheses, and approaches were used to explain the diverse image of entrepreneurial activities (Parker, 2004). The emphasis was initially on the entrepreneur, and a mission-oriented perspective to explain macroeconomic development. The entrepreneur was known as the risk-bearer (Knight, 1921), the capital operator, an arbitrageur (Kirzner, 1973), and a leader (Schumpeter, 1934). Currently, entrepreneurial activities are stated into two different ways: the supply side and the demand side. The supply side involves human characteristics and behaviors, and the demand side involves specific circumstances and the continuation of entrepreneurial opportunities. In addition, discovering chances looks like being strongly correlated with individuals (Shane, 2003): although certain individuals may discover entrepreneurial opportunities, others do not. Thus, it is important to understand the entrepreneurial personality, to understand entrepreneurial activities. Although entrepreneurs can differ from non-entrepreneurs and pursue an entrepreneurial career whatever it takes, individual actions alone cannot explain business engagement. Thus, considering the individual personality in an atmosphere that could reduce or encourage entrepreneurship seems important. Attributes like gender, age, cognitive skills, job skills, motivation, and traits of individuality have been revealed to describe entrepreneurial commitment (Caliendo, et al., 2012). Researchers have been calling for a much more careful balance between the various forms of entrepreneurs (Gartner, 1988).

More attention has been given to universities' entrepreneurial activities recently since academics are centers of knowledge and training also providing potential innovative solutions and new ideas (Godin, et al., 2000). The concept is that the reinforcement of academic entrepreneurship affects the entire economic growth

positively. Wide definitions of entrepreneurship education take into account all areas of transfer of knowledge, involving consultancy work, sponsored studies, licensing or patenting, collaborative research ventures, and new business innovation (Klofsten, et al. 2000). Universities are required to sell results of the study besides using their expertise and experience to build new projects with high potential for growth.

Academic-based businesses are one of the main methods of knowledge transfer from academic to business sector and therefore of particular interest to economic growth (Matkin, 1990).

Many actions were taken apart to raise the scientists' business activities. In Germany, for instance, provided academician's sole ownership rights is provided of their inventions, was frustrated by an adjustment to the law concerning innovations made by employees of academics. This was done to defend possibilities for academics to exploit. Furthermore, many public funds have been initiated to support the entrepreneurial activities of representatives of universities, these developments increased the establishment of technology transfer offices (TTOs) at universities and increased knowledge of research findings being commercialized. Although widespread, academic managing regulations were drawn up and TTOs have been established to support marketing processes and entrepreneurship improvements, with many other academic institutions having a limited number of spin-offs (Degroof, et al., 2004; Mustar, et al., 2008).

Numerous research studies have concentrated on spin-off growth, but concentration should also be given to spin-off production (Mustar, et al., 2006). To understand why spin-off numbers are small, collecting data about the dynamic process of academic-based entrepreneurship growth is important.

Particularly two factors seem to influence the creation of spin-off activities: person (team) characteristics and dissimilarity in the surrounding context (university). Strategies to describe academic-based entrepreneurial activities should also involve the relationship among the participants and the institutes they are in (Rasmussen, 2011). In addition, the research study environment at the university must be addressed (Mustar, et al., 2006). Insights on both the

complexity of entrepreneurship ventures and the relationships they have with the various elements of a university are needed (Rasmussen, 2011).

The economic impact of companies formed by university former students should not be ignored, in addition to the entrepreneurial activities of scientists (Wright, et al., 2007a). The activities of all university participants must be calculated in order to maintain the entrepreneurship capacity of academics and to recognize the diversity in the level of spin-off activities among academics (Grimaldi, et al., 2011). Though, alumnae's entrepreneurial activities are difficult to keep because, for instance, it is unclear how much university expertise was used to set up a business, a few years after the graduate leaves the university. In addition to research interests in real entrepreneurial behavior, the purpose to build a business was examined as it is a strong forecaster of future success (Krueger et al., 2000). It looks rational to suppose that engaging in entrepreneurship is not an accident but a conscious procedure. Therefore, many empirical researches focused on the features of fresh entrepreneurs, evaluating why some people do not plan to become entrepreneurs and others plan to (Wagner, 2007).

There have been differences between female and male investors about their concentration in entrepreneurship and their individual entrepreneurial actions (Kelley et al., 2012). In almost all countries of the Organization for International Cooperation and Development (OECD), the percentage of self-employed persons in all working persons is far lower between women than men (Fossen, 2012).

Since 1980, due to the development of information technology, the creative entrepreneurship in Turkey has been given more importance. In the early 1990s, the number of entrepreneurs in Turkey has risen dramatically due to the fact that the government funded the entrepreneurship. In addition, a phase began in the 2000s, as a result of the agreement signed with the advanced nations and public sector research and development investment, during which the entrepreneurship was enhanced by public sector support (Cansiz, 2013).

Therefore, the factors that affect entrepreneurial intentions and how they differ must be acknowledged to increase the overall entrepreneurial activity in Turkey, which is poorer compared with other European countries (Sternberg et al.,

2012). It has been revealed that different aspects affecting the intention to pursue an entrepreneurial career might vary (Barnir, 2014).

To sum up, it is important to take into account the hesitancy of people as well as different groups of entrepreneurs to better comprehend spin-off procedures. Personal characteristics of an entrepreneur are essential, however; their impact should be evaluated in the particular context in which they occur, which can improve or reduce entrepreneurial essential, behaviors. Research on alumnae 's plans of becoming entrepreneurs is generally valid, – for example, researches on academic entrepreneurship. For instance, in their design on alumnae's entrepreneurial plans (Franke, et al., 2004) various personal and contextual factors are involved in showing their effect on the decision to establish a business. Though, a time difference of a few years may occur in most cases between graduating university and starting up a new business.

The believe which academic research is a significant factor of economic progress and an improvement in Turkey 's perspective that universities must have an entrepreneurial objective further than education, and science. The academic entrepreneurship became an accepted idea in the early of 1980s, and researchers discussing the involvement of academic institutions in economic and social development brought academics to the spotlight (Clark, 1998; Gibb, et al., 2006; Guerrero, et al., 2016). Nowadays, academic entrepreneurship is seen as one of the significant mechanisms for business development, job creation and their participation to sustaining the economic system 's balance as well as the favorable impact on the creative processes.

Academic entrepreneurship has gained significant concentration in both academic literature and community policies where it is deemed to be an essential component in turning out to be a knowledge society. There has also been a rise in academic registration, and start-up development in several regions, beginning with the Bayh-Dole Act in the USA and spreading to Europe and Asia, as well as to Africa, Australia, and Canada (Pierluigi, et al., 2018), thus the research into academic entrepreneurship gained increased visibility.

Furthermore, in comparison with the enhancement of academically sponsored spin-offs, universities are becoming more interested in academically studying and investigating entrepreneurship to find out more about aspects such as the

most successful academic policies for supporting them, the processes taken and the individual attributes that the step of developing this form of company has been taken.

The entrepreneurship intention is the individual's motivation to make decision of becoming a self-employed for his / her career field, individuals who do have entrepreneurial intentions aim to take the risk, collect the required capital and establish their own projects. Entrepreneurial intentions introduce entrepreneurial actions. As the key competence for development, employment, and personal fulfillment is expressed in entrepreneurship. In addition to policymakers and companies, academics and higher education institutions play an important part in building and growing an innovation-based economy, as these partnerships are the main driver of innovative knowledge and carry a continuously regenerating pool of learners and researchers (Lautenschlager, et al., 2011). Universities' positions in progress in the economy by involving the establishment of a country's entrepreneurial mood have contributed in time and have evolved beyond mere educators and the dissemination of existing information. Obviously, universities produce new concepts for innovation by setting up information and creating new and fresh technologies as a result of their academic research.

Although, the responsibility of higher education institutions grew beyond their conventional positions to overcome the challenges that the financial crisis might bring. Teaching entrepreneurship in universities must remain a fundamental step, but in addition to supporting theoretical education with tailor-made activities, establishing relations, actively involving in partnership with the local business greatly contributes to creation of essential human resources and knowledge for growing regional entrepreneurship volume (Binks, et al., 2006). In addition, universities are required to both provide solutions to societal and entrepreneurial needs and leverage the information generated by studies. This current assignment involves capital investment by investing in a company, building linkages, collaborating with high-tech firms or developing new businesses through academic entrepreneurship. Although there may be a significant need to update and investigate researches in developing countries like Turkey on the entrepreneurial goals, perceptions and contributions of

universities to economic development. Finding such research is very helpful for academic, business, and government policy makers in these countries to use entrepreneurship for their society's economic development, jobs, and growing welfare.

Therefore, the academic entrepreneurship has become the core area of focus for researchers, politicians and officials, (Salamzadeh, et al., 2013). In Turkey this concept is a fresh phenomenon, and is in its early stages of development and institutionalization. Therefore, identification of the factors, which affect academic entrepreneurship intention, is considered a critical gap which has been discussed in this study.

1.2 Purpose of the Study

This thesis explores, describes and explains the academic entrepreneurship in Turkey by analyzing the determinants of entrepreneurial intention among Turkish academicians, using the Theory of Planned Behavior factors (Attitudes, subjective norms and perceived controls). This study also provides a general view of academic entrepreneurship in Turkey, particularly in universities in Istanbul.

In the developed countries, entrepreneurial university is national innovation that usually emerges from top to bottom, in a form that the university president or dean is promoting and guiding the transformation of a traditional university (Lazzeretti & Tavoletti, 2005). In the developing countries, entrepreneurial academics seems to emerge from bottom to up starting with small groups of researchers or academic units, initiating small knowledge transfer projects and slowly embrace activities (Ariel I., et al., 2010).

As stated by Planned Behavior Theories (TPB), the best approach to the understanding of the entrepreneurial activities and the very first phase in the long and complicated entrepreneurial process would've been entrepreneurial intention (Krueger, et al., 2000; Kolvereid, 2016). The intention is what pushes people to take actions towards entrepreneurship. Pruett, (2012) believes that decision to choose entrepreneurial careers are entrepreneurial intentions. Intentions have been demonstrated to be the biggest determinant of personal

choices especially when the activity is rare, difficult to investigate, or involves uncertain failures. As shown by Bird, (1988), the most posterior indicator of the choice of becoming a self-employed is seen in the intentions, showing how intensively one is being trained and how much commitment one is preparing to devote to conduct entrepreneurial behaviors. However, if individuals might have considerable ability, when they don't have ambition, they may withdraw from making the transition into entrepreneurship.

Shortly, the aim of this thesis is to investigate the impact of entrepreneurial attitude, subjective norms and perceived control on the intention of Turkish academicians and universities to create spinoffs. These variables have been specified as relevant in other researches on entrepreneurship and academic entrepreneurship context.

In Turkey, though, it was only at the early of 1980s when the governments and academicians especially universities started to become concerned in entrepreneurship activities, and subsequently in the establishment of academic spin-offs (Guerrero & Urbano, 2014). In 2000 a few firms had an impact on entrepreneurship in Turkey, but recently there have been a significant boost in the phenomenon, to the amount that an expected total of spinoffs that has been created by 2010 (Guerrero & Urbano, 2014). The council of higher education (YÖK) is responsible for the planning, coordination, governance and supervision of higher education (Taatila, 2010).

1.3 Research Questions

According to the purpose of this study, the following research question was formulated:

RQ: What factors influence academicians' entrepreneurial intention?

Based on the above-mentioned research question the following hypotheses have been proposed:

H1: Academic's Creativity (CREA) positively influences academic's Entrepreneurship Attitude (EA)

H2: Academic's Perceived utility (PU) positively influences the academic's Entrepreneurship Attitude (EA)

H3: The business environment (ENV) positively impacts academic's perceived control (PC)

H4: Subjective norms (SN) have a positive impact on academic's entrepreneurial intention (EI)

H5: Academic's entrepreneurial attitude (EA) has a positive impact on academic's entrepreneurial intention (EI)

H6: Academic's perceived control (PC) has a positive impact on academic's entrepreneurial intention (EI)

1.4 Significance of the Study

Entrepreneurship in high educations is now acknowledged as essential and the main driver to underpin innovation. The idea of the entrepreneurial university is not fresh. Though, it has several meanings and identities involving, notions of enterprise, innovation, commercialization, new venture establishment, employability and others.

Educational entrepreneurship is here determined as the leading procedure of generating commercial benefit via actions of organizational development, reconstruction or invention occurring within the educational institution that lead to commercialization of research and technology.

This thesis included more information to help a better understanding of the influence of particular factors that have been revealed as relevant to academic entrepreneurship studies on Turkish academician's intention to create spin-offs.

Unlike most prior researches, this study has focused on all the university departments at some academics in Istanbul. Additionally, following the recommendations from previous researches (Gartner, 2007; Goethner, et al., 2012) a conceptual model has been proposed that combines both psychological factors (e.g., personality, motivation) and socioeconomic environment factors (e.g., social context, markets, and economics). Only some researchers investigated the inter-relationships in between two factor categories (Goethner,

et al., 2012), and only few of them were focused on a study of the universities in a certain city (Abreu, et al., 2013).

1.5 Structure of the Thesis

This thesis contains 6 major chapters:

Chapter 1: This section of the study involves the background of the study, problem statement, purpose of the study, research questions and significance of the study that describes the importance of the study

Chapter 2: This section reviews accessible literature dedicated to background of entrepreneurship and academic entrepreneurship as whole and academic entrepreneurship in Turkey. In addition, literature review has been conducted on background of academic entrepreneurship and prior studies made on it.

Chapter 3: This section describes research model designed for this thesis and formulated hypotheses based on the conceptual model.

Chapter 4: This section depicts the methodology of the thesis with research design, sample size, implemented survey tools and techniques.

Chapter 5: This section is about analyzing the data with a help of statistical techniques. This chapter also discloses the outcomes of the research study.

Chapter 6: This section involves, the discussion of the study results and recommendations based on research results and also, it presents limitations of the study that can be useful in the future researches.

2. LITERATURE REVIEW

2.1 Introduction to Entrepreneurship

The explanation of the term “entrepreneur” is frequently problematic (Montanye, 2006) (Wennekers, et al., 2005). The Global Entrepreneurship Monitor (GEM) research program describes entrepreneurs as “adults in the process of setting up a commercial enterprise who will (partly) own and/or currently owning and managing an operating new business” (Reynolds, et al., 2005), and describes entrepreneurship as “any attempt to create a new business or to expand an existing business by an individual, a group of individuals, or an existing business” (Reynolds, et al., 2005).

The current and popular use of the word *entrepreneur* can be traced back to the economist Joseph Schumpeter’s book *the theory of economic development: an inquiry into profits, capital, credit, interest, and the business cycle* (1934). The word ‘entrepreneur’ precedes Schumpeter though, originating from French Common language in the 12th century, indicating someone who handles a task (Landström, 2005). The First theoretical use is also French by e.g. (Cantillon, 1755), But it is with Schumpeter (especially after the publication of *Capitalism, socialism, and democracy* in 1942) The term becomes trendy in first economics and afterwards in business, politics and spreads to a more common languages. The Academic configuration phase took long; where Plaschka and Welsch (1990) Writes that it wasn’t until the 1960s a preliminary formative stage of a specific scientific field became visible.

With the explanation of the word *entrepreneur* Schumpeter might clarify how mass changes in population were started. It was the entrepreneurs who launched new processes, products and organizational forms, therefore being the initiator of *innovation*. The Schumpeterian term *innovation* is accompanied with the term *creativity* in the logic of being able to predict something else (and better) and modify the current status quo. We still frequently see these 3 essential

Schumpeterian terms in combination: *entrepreneurship*, *innovation* and *creativity* e.g. (Commission, 2011), where one as well can note down that they are in common use in popular media, often twisted with political as well as business rhetoric.

The entrepreneur as a mediator for both societal and economical development began to gain the interest of researchers in business administration and psychology in the middle of 1900s, with a special interest stemming from the end of World War II and the need for renovation industries and rebuilding countries. The interest increased and in the 1980s entrepreneurship and innovation became managerial buzzwords (Drucker, 1985) and with this administrative interest, entrepreneurship as a unique theoretical field within business administration was given even more consideration.

The residues from this development are yet visible today in both trendy media and commerce schools. Studying entrepreneurship is still strongly related to start-ups and the constant struggles for businesses to reconstruct themselves and stay feasible (Landström, 2005). In this practice more consideration has been given the personal character of the entrepreneur as business initiator, linking this part of the business prospectus close to psychology (McClelland, 1951, 1961). Just as in economics the personality of the entrepreneur is considered to be exceptions to what normally describes man, particularly the tendency of taking risks and acting to change the current situation, therefore taking the role as change mediator. (Kuratko, 2005) Has condensed these personal characters into the idea of an *entrepreneurial spirit* that he defines as follows:

The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs. (Kuratko, 2005).

2.1.1 Entrepreneurship in Turkey

Entrepreneurship is acknowledged as a key factor for the economic and social development in researches like, Wennekers, et al. (2005) and Tang, et al. (2004). A high-quality clarification of how entrepreneurial activities can make a in social and economic change via innovation has been introduced by (Schumpeter, 1961). The fundamental contributions of entrepreneurs to pace up

the economic development of developing countries like Turkey go hand-in-hand with the contributions of small- and medium-sized firms (SMEs). “The entrepreneur, being an initiator, a transformer, a maker, and a reproducer of the organization with its norms and values, could be an essential issue of SMEs” (Yetim, et al., 2006). For that, we agree with that understanding the structure of the entrepreneurial activities in one country is the preliminary and very essential step to look at this relation.

Although the two most significant tries to improve private sector participation in the 1950s and 1980s, almost all of Turkey products are produced by state-owned corporations in Turkey (Kozan, 2006). While small and medium-sized enterprises form over 91.9 percent of the Turkish companies in the production industry and supply 78 percent of the total jobs. They make up 55 percent of Global Domestic Product (GDP) and 50 percent of the invested capital in Turkey (Başçı & Durucan, 2017). Ozsoy, et al. (2001), claimed that small Turkish businesses rely on family assets rather than on financial support loans from government or private institutions.

Small business achievements depend on individual entrepreneurial efforts to create a sustainable corporation. Therefore, in stimulating entrepreneurship, figuring out the factors that inspire the person to embark on an entrepreneur career becomes important.

As far as previous literature is mentioned, entrepreneurship varies across countries and even provinces (Masuda, 2006). Although most studies have found the individually important determinants of entrepreneurship for one country (Grilo, et al., 2006), it remains idle to investigate the cross-country differences (Freytag, et al., 2007). Finally, given that ‘cross-country differences in the degree of effective entrepreneurial activity are probably candidates to explain part of reported cross-country variations in economic performance’ (Davidsson, et al., 2002), for political implications, it is necessary to examine entrepreneurial activity in Turkey as a nation that follows the achievement of the Customs Union and the centralization procedure with the European Union (EU).

The entrepreneurship that got value from the mid-last century in the developed nations is a cultural matter. Entrepreneurial spirit sustainability has a crucial

part to play in countries' advancement. It can be concluded that since the 1980s there has been considerable mobility about entrepreneurship in Turkey (Ali & Danyal, 2015). Many organizations in Turkey give entrepreneurs technological and financial support. It is important that entrepreneurs be aware of the government's supports and conveniences. Organization for Small and Medium Industry Growth (KOSGEB), which was established in 1990, and areas of local technology improvement shape the root of entrepreneurship. Technopark and associated projects shape synergies for entrepreneurial growth and success. Technology bases that are the actual predictor of cooperation between company and academy appear to us as centers where high value-added goods / services were awakened (Ali & Danyal, 2015). The Turkish Government funds universities. Research and development infrastructures of academia and private sector opportunities must be driven toward the entrepreneurship. Effort in question would improve the effectiveness. Understanding the use of advanced technology can offer high value-added products and services in the economy. Marketing the practical knowledge, improving efficiency, reducing manufacturing costs, promoting technology-intensive innovation and entrepreneurship is important. It must be supported in providing accommodation for advanced and emerging technology to small and medium-sized enterprises (SMEs). For instance; investment chances for technology-intensive parts must be given within the context of Supreme Science and Technology Council decisions (Ali & Danyal, 2015). The transition of technology can be minimized by allowing a business incentive for investigative and professional persons. Hence, it is possible to attract massive amounts of international capital that involves advanced technology.

University – business partnership system should be established by state. Techno parks and identical areas should be expanded where universities meet, which is the crucial point of knowledge and projects that drive economic development. By analyzing worldwide examples, their numbers should be increased in Turkey. Works of the parties should be eased by creating required legal rules. It's difficult to say that in Turkey the desired result was achieved regardless of the entrepreneurial viewpoint. The fact that businesses prevent universities and academics from keeping business at a distance shapes the collaboration's

difficulty. Legal framework and transfer of capital are not sufficient on this issue. Though successor to Silicon Valley's New York-centric "Silicon Alley" practice alternative in the USA and around the world, Turkey 's work and other developing countries do not seem convenient.

2.2 Academic Entrepreneurship

Even though entrepreneurship is not the university's traditional *raison d'être*, it has become a main concern for academics that are seeking to make revenues and promote brand status. Academic entrepreneurship's means refers to university researchers commercializing university research through new business activities (Francisco et al., 2017). State-of-the-art recommendation for reinforcing academic entrepreneurship through technology transfer include rising faculty quality as well as faculty size, financing in patent protection, expanding industry relations, launching interdisciplinary re-search centers, and rewriting university incentives in favor of commercialization at the expense of scientific publication (Hsu, et al., 2015). These activities can't all be feasible within a university with a historical set of priorities and limited resources. Through the experience of many of academic startups in the recent years, a Mexican university is describing a sustainable model for high-tech academic entrepreneurship that can teach other academicians a few lessons (Francisco, et al., 2017).

There has been increasing awareness in recent years of the significance of academics as sources of new ideas, inventions, and as main actors in local and national innovation systems. This has resulted in important policy plan such as the Bayh-Dole Act of 1980 in the United States to boost the commercial utilization of inventions that result from state-funded research, and similar initiatives in European nations (Stevens, 2004; Mowery et al., 2004; Geuna and Nesta, 2006; Swamidass and Vulasa, 2009).

The majority of universities in the UK nowadays have dedicated Technology Transfer Offices (TTOs) tasked with specifying research of potential commercial importance, and actively reinforcing its commercialization (Wright et al., 2006).

Public interest has also increased the economic importance of university research studies, as politicians debated the viability of current university funding structures. For example, the recent Independent Study of UK universities, Funding and Student Finance (Browne, 2010) illustrates the need for a closer connection of academic financial support to its economic impact. The case of the university's conflicting functions has also been discussed in numerous recent books on the topic (Collini, 2012; Bok, 2003; Stokes, 1997; Geisler, 1993).

The emphasis of the discussion is on the role of personal and organizational factors in determining the level of high education participation in these business activities. The now existing researches on entrepreneurial education analyzed marketing factors using multiple methods, like in-depth surveys (Bains, 2005; Murray and Graham, 2007; Siegel et al., 2004), publicly accessible experiments (Agrawal and Henderson, 2002; Azoulay et al., 2007; Breschi et al., 2007; Thursby and Thursby, 2005), and survey data based on statistical analysis (Bozeman and Gaughan, 2007; Klofsten and Jones-Evans, 2000; Landry et al., 2006; Link et al., 2007; Stephan et al., 2007). A limited selection of entrepreneurial activities has traditionally been the priority.

These include the submission of invention to the TTO by organizations (Thursby and Thursby, 2005; Bercovitz and Feldman, 2008), the copyrighting of research results (Agrawal and Henderson, 2002; Henderson, 1998; Owen-Smith and Powell, 2003; Stephan, 2007), the development of new firms (Di Gregorio and Shane, 2003; Murray, 2004; O'shea et al., 2007; Stuart and Ding, 2006) and the enabling of out published science. This relatively limited emphasis has several explanations for it. One of these explanations is that the structured actions usually considered being closest to mirroring those studied by the extensive literature on entrepreneurship. Another explanation is, these behaviors are comparatively obvious and easy to measure, and their economic consequences can also be measured differently from those of more informal behaviors that appear to occur "under the radar." A rare exception would be (Klofsten, et al., 2000), who evaluate academic participation in a kind of activity and reveal substantial levels of involvement in informal activities such as agreement, testing, and consultancy.

Similarly, the studies about academic-business ties examined academic engagement with industry and business and considered a broad variety of channels for knowledge transfer, including contract study, joint R&D, consultation and advisory board meetings (D'este and Patel, 2007). While the breadth of the literature focuses on the variables that characterize involvement from the business partner's viewpoint, and few studies consider individual academics' motives.

The emphasis of the discussion is on the role of personal and organizational variables in determining the level of high education participation in these business activities. The existing researches on entrepreneurial education analyzed marketing factors using multiple methods, like in-depth surveys. Chang, et al. (2009) examining the person and organizational authorization, licensing and spin-out indicators; and D'este and Patel (2007) focusing on the predictors of the involvement of sciences and technology researchers in a range of activities, including contract study, collaborative study, consultancy and mentoring.

This attention on a remarkably narrow sense of academic entrepreneurship in the literary works has many critical limitations. First, there is a considerable difference in the participation of different entrepreneurial activities across academic disciplines. This is due to the information that is dispersed across different fields and how well it can be secured by formal mechanisms of defense of intellectual property (IP) such as licenses. For instance, the literature reveals that spinouts are an appropriate mechanism of commercial exploitation in life sciences due to the separated existence of the inventions and the likelihood of long product creation (Shane, 2004). In various studies are also distributed through public books and lectures published for a popular audience; these acts are widely recognized as entrepreneurial. Two uniform scientific research studies are often of concern to external parties and government institutions, so external activities take the shape of a consulting firm and sign agreement research, which is much more normal in those sectors. Second, academics engaging in less formal activities have been shown to be of considerable social and economic benefit for the organizations concerned as well as for the external partners. Cohen et al. (2002) note that a greater share of academic expertise is

passed on to companies in most sectors (except pharmaceuticals) by consulting or informal contact than via patents and other formal approaches.

From the academic perspective, Agrawal and Henderson (2002) highlight these outcomes; the MIT professors questioned for the study consider that their research affected industry mainly via informal channels (such as recruiting, consultancy and recruitment, and research collaborations). Uniformly, Link et al. (2007) and D'este and Patel (2007) show that casual networks are an important factor in the transmission of academic information by providing access to tools, facilities and funding for research that universities consider being more beneficial than structured activities such as authorization and spinouts. Case study evidence also shows that informal relationships are mutually advantageous for arts students, and creative industry organizations (Geoffrey, 2010).

Third, the closer concentration of the discussion has significant regulation consequences. It has caused TTOs to improve marketing in areas that are viewed as providing their businesses with the greatest competitive advantages, and where innovations can be covered by structured channels like licensing. As a result, TTO offices invest substantial resources in promoting license-based entrepreneurial ventures and cannot endorse other, more informal practices, resulting in a likely loss of financial and social welfare incentives (Fini et al., 2010). Politicians used these claims to withdraw financial aid towards areas which are considered to have no economic effect.

As an outcome, there seems to be a difference in the comprehension of how and why high educational institutions in disciplines taking advantage of their research beyond those historically examined by the literature, and how individual and organizational variables determine the probability of participation in different entrepreneurial activities. Abreua et al., (2012) underlines this gap by empirically evaluating, within a multivariable regression system, if the predictors of academic entrepreneurship recognized in other structured networks are indeed essential if the scope is expanded to involve a broader scope of business events. The study is focused on a fresh and specific collection of data from more than 22,000 UK-based organizations, collected during 2008–2009 (Abreua, et al., 2012). The data includes all UK academics in

universities and the entire spectrum of scientific disciplines and thus allows for the study of entrepreneurial behavior across the whole cross-sectional area of universities in the UK.

With many of the study framework on the major works of Schumpeter (1934) and Kirzner (1973) a comprehensive research has tried to establish and clarify the essence of entrepreneurship. Although opinions on a particular concept of entrepreneurship vary, most scholars have agreed with the sense of entrepreneurship as an endeavor that includes the creative mix of resources for launching new products or services, ways of planning, methods, economies, or raw materials. Typically, many features are known as pointing out the entrepreneurship process. First, it requires the entrepreneur's bearing of uncertainties, when the company practices have uncertain effects. Second, this included an attempt to coordinate, in the rationality that it implies a modern way of leveraging an opportunity. Third, the action must be imaginative, since it does not necessarily replicate something else which already exists (Shane, 2003). In practice, a theoretical concept of entrepreneurship in an empirical study is difficult to apply, and as a result, much of the researches has concentrated on two practical justifications: establishment of latest businesses and entrepreneurship, that the paper could be defined as providing individual benefit instead of salaries that other people pay. This more concentrated sense gladly lends itself to study, as these are acts that are relatively easy to measure. Other practices, such as setting up non-profit organizations and innovations inside existing companies, are competitive, but they are more difficult to measure and analyze.

As mentioned earlier, several-literature has been studying and concentrating, for functional purposes, on the nature of this entrepreneurial practice in universities, on an operational context involving the development of new organizations and sequence homology activities such as disclosures of invention, and patenting of research findings. In a motivational book Massachusetts Institute of Technology (MIT) about academic entrepreneurship. Roberts (1991) identifies entrepreneurship in academia as the forming of a new company by an academician who had involved in a research institute or department of universities where innovation was developed. Similarly, Shane

(2004), in an extensive analysis of educational entrepreneurship in the United States, Canada and the United Kingdom, concentrates mostly on spin-outs, that he describes as “a novel business formed to use a property rights part established within an academia” (Shane, 2004).

Numerous scholars have debated that the concept of entrepreneurial education must be broaden the reach a broader variety of business behavior. Etzkowitz (2003) advises in his role on the academic entrepreneurship that two essential Items of a developing entrepreneurial academy are “the creation of administrative structures to transfer commercializable study through institutional boundaries and Integrating academic and nonacademic components into a shared structure” Etzkowitz (2003). These are the issues that going further than spin-off education through copyrighting and registration of the activities. In addition, Etzkowitz (2003) describes the business expert even very commonly as a person with “an entrepreneurial viewpoint that findings are analyzed for their economical and intellectual value” (Etzkovitz, 1998). Likewise, Jain et al. (2009) suggests that any transfer of technology that has a certain substantial profit can be described as an entrepreneurial education.

Furthermore, casual practices including agreement research or consulting work is also a significant initial phase in a wider strategy to build or extend existing institutional infrastructure, such as laboratories or study groups, in a process aimed at increasing research and business benefits (Franzoni and Lissoni, 2006). These practices form the basis for further contractual or formal contracts, and are entrepreneurial in nature in a development itself (Martinelli et al., 2008). Even researchers focused on patenting and benefit, it is commonly acknowledged that other methods of marketing practices are important and related, but not as clear as prior activity (Landry et al., 2006). It has been widely discussed that entrepreneurial educational acts are challenging and can differ "between minimal participation to comprehensive formal and informal study cooperation, to researchers as full-fledged entrepreneurial leaders" (see, for example, Murray, 2004, p. 645).

As the prior literature of entrepreneurship usually works, a large part of the challenge is to take things that are not merely observable, just as those that are not yet known to the TTO. For instance, Fini et al. (2010) show that a large

percentage of academic-generated businesses are founded on inventions that aren't even disclosed and/or authorized. Likewise, Link et al. (2007) discovered that many Technology Transfer practices are informal in nature, that is, they are not discovered by the TTO, and are mostly defined by the protection of low ownership rights, including obligations of remaining 'normative instead of legitimate' (Link et al., 2007).

If higher education efforts are aimed at encouraging only those types of formal activities, there is a danger that there will be no boosting of other vital activities with the potential to make private wealth and enhancing social welfare. In addition, these could be highly profitable; Bains (2005) addresses that advisory services is beyond economically compensating academicians than holding stocks in a spin-off business, allowing research findings through a TTO or composing novels / books for revenue.

The literature on academics have discussed a broader meaning of entrepreneurship education, that is not the only one restricted to economic value but also involves social importance. Mars and Rios-Aguilar (2010) , for example, describe entrepreneurship as “developing and maintaining economic and/or value in society through both the creation and implementation of innovative and creative strategies and techniques [that involve the determination of opportunities resulting from economic imbalance, taking risks and management, and allocation of resources and mobilizing]”. The writers are debating the need for the prior studies to pay closer attention to the imperceptible importance of entrepreneurship education, such as students studying in entrepreneurial contexts, and academic competitiveness during economic declines. In an important paper by Louis et al. (1989), where academic entrepreneurship is defined as “the effort to increase private or organizational wealth, influence or reputation through the creation and selling of research topics or research-based goods” (Louis et al., 1989), a correspondingly broad definition is applied. Basically, as with community entrepreneurialism, academic entrepreneurship might include activities that causes social welfare development can lead to positive institutional or social changes, as well as potential benefits for the entrepreneur.

2.2.1 Academic entrepreneurship in Turkey

High education institutes are playing a vital role in the socio-economic improvement of their provinces, particularly after going along with the third mission, which goes further than educational and research operations and focuses an entrepreneurial phase of their nature (Guerrero et al., 2015). Meanwhile this latest mission is applied in Turkish academes lately, and consistent with the significance of innovative education in accomplishing this mission (Guerrero et al., 2014), some papers like Kawamorita, et al., 2016 aimed to provide a conceptual framework so as to focus and assess an appropriate way of encouraging entrepreneurial education in Turkey. The writers trust that the results will help the need of the organizational change procedures in higher education institutions, especially in developing countries (Farsi et al., 2012; Salamzadeh, 2012; Salamzadeh et al., 2013). The mixture of top-down and bottom-up tactics to change start and reinforcement of educational entrepreneurship are understood as the main aspects. Full understanding of entrepreneurial frame of mentality that initiates creative invention among the locals, will narrow the break between Education and Employment in Turkey.

Thus, educational entrepreneurship has become the major area of attention among research investigators, politicians and administrators (Salamzadeh et al., 2013). Inside Turkey, this idea is a fresh phenomenon, and is in its initial stages of development and institutionalization (Radovic Markovic et al., 2012; Radovic Markovic & Salamzadeh, 2012). Therefore, recognition of academic factors, which affect academic entrepreneurship, is deemed a serious gap, which is debated in paper (Kawamorita, et al., 2016). North's (1989) Educational Economy Theory was applied to examine the official and casual institutional aspects that reinforce academic entrepreneurship. In some studies, a qualitative method was applied along with a deep revision of the literature.

Kawamorita, et al., 2016 examined Institutional Aspects Affecting Academic Entrepreneurship in Turkey by examining the perception of AE and institutional economy on the central participants' narratives. Though, a circumstance narrative and some intermediary conclusions, preliminary results and perception improvements have been presented. Based on the results, the action plan policy

to present Entrepreneurship has been formed and the existing improvement of Entrepreneurship Education and Training at Ondokuz Mayıs University has been underlined as the case study example in Turkey.

2.3 Women Entrepreneurship

2.3.1 Overview

An appraised 329 million females are running companies in about 83 economies within the world, as claimed by the Global Entrepreneurship Monitor (GEM) (Kelly et al., 2015). Although many of these nations reported lower start-up rates for female compared to male, in eleven of these countries, women were just as likely or even more likely to become entrepreneurs compared to their male counterparts (El Salvador, Brazil, Indonesia, Malaysia, Nigeria, Uganda, Ghana, and Switzerland), indicating a slight increase since 2012 (Kelly et al., 2015). Since entrepreneurship is normally acknowledged as an engine of economic growth and public well-being, policymakers are looking for ways to inspire and promote female entrepreneurs as key contributors (Brush and Greene, 2016). In the GEM data collection, entrepreneurs are defined as those who start or have been operating a new business that they will own independently and handle it with self-employment, alone or with other individuals (Kelly et al., 2015).

Micro-level studies have evaluated several human capital indicators and their effect on men and women entrepreneurship start-up rates of variation, whereas macro-methods research economic, political, and cultural forces (Elam and Terjesen, 2010). Simultaneously, few studies examine the impact of human capital and organizational circumstances on women's start-up ratios across different countries and on levels of economic development. In other words, to what extent does circumstance and/or personal factors explain the dissimilarities in entrepreneurial start-up rates among men and women? Some study the different effects of personal capital indicators (gender equivalence in academic attainment and perceived skills) and circumstantial indicators (gender equivalence in economic contribution and local authorization) on the entrepreneurial interest of males and females across the world using a macro-level method.

Findings suggest that equality among male and female in expected abilities as well as equality in economic contribution are important in affecting equivalence relation to the initial phase of innovation, existing market operation and a determined entrepreneurship earlier phase potential. The study results published previous findings on the connection among the rates of female entrepreneurship and the impact of circumstantial indicators. Thus, development projects that focus on improving women's entrepreneurship in different economies will benefit from partnerships that promote all features of women's participation in the workforce.

Given the significance of fresh business growth and innovations for financial improvement and development (Singh & Gaur, 2018) and researchers have taken an interest in the rising percentage of female entrepreneurs contributing significantly to economic development, and female entrepreneurship (Henry, et al., 2016; Henry, Foss, & Ahl, 2016). Though several researchers believe that businesses run by women have participated in industrial development and developing the country by providing job opportunities, generating properties, innovations, etc. Brush et al. (2006) and others believe that there are gender differences in entrepreneurship (Tsyganova & Shirokova, 2010), with some announcing the necessity to eliminate obstacles to female entrepreneurship in order to allow them to leverage on investment chances (Carter, et al. 2015).

More information on women-led organizations has been presented in the latest reports. About 163 million women were found to lead new companies in 2016, while approximately 111 million have been managing recognized enterprises throughout 74 markets (Global Entrepreneurship Monitor, Smith College, "Women's Entrepreneurship 2016/2017 Report," 2017; American Express, 2017). But they also pointed to concrete issues that are harming the growth of female in entrepreneurship. In 63 of the 74 economies examined, the gender gap had decreased by 5 percent and the women Total Entrepreneurial Activity (TEA) ratios increased by 10 percent, but female entrepreneurs appeared to have lesser expectations of growth, because, although entrepreneurial intentions among women augmented by 16 percent during the 2014–2016 period, this did not turn into effect, indicating that possibly more women were anticipated

(Global Entrepreneurship, et al., 2017). These are examples of the difficulties women entrepreneurs face when growing their companies. Moreover, while female entrepreneurs have progressed so far since 1997, with 8 percent share of jobs, 4.2 percent share of income and 39 percent share of businesses respectively in 2017, female entrepreneurship has a longer way to go in order to have a much greater effect on the economies (American Express, 2017). previous research has declared that creativity and leadership of entrepreneurship is very important to productive development and growth (Singh & Gaur, 2018). Whilst Nählinder, et al ., 2015 discovered no substantial creative differences between male and female entrepreneurs, Neumeyer, et al. (2018) identified dissimilarities in the entrepreneurial environment of male and female entrepreneurs, (Chatterjee et al., 2018) refers to factors such as inadequate access to better research opportunities, funding, laboratory equipment and facilities, opportunities for information exchange, etc., which block innovation by women entrepreneurs. However, considering the high women-to-men gender ratio, female business owners are 5 percent more likely to report being innovative than male entrepreneurs, the Global Entrepreneurship Monitor, Smith College, Women's Entrepreneurship 2016/2017 Study (2017, p.51) says. However, creativity is very significant, since it affects women entrepreneurs' effectiveness (Lai, et al., 2010), the performance of innovation-driven entrepreneurial activities generates value (Ferraris, et al., 2018) and innovative entrepreneurship can enhance expertise that can be utilized for cross border entrepreneurship and co-creation of quality (Nair, 2016b). While Pantić (2014) made a comment on the lack of sufficient research focusing on entrepreneurship among women entrepreneurs, (Ascher, 2012) stated that barriers to female entrepreneurship could be decreased if policymakers framed policies aimed at fostering creativity, invention and development.

Previous researches such as Liang et al ., (2017) sensed shareholders highly impacted the work performance, while Ferraris, Dembczyk & Zaoral (2014) discovered that the integration and participation of stakeholders into sustainable inventions are important. While Burga & Rezania (2016) suggested introducing share holder (Salience and Social Problem Management) models to make it easier for the various shareholders to incorporate the entrepreneur 's view at the

crucial strategic options. Although some researches have indicated the commitment of shareholders to boost female entrepreneurship in the long term (Grosser, 2009), prior studies available on stakeholder engagement and innovation are from a common entrepreneurship context and, despite increasing interest in female entrepreneurship, the issue of how to increase innovation activities among female entrepreneurs has not been sufficient (Marvel, et al., 2015). Although previous research has focused on female entrepreneurship as an increasing economic force, participating in economic growth and progress (Brush et al., 2009), no more is known about the gender-sensitive effect and growth-oriented women entrepreneurs' experiences and participations (Kyaruzi, 2009).

Although certain researches illustrate this as a gender imbalance (Ahl, 2006; Brush et al., 2009), Others such as (Vossenbergh, 2013) debate that, until the 'gender imbalance' involved in business is accurately defined; attempts to help existing women entrepreneurs (such as promotional strategies) are not going to have a major economic or social effect, and that gender differences may also have a negative effect on entrepreneurship (Adachi et al., 2016). In addition, Popescu, (2012) observed that although at the macro and micro-level the factors and determinants affecting men and women innovation were parallel, gender-wise differing impacts in terms of unemployment and positive affect were visible.

Previous researches have pointed out that entrepreneurship is a rapidly growing area of research (Nair et al., 2018), and that this leads to economic growth, the links between entrepreneurship and capital formation, the fundamentals of human wealth, labor market conditions, etc., are required (Nair et al., 2018). While previous researches documented, on smaller women-run entrepreneurial projects for example, (Halabisky, 2014) mentioned the 'The Missing Entrepreneurs 2017 report - OECD and European Commission' that on an average, males were 1.7 times more likely to become entrepreneurs than females, Global Entrepreneurship Monitoring Framework Diamond, including economies from 45 countries that contributed to the report. A year-to-year growth in the rates of women to men contribution in self-employment and women to men chance motivations, reflecting more gender equality, was

observed in the 2013–2015 period (Kelley, et al., 2016). However, despite the augmented involvement of women in self-employment and the increase in female entrepreneurship, however, there are particular obstacles and restrictions such as lower entrepreneurial capacity, lack of investment, limited access to technology and information, poor performance in operations, and so forth, that prevent their entrepreneurial drive and more growth (Carter et al. 2015; Nair 2016a; and Chatterjee & Ramu, 2018). Although females exhibit gender-specific rational decision-making capacity (Alonso-Almeida & Bremser, 2015), there are important disparities in women's contribution to entrepreneurship and innovation (Chatterjee & Ramu, 2018).

In earlier decades, Schumpeter (1934), a proponent of innovative revenue, had encouraged individuals to use the invention method to produce new capital. This is in fact highlighted by other investigators as well. For example, Lai et al. (2010) established the significant impact of entrepreneurship on women entrepreneurs' success; (Gundry, et al., 2014) noted that self-employed women's entrepreneurship attitude not only added quality to the economy but also had a positive effect on the development of the economy. While, (Nählinder, et al., 2015) cited no noteworthy change in innovation and creativity between male and female entrepreneurs, it later recommended more consideration and commitment to be given to altering the key gender barriers in entrepreneurial research.

2.3.2 Women Innovation and entrepreneurship

Academic researchers published varied findings regarding the link among female innovation and entrepreneurship. Idris (2008) cited a relationship between women's entrepreneurial activity and age, educational, local area and form of company, annual income and number of staff. An extensive conclusion on the basis of the VRI-program, Norway Ljunggren, et al. (2010) found that invention researches are substantially men, and he recommended that research question-agenda should concentrate on gender equity in entrepreneurship. Ljunggren, et al. (2010) debate that various perceptions on gender equality in research studies on entrepreneurship might contribute to engage in the field of entrepreneurship research. Ambles mentioned in Ljunggren, et al. (2010), that research struggled with women entrepreneurship, and he recommended the

introduction of an oriented strategic policy 'gender mainstream.'. And also, he noticed that just a few researchers debated on the contribution of gender in entrepreneurship processes and projects, and recommended holding deliberations through Action to boost understanding of gender and innovation at the local and global rates.

Ljunggren, et al. (2010) mentions manly supremacy when self-employed people take a calculated decision of sectors; although both (male and female) are important to show the degree for whom equal rights have affected entrepreneurship. Therefore, On the basis of various research studies carried out by (Ljunggren, et al., 2010), it has been concluded that there is a necessity to decompose the 'definition of innovation,' with authors recommending the usage of 'gender' in innovation studies and entrepreneurial study to comprehend the compound concept of entrepreneurship.

One more research, Vossenberg (2013) reported that gender gaps (differences) in the situation in which innovation is involved have continued to occur. Additionally, (Nählinder et al., 2015) suggested that if there is no substantial gap in innovation between female and male entrepreneurs, call for a modification of the gender barrier in the researches of entrepreneurship.

Moreover, Idris (2008) mentioned, even though self-employed women struggle with the same business problems as their male compeers (involving the necessity to endlessly develop and innovate), a little is known on their creative practices. In the meantime, with a multilevel approach, Marvel et al. (2015) institute that different education, overlap network binds and regional area of the company mediated the innovation gender-firm entrepreneur relation. Addressing the main indicators of entrepreneurship, Gundry et al. (2014) cited the psychological factors; undertaking the risk and consistency between female entrepreneurs was crucial to the business's continued acknowledgement of opportunity, innovation, and sustainability. This is also specified in Lago's research (Branco, et al., 2018), that found gender variances in the risk tendency (inclination to carry out sources of concepts, processes, or projects, for which the outcomes are indeterminate and the burden of errors may be massive) to be less rigid than what entrepreneurs generally expect. Later, the research revealed

that variances between female and male entrepreneurs appear to be smaller, or have not existed.

Even though inventions are the substances to be obtained about fundamental changes and growth in an economy, management of inventions is challenging; the need for innovative and imaginative materials to generate new / fresh ideas of supreme importance to the existence of the business and sustained future performance, Shavinina (2003) said. Parenthetically, E E C's paper (GHK Technopolis, 2008) confirmed that women are holding behind when it comes to creative entrepreneurship as they face various barriers considered to be circumstantial challenges, economic difficulties and simple obstacles such as inadequate self-assurance in developing their business principles. A reasonable approach to discourse this issue is through stakeholder partnerships that could contribute to sustainable progress and the growth story of companies Vershinina et al. (2019).

The favorable influence of collaboration on disruptive invention is seen when SMEs participate in the knowledge of their peers through in-learning (Bouncken & Kraus, 2013), with creative SMEs more probably to sell than less innovative companies, though, Centered on the form and degree of uniqueness of an invention (Saridakis, Bochralsdris, Hansen & Dana, 2019). Similarly, other research studies mentioned that the corporate combination of invention into the organizational structure that assists to establish productivity affects the overall success of the enterprise (Brem, et al., 2007), together with the participation of higher management and administrators (Brem, et al., 2007), and via cooperation with exterior stakeholders / partners (Shams, 2017). Furthermore, given that the topic of continuity is an important part of business strategies (Shams, 2016b), researchers refer to the critical role of partner relationships and dedication to continued strategic benefit (Shams, 2016b).

Although, the earlier-mentioned debates clarify the inadequate research on female entrepreneurship and innovation remarked by some scholars, researchers believe engagement and contribution with shareholders can boost innovativeness between female entrepreneurs (Bogomolov, et al., 2019). Furthermore, E E E C (GHK, Technopolis, 2008) suggested initiating additional incentives that encourage entrepreneurial activities of women entrepreneurs as

well as recommended increasing general awareness between shareholders about the specific female requirements in entrepreneurship and innovation.

2.4 Factors that Influence Women Entrepreneurship

However, female entrepreneurial activities and Innovations are similar to women's empowerment there are various factors that normally influence women entrepreneurship they're discussed below:

2.4.1 Financial and economical support

Some researchers have been found out that highlighted the financial issues affecting women's entrepreneurial activities (Stevenson and Jarillo, 2003; Gatakaa, 2006). However, the three main phases in the entrepreneurial procedure of forming and fostering are identical for male and female, though, in practice, there are barriers influencing women who are of dissimilar extents and proportions, due to cultural and societal motives. The gender judgement that frequently conquers at all stages in many communities affects the scope of female in business too, and an increasing impact of financial, societal, psychological and informative factors act as obstacles to entrepreneurship by women going into the mainstream. Das, (2001) a research study of women entrepreneurship in the India, projected that three issues influence entrepreneurship - previous influences (i.e., background issues for example active capitals and genetic features that influence inspiration, proficiency and knowledge), the "incubator organization" (i.e., the culture of the organization in which the entrepreneur was employed just before starting a commercial; and the skills found there) and ecological factors (e.g., the local economic situations, venture capital and support services access). Study from the rest of the world shows that women and men differ on some above factors. While various of these economic factors curve in essential to many nations, some of them are more severe in parts of East Africa (Barrett, 2006).

2.4.2 Psychological issues

Olowa, (2015), studied the role pressures that women entrepreneurs often experience, the demographic variables impact such as status of marital and the

family on pressure, and how female entrepreneurs handle that stress. Psychological issues that are encouraged to accomplish great things and having caring family with positive perception about innovation or entrepreneurship in business are important items that business entrepreneurs consider for entrepreneurship growth.

2.4.3 Family issues

Early studies on women entrepreneurship the family factors have played a vital role (Aldrich & Jennings, 2003). In even earlier studies, researchers they were focused on the family's role in motivating women towards entrepreneurship and innovations (Hughes, 2003). Women's choices to become self-employed have been understood as a need and a responsibility, instead of as a result of women's free decision and own ambitions. Other studies, researchers show that families may play an essential role in women's entrepreneurial activities, not only as a basis of limitation, compulsions and responsibilities, but as well as a basis of resources and support (McElwee & Al-Riyami, 2003). in the shade of this earlier study, it is significant to concentrate on the family's role and classify other approaches in which a family could be involved in women's entrepreneurial activities. Through this aim, we propose a categorical study classifying a diversity of family outlines. These outlines are charted and draw on surveys with the number of Italian businesses run by a woman entrepreneur. The reason that Italy has been chosen as the analysis background was because, amongst OECD countries, it shows a very traditional perception of women, as recently presented by Alesina and Giuliano (2010). These researchers highlight that, in culture principals where family bonds are strong (for instance in Italy), families are often based on an old traditional separation of roles, with males labelled as the main source of income (breadwinners) and females successively running the household. These culture traits are noticeable in central and southern parts of Italy.

The outcomes of the research study discovered that effect of family contextual on women's inspiration and entrepreneurs' growth (Gehrels & Beqo, 2014). Not married and widowed females have encouraged contribution in entrepreneurial actions to the married females in developing countries (Salehi-Isfahani, 2000). The family's motivation and support, husband's encouragement specifically,

affects women's entrepreneurial activities. Ahead of time exposure, skills, socialization, pacemaker (role model) and experiences also have affected women to start their own businesses (Loughlin, et al., 2002). Family commitment is sometimes affected by the entrepreneurial activities (Holmquist and Sundin, 1990). The most of the females make their own choices and some of them consult with the other members of their family (JUDAI, 2002). Female's connections is pronominally associated to family relations and may demonstrate to be a barrier to entrepreneurial activities (Lin, 1999).

2.4.4 Security issues

Stefanovic *et al.* (2010) portrayed that Safety and security factors are influenced self-employed women. When there is no safety it won't be easy for a woman to be involved in entrepreneurial activity. Uncertainty destroys the pleasure of expectable day-to-day routines and opportunities (United Nations, 2000). Female spunk, life's quality, and participation in entrepreneurial activities are influenced by disadvantageous social community, economic and financial insecurities that can corrode a community's social wealth (Krätli & Swift, 1999). Those activities are the primary sources of misperception and misunderstanding among women and the other nationals (Krätli & Swift, 1999). Women run in an environment context with very poor organizational structure, uncertain and blurred social viewpoints about their business (Farah, 2014).

2.4.4.1 Digital security concerns

At the present time, security, privacy, and cyber rights are equally essential areas for women entrepreneurship. Women's worries involve having safe cyber spaces where they can have a sense of being secured from physical harassment and protected from online hacking and enjoy the freedom of countenance and the communication privacy. A consequence of this is essential for movements against ICT law that can threaten human being rights. Even though many other developing countries are dealing with the basic access and technology structure issues, some other countries in the Northern of the world are now describing the necessary rights outline for internet usage and governance (Acquisti et al. 2007)

2.4.5 Social and Motivational issues

2.4.5.1 Social

Socioeconomic and culture principals had been defined as inspiring business activities and it is a foundation in the system's sociology accessibility to innovation (Zimmer & Aldrich, 1986), Consistent with the literature review, socioeconomic was defined mostly for commercial activities. In the mid of this concept, demonstrates that individual view of this system that means innovation is an essential part of sociocultural and political contexts. So as to start new spinoff business, the social network must be activated. Therefore, the business spirit of organizations associated to the work and the normal activity (Aldrich & Dubini, 1991).

As stated by Kamal Wojoud and Rana (2009), women in entrepreneurship are influenced by socio-economic and cultural context like external pressure and revenue motivation impact their choice to become a self-employed entrepreneur.

The financial restraints, for instance cultural obstacle, lack of delivery and lack of work experience might as well influence the activities of self-employed women in doing their own business. It illustrates that culture and its socioeconomic effect can be given to self-employed females (Norsiah, et al., 2011). Those outcomes are comparable to the study research carried out by Sinha and Shastry (2010) on sociocultural and economic aspects on innovational development in India, and they discovered these three features did affect women's entrepreneurship success. Moreover, (Naddari et al., 2012) this research study presents that investigation addresses socioeconomic and cultural factors for instance financial condition, external burden, friends and family's effect and so on., and might influence female in making business choices.

2.4.5.2 Motivational

Ismail, et al. (2012) mentioned that in spite of the increasing significance of women innovation in initiating work opportunities for millions of individuals and local authority's efforts to generate, develop quality, strong and successful new businesses, and to encourage an adventurous culture amongst female, only few is acknowledged about the inspiration of these Malaysian women becoming self-employed.

Inspiration is an important matter in the start-up and success of the new business. Social psychologists highlight that personal job performance is an ability to function and encouragement, and the motivation itself initiates from both external and internal encouragements. The inspirations from the push and pull factors stimulate the potential entrepreneur's prospects. It is the encouragement that boosts entrepreneurial activities directly. Push and pull inspirational factors define individual entrepreneurial performance, inspire an individual's expectations, and make the reality of innovation need, originating in the formulation of innovational motivation. Therefore, there seems to be a requirement to classify inspirational factors of self-employed women that rise their choice to start a spinoff. Malaysian women are recently becoming a very essential economic group and thus much more efforts are required to encourage them in taking up innovation.

Gartner (1990) sustained that the equivalent of outcomes related with women entrepreneurial activities involvement is connected to people's motivational stages. (McClelland, 1961) described a self-employed person as being originally inspired by a fervent necessity for success and an intense need to establish. The motivation of Higher achievement is comprehensible with the difficulties of the entrepreneurial role, that appears to catch the attention and interest of the highly achievement-motivated individuals because of the potential to originate more accomplishment satisfaction in an innovational setting, a circumstance that affords the independence, challenge and elasticity for achievement comprehension (Stewart & Roth, 2007). Motivational support is an essential matter which all the way impacts entrepreneurial activities (Adjei, et al., 2009).

2.4.6 Religious and Cultural boundaries

2.4.6.1 Religious

Particularly, some of the biggest religions, i.e. Islam and Christianity, are seem to be favorable to innovation, whereas others, like Hinduism, inhibit entrepreneurship (Audretsch, et al., 2007).

Grine, et al. (2015) a wide range of innovation literature focuses on stories of entrepreneurial success. In this situation, some of interesting research studies investigating entrepreneurships that are run by women globally show the

importance of spirituality. Despite increasing academical interest on the topic of women entrepreneurship, little studies are available on the matters of entrepreneurship and Islamic spirituality. Female entrepreneurship is deemed as one of the active pointers for economic improvement and social presence. According to the United Nations conference on trade and development, entrepreneurship itself is progressively considered as a significant catalyst for economic development, efficiency, invention and employment opportunities; and extensively accepted as a major aspect of economic growth.

2.4.6.2 Cultural

Discrimination of gender is remarkably impacted women's involvement in SMEs sector entrepreneurship (Afroze, et al., 2015) also added sociocultural attitude towards entrepreneurship, innovation education and business support & assistance, restraints to accessing technology are significant issues that influence entrepreneurship success. Female entrepreneurs are affected by sociocultural complications to involve into entrepreneurial activities (Nilufer, 2001). Deaux, et al., 1998 mentioned that individual ambition is more likely to be affected by the people from the same gender. Standards and beliefs form behavior might work on influencing the decision to become an entrepreneur (Thomas & Mueller, 2000). Gender dissimilarities in entrepreneurial activity are well recognized in the literature (Brush, 2004). Gender matters concerning to initiating and operating of businesses (Gehrels & Beqo, 2014). Effect male and female separately to pursue entrepreneurship and become entrepreneurs (Lituchy & Reavley, 2004).

The available literature on gender discrimination and entrepreneurship is widespread, finding an extensive compromise on the circumstance that men are those who make businesses to a superior level (Teasdale, et al., 2011). This bigger tendency of the man's group is clarified by various schemes. Presently, the theory that has been accepted the most is the social role developed by (Eagly, 1997). The theory says that individuals, to be socially tolerable, should progress some certain stereotypes. Several of these stereotypes are credited based on their gender. Therefore, sex stereotypes allude to predetermined concepts and to prior discriminations that have an important emotional involvement and replicate the opinions of the community on both male and

female, so that the men group is much more likely to have high level domain or success attitudes, whereas females are more rapidly to maintain behaviors and docility (Alice & Carli, 2003).

2.4.7 Government support

The Government support is an association that has a financial and technical support working on projects improvement and info sources and giving consultation about entrepreneurship growth (Naser & Nuseibeh, 2009) Referring to (Naser & Nuseibeh, 2009), similarly mentioned that the important of government support for self-employed women. Moreover, the guidelines of the government towards SMEs enterprises of business female motivate female to become an entrepreneur.

Curran (2007), stated that SMs enterprises play a vital role to attain the higher sustainable economic development and are a key attribute of the country's improving economic development. Therefore, these plans of the economic improvement participate in the nation's economic growth. This can be defined by their capability of offering entrepreneurship and sustainability, and it initiates jobs and other opportunities, and also effect on the great number of the existing societies. Although, the lack of necessity to support equipment and technology are the most significant issues that hinder the government's SM-sized power beholds (Swierczek & Ha, 2007). Additionally, the main problem that women in developing countries face is an unsatisfactory social network, which is mostly a physical of lack of education, manner and confidence Manchester Business School (2001). The local authority gives support to attract female entrepreneurs via the establishment of capital investment to start (Lee, et al., 2011).

Lee, et al. (2011), examined that the government of Korean has an effective support on businesses run by women, and yet there are barriers to the females in terms of lack of education, self-confidence and social network of business associations owned by women, many of the business women might not benefit from the support programs provided by the government to them. The usefulness of aid programs by the government for female entrepreneurs also has an effect on women's capability to increase knowledge of understanding the problematic

areas (Schmidt & Parker, 2003). Although the government support to women's entrepreneurship activities is essential, correspondingly it is also important to stick to the sociocultural obstacles to the use of social capital for initiating business. Furthermore, (Erogenous, 2011), mentioned that the local authority law power has active questionable for gender. So, the government support programs motivate women's involvement in entrepreneurship activities. Though, the local authority support to the women's entrepreneurship activities can affect the economic growth, families, social network, and the human capital in the country.

2.5 Advantages and Disadvantages of Entrepreneurship

Natalie, (2019), described entrepreneur person as an individual who runs and arranges a business activity, or various opportunities, as they are taking on a more important financial risk than an ordinary person does so. The matter that most of these individuals face, alongside with the regular leaders in today's community, is that: they are unemployed. There are many media hype that you can find today about all the great employees that come when you chase what you really want to do. You can find posts everywhere in social media today about how bad companies are, or how amazing it'll be if you work on your own.

That has inspired many of these individuals into a world where they can come up with new meanings of being jobless or unemployed rather than making an income source for themselves. Being an entrepreneur is not a job position that you will get, but you are going to turn it into a whole opportunity for you and others when you take creative risks, make real capital investments, and put sweat equity into your coming future. Some critical pros and cons of being an entrepreneur have been reviewed.

These Advantages and disadvantages of being a businessperson is going to motivate you to invest your idea for future assurance or stick with the life you have now. It gives you an opportunity to set up an independent life, but it is also going to make you to work even more hours than you ever did.

2.6 Advantages of Entrepreneurship

- The opportunity to grow in your career.

At the time you take the risk to become a businessperson, then you are permitting yourself to fulfill your objectives, aims, and desires as a person. You are going to be the person in charge of your own company. There is no longer anyone who interrupts with your career development decisions, where you want to work, or how you want to deal with certain contexts. Everything in your life is going to depend on your own decision, which means you can take the risks you see them profitable. Once there is enough market demand for your goods/services, then you have the opportunity to earn some money (Natalie, 2019).

- Independent work style as an entrepreneur.

When working as an entrepreneur you are your own boss, so there is no one to tell you what to do. You are free to make your own choices and decisions in your professional life on the basis of the requirements you have at the moment. You are going to decide when to work overtime hours according to the need of your tasks, whenever you are going to work them, and also change your workplace as you wish. This flexibility spreads to any stuff you have as you are all working together to succeed and make some money (Natalie, 2019).

- The opportunities to improve or explore.

You don't have that full-time job that you need to stuck with when you are an entrepreneur. If you see a recognize new opportunity that looks interesting and there is the good possibility to make money out of it, then you can immediately work on it. Even though, if that needs reinforcing your abilities or retraining your employees or even developing your own business, you have the ability to modify methods whenever you want. And that means you are creating your own future. If you wish exploring a different prospect, then just push onward and do it (Natalie, 2019).

- The opportunity to make money based on your potential.

There is no limit to the income that you can make when you're an entrepreneur, you are going to earn according to the value of your idea, your capability to

market it well, and how efficient your selling and advertising techniques actually happen to be. The only limit to your wealth is the one you permit to be one at the first place. (Natalie, 2019).

2.6.1 Advantages of academic entrepreneurship

As mentioned by Etzkowitz, Webster, Gebhart, and Terra (2000), the universities around the world are increasing their intention to become spinoff universities, including the role of existing contributors to the new companies growth in their local societies, additionally, to the traditional role of technical knowledge inventors and instructors. Thus, via their closer and more penetrating communication with private businesses and public institutions, educational institution become a progressively significant section of the national entrepreneurship system.

Academic entrepreneurship must have been seen from a university level perspective and the growing interest aimed at this topic in a wider set of fields, with the fervency of the graduate students from all departments to present the real-world's extent to their schools motivates the implementation of the entrepreneurial activities all over the campus.

The gap among life circumstances and the schoolroom concepts and theories can be linked with the support of academic entrepreneurship for students from various departments. Taking students from other faculties closer to the business is the method that some universities used to train students in an entrepreneurship classroom distinguished by variety. The different technics of university-level academic entrepreneurship contains giving lectures of innovation from within a specified field. Streeter, Jaquette and Hovis (2002) mentioned there are many other methods of entrepreneurship and academic entrepreneurship in universities. Streeter et al (2007) suggest a radiant model of an entrepreneurial education, after an extensive research. Such a model contains all investors, politicians, researchers, and finances. So as to push forward, the project leaders should organize and adjust the personal-interests of investors, therefore forming a healthy project process takes time.

Even though if the determination of each academic part is just local, they should notice that they can claim to the larger university-level programs. Though, the

healthy model is somewhat difficult from an academic perception. Finding explanation in terms of calendar and availability of the faculty to have entrepreneurship courses in non-business departments is challenging. The significance given to the gap between the work world and the education and training phase is critical for this reasoning.

2.6.2 Disadvantages of Entrepreneurship

- There is no guaranteed income as an entrepreneur.

The major advantages that staff have compared to the entrepreneurs is the guaranteed paycheck. Though there is the risk of getting fired or being temporarily dismissed, the salary you receive from your work is on a regular plan. Which means entrepreneurs are working under the pressure of lower level financial security for themselves and their families. The paycheck a staff receives mostly comprises a variety of financial benefits for their families too, plus health and life insurance (Natalie, 2019).

- You have more responsibilities as an entrepreneur.

When you are dynamically working in the employment world, you are responsible for a particular role or you are being assigned something to complete. You have only one responsibility and it is to complete the tasks that have been given to you, that are generally associated to the work role in which you've been employed. There isn't a necessity to be concerned about the tasks that others are being assigned. You are getting paid for that reason. You even sometimes receive evaluations according to how well you complete the work in your role that can frequently lead to promotions. But if you're a self-employed entrepreneur, then you're being responsible for the whole thing all the time without exception (Natalie, 2019).

- There are higher levels of stress as an entrepreneur.

Your income isn't guaranteed as an entrepreneur. There isn't a manager that can provide you guidance if you're stuck on a problem. You may not have colleagues to depend on for support. There are so many of the people in this position that are working alone every day, stuck in their home office, stressed out to make ends meet. Being your own Boss, handling your marketing,

accounting, and legal work results higher level of stress. That's the reason there are people who like the following this trend, but then realize that it isn't suitable for them (Natalie, 2019).

- There are tax implications to consider.

Once you start making money as an entrepreneur, then you converted to your own employer in the eyes of the tax laws. Which means you are being responsible for the company's share of the Medical care and Social Security plus to your own. The 2018 tax year pegged this rate at 15.3% in the United States (Natalie, 2019).

2.6.3 Challenges of Academic entrepreneurship

- Role overload for academicians

University responsibility of research and even administrative roles are pre-established job responsibility by the time. With the current responsibility of becoming an entrepreneurial education, the main problem raising is the shifting natural state of the educational institution's work, particularly in listing and manipulating the responsibilities of creating new information (research), transferring education (training) and generating profit (entrepreneur) (Jain et al., 2007).

- Lack of entrepreneur-owned resources.

Academicians often deal with a massive lack of resources. This impacts the capability of being a good entrepreneur also in their role as a university. These comprise; inadequate capital, increasing financial costs, lack of assets, delay in investment payment and complexity in finding private institution collaboration (Monck & Segal, 1983).

- Legislative and policy issues

The various governmental legislation and laws which prevail among countries prevent cross border entrepreneurship education. Policy matters serve as blocks restricting academics' ability to move their findings between the public and private sectors (McDougall et al., 1996).

- Lack of organizational-owned resources for entrepreneurial ventures

Academic entrepreneurs should deal with a massive lack of resources, for example financial investments, reputation and time. The funds that are required in Research & Development are generally fairly large, while the life cycles of the products are comparatively short (Wakkee, et al., 2001). Even though this issue is existing as a permanent to most recently established projects, it is perhaps even stronger in conditions where the market is typically small or even non-existent (Gregorio, et al., 2003; Gregorio & Shane, 2003).

3. RESEARCH MODEL DEVELOPMENT AND HYPOTHESES FORMULATION

3.1 Conceptual Model

According to the major analytical and conceptual relations debated in the prior chapter, and bringing into consideration researches on entrepreneurship intention by Liñán & Fayolle, (2015), a model has been suggested to clarify the Entrepreneurial Intention (EI) of Turkish academicians on the basis of their Entrepreneurial Attitude (EA), Perceived Control (PC), and the Subjective Norms (SN) which influence the entrepreneurial process. As ancestors of the attitude concept, two of the individual's personal factors – Creativity (CREA) and Perceived Utility (PU) have been examined. The framework model is finished with the addition of one factor as indicator of the perceived control build: the contextual variable, the comprehension of an encouraging environment for entrepreneurial activities (ENV). As in this chapter, each variable used in the conceptual model have been defined (see Figure. 3.1) and reasoning for the presented relations have been provided.

The thesis model is portrayed in Figure 3.1. The research model visually prescribes the framework of variables to be investigated.

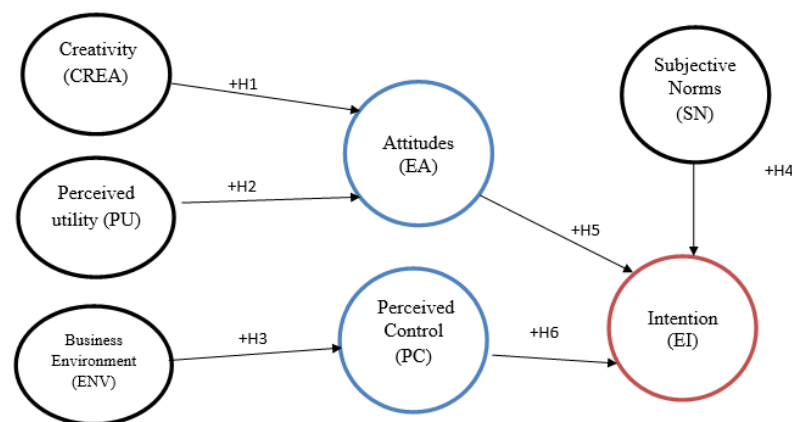


Figure 3.1: Conceptual Model

3.2 Factors and Hypotheses

3.2.1 Creativity (CREA) and Entrepreneurial Attitude (EA)

Mostly on the presumption that an investor is an individual who acknowledges a chance and initiates innovative business (e.g. a new product, service) and utilize various methods to grab this opportunity, there are different writers who emphasize an individual's creativity as an essential, still understudied ancestors of entrepreneurship intention (Javier, et al., 2017; Ward, 2004; Zampetakis, et al., 2011). Some research studies have made a positive relationship between CREA and business opportunity recognition (Zampetakis, et al., 2011). In the basis of these results, being creative in this situation can be taken as "the talent for quickly identifying the connection among challenges and their alleged solutions by specifying unknown connections, or by non-obviously forming or reshaping available resources" (Zampetakis & Moustakis, 2006). That kind of creativity can be seen as a significant factor in entrepreneurship. In the educational environment, Miranda, et al., (2017) states that individual's creativity and their intention to create spin-off are not directly linked, so for this study conceptual-model and the other researches like (Zampetakis, et al., 2009,2011; Block, et al., 2015; Javier, et al., 2017) An indirect relationship through attitude has been purposed. therefore, the following hypothesis has been posited:

H1. Academic's Creativity (CREA) positively influences academic's Entrepreneurship Attitude (EA).

3.2.2 Perceived utility (PU) and entrepreneurial attitude (EA)

Several studies about entrepreneurship have proposed models of expectation and personal expected benefit to identify the variables affecting a person's choice to follow an entrepreneurial career (Douglas, et al., 2000; Gatewood, et al., 2002). Douglas, (2000) portrayed a model of entrepreneurship intention in which the choosing to pursue entrepreneurship is on the basis of objective feature of an person. It represents the estimates of the expected profit, the amount of time and effort expected to attain this revenues, the amount of risk associated, including other aspects such as the attitudes of the employee to the demand for autonomy

and the expectations of the expected workplace (Javier, et al., 2017). Adjusting this proposal, the following hypothesis has been posited:

H2. Academic's Perceived utility (PU) positively influences the academic's Entrepreneurship Attitude (EA).

3.2.3 Business environment (ENV) and perceived control (PC)

Entrepreneurship behavior can also be clarified by the impacts of the business environment around it. Universities have reported that the public laws, features of the regional environment (For example, logistics infrastructure accessibility, finance sponsors, and environmental impacts), and, more particularly, academic aid techniques effect their entrepreneurial actions (Fini, et al., 2010; Goel, et al., 2015; Moog, et al., 2015; Foo, et al., 2016; Javier, et al., 2017). There is a belief that this especially influences the academics' perceived control of the procedure of creating a spinoff business (Javier, et al., 2017). Thus, the following hypothesis has been posited:

H3. The business environment (ENV) positively impacts academic's perceived control (PC).

3.2.4 Subjective norms (SN) and entrepreneurial intention (EI)

It has been noticed that how the entrepreneurship awareness of the academic context's social environment (family, friends, and co-workers) positively influences the individual's EI (Goethner, et al., 2012; Huyghe, et al., 2015; Obschonka, et al., 2012; Obschonka, et al., 2015; Rasmussen, et al., 2014). As per Bercovitz, et al., (2008), organizational colleagues of scientists can be regarded as important institutional reference groups. In this context, the choice to establish a company is mostly culturally affected: prior attempts by faculty and students to establish new business ventures help several members feel that entrepreneurship is appropriate and beneficial (Obschonka, et al., 2012; Javier, et al., 2017). Therefore, the following hypothesis has been posited:

H4. Subjective norms (SN) have a positive impact on academic's entrepreneurial intention (EI).

3.2.5 Entrepreneurial attitude (EA) and entrepreneurial intention (EI)

The scattered studies on the motives and attitudes of academics towards their own contribution to entrepreneurial activities indicates that individuals dedicate time and efforts to entrepreneurial activities if they see this activity as beneficial and effectively encouraging and if they also have the ability to deliver economic advantages through their research (Goethner, et al., 2012; Owen Smith, et al., 2001). This concept has gained significance in the academic environment in recent years, provided that there has been a change from massive disapproval of business activities to the current circumstances under which universities consider business activities as one of their roles. Thus, if universities have a positive attitude regarding entrepreneurial practices, there would be a greater desire to devote time and effort to establish a spinoff. (Javier, et al., 2017). Therefore, the following hypothesis has been posited:

H5. Academic's entrepreneurial attitude (EA) has a positive impact on academic's entrepreneurial intention (EI).

3.2.6 Perceived control (PC) and entrepreneurial intention (EI)

Perceived control involves not just the sensation of someone being qualified to (have the essential ability to start and achieve success in a business), but also the awareness of the behavior's reliability (López, 2009; Javier, et al., 2017). Research on entrepreneurship emphasizes the importance of perceived power as a technique for resolving expectations of the higher financial, technological and legal uncertainties that are frequently linked with new ventures based on research results (Obschonka, et al., 2010; Silveira-Pérez, et al., 2016). Normally, literature appears to accept that expectations of controllability are positively related to the intention of being a creator (Schlaegel, et al., 2014). There was a necessity to ensure the effect of this factor on the academic entrepreneurship intention (Alonso-Galicia, et al., 2015; Fernández Pérez, et al., 2014; Goethner, et al., 2012; Obschonka, et al., 2012; Prodan, et al., 2010), for which the following hypothesis has been posited:

H6. Academic's perceived control (PC) has a positive impact on academic's entrepreneurial intention (EI).

4. RESEARCH METHODOLOGY

4.1 Introduction

Study methodology includes the study's research design, procedures, population and sample size, as well as the methods and approaches for data collection also methods for data analysis. This section of the research demonstrates more information about the research design or presented research format and the approach applied to attain the desired data to address the study's research questions.

4.2 Research Design

The research relies on the scientific method in the preparation of this study, using descriptive and analytical approaches, which defines and assesses the reality of responses. Descriptive and analytical approaches tend to compare and measure the phenomena in order to access the important generalizations to boost the amount of knowledge on the field, and then extract conclusions, assess and test hypotheses in order to accomplish a clear and practical recommendation. In this study, a questionnaire has been used for the purpose of gathering data and trying extrapolated in an effort to get out of the logical result of the case study discussed.

In comparison to previous researches, the current study acknowledges that it is especially important to investigate the motivational and psychological characteristics of university investors in greater detail. In particular, the purpose is to explore how academics' intention is shaped, keeping in mind that the common researches on entrepreneurship generally recognizes personal variables (e.g., personality, motivation) and situational factors (e.g., social context, markets, and economics) as the two components are accountable for intention formation. (Javier, et al., 2017; Krueger, et al., 2000; Fayolle, et al., 2015).

It is considered necessary to comment on the findings obtained by Clarysse, et al. (2011), which, utilizes a wide-ranging panel of institutions from a diversity of UK academics from 2001 to 2009, indicate that the most common predictors of academic entrepreneurship are personal-level characteristics and environment. The socio-cultural environment surrounding the academic indeed plays a vital role, but still less than marked variables at the personal and socio-economic level (Javier, et al., 2017). The thesis outcomes are significant as it has been defined that this research examines the entrepreneurial intention of Turkish academicians.

This thesis therefore lays within a study field in which it can be examined the necessity to carry on analyzing the entrepreneurship intention in the academic environment through a mixture of academicians' personal variables and the contextual variables of their workplace environment (Foo, et al., 2016; Miranda, et al., 2017; Javier, et al., 2017)

4.3 Procedures

This research is a quantitative study. Quantitative research is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, or mathematical techniques. Quantitative research collects information from existing and potential participants using sampling methods and/or sending out online surveys, online polls, questionnaires, etc. This thesis used a survey instrument to collect information about the determinant of entrepreneurial intention among Turkish academicians. All research questions were addressed through the use of twenty-eight questions in the research questionnaire. The development process and the usage of the questionnaire is described below.

4.4 Study Population and Sample size

A population is a group of individuals chosen from a general population to be a subset of the target population. This thesis focuses on the entrepreneurial intention of Turkish academicians, who live in Istanbul and are involved in

private universities. Therefore, the population of the study is very big since it encompasses all the entrepreneurial universities in Istanbul.

The thesis has collected a sample size of 203 from 7 universities in Istanbul. The Sampling technique was one of the non-random sampling techniques known as convenience sampling, where participants are selected according to their convenient availability and proximity to the researcher (Sedgwick, 2013). The response number to the survey was 203. 23 out of the 203 collected responses have been deleted due to the missing data and unengaged responses. Therefore, 180 responses have been analyzed.

4.5 Research Instruments

The survey instrument that was used in this study is a Likert Scale. The participants of the study survey were requested to fill in an online survey that consisted of two main parts: demographic questions and questions that are related to the conceptual model. This scale ranged from strongly disagree to strongly agree. Before distributing the questionnaire among participants, essential approvals were acquired from the ethics committee. The survey participants were given information about the research objectives in advance along with guidelines.

4.5.1 Questionnaire

Table 4.1: below shows the item sources used in the questionnaire. Full version of survey items are provided in Appendix A.

Table 4.1: Questionnaire Sources

Category	Code	Factor	Sources
Personal/Individual Factors	EA	Entrepreneurial Attitude	(Javier, et al., 2017)
	CREA,	Creativity,	(Javier, et al., 2017 ; Knockaert, et al., 2015 ; Goel, et al., 2015)
	PU PC	Perceived utility Perceived behavioral control	(Javier, et al., 2017 ; Prodan, et al., 2010 ; Obschonka, et al., 2012 ; Obschonka, et al., 2015)
Contextual Factors	SN	Subjective Norms	(Javier, et al., 2017 ; Foo, et al., 2016)
	ENV	Work Environment	(Javier, et al., 2017 ; Guerrero, et al., 2014)

4.6 Statistical Techniques

The statistical techniques and tools that were used to this thesis are Structural Equation Model (SEM) and Confirmatory Factor Analysis (CFA). SEM and CFA are linked to each other. Factors relationship and their perceived variables as well could be measured through CFA (Byrne, 2010). CFA is capable to assess the validity of the measures simultaneously. Furthermore, there is an ability that SEM provides to test the theories in a quantitative manner and relies on the error factor.

The dissimilarity among CFA and SEM is that Confirmatory Factor Analysis (CFA) is a multivariable quantitative technique applied to analyze how well a set of variables reflect the assessed variables. Researchers in CFA can identify the number of factors needed in the dataset, and which observed variables are correlated to which dependent variable. While SEM is a multivariable statistical method applied to test structural relations, it is the mixture of factor analysis and multiple regression analysis, which is used to test the structural relations among observed variables and theoretical constructs. CFA can stand out as a sole analysis and part of SEM as well (Harrington, 2009).

IBM SPSS version 25 and IBM SPSS AMOS version 22 are the programs which were used to perform the analysis for this thesis. This application also provides the ability to draw a path layout and even represent estimates on demonstrated graphics (Byrne, 2010).

In another way Statistical Package for Social Sciences (SPSS) is one of the oldest and mostly applied statistical software. SPSS is suitable for analyzing primary data gathered via a questionnaire and able to carry a broad range of statistical methods (Huizingh, 2007). SPSS method of analysis has been used so as to process the data and set it up for further SEM analysis carried out in the AMOS technique, and then write down all the descriptions of the analysis that has been made.

5. DATA ANALYSIS AND DISCUSSION

In this chapter the data that has been collected from the participants have been analyzed. It also involves various sections such as demographic data of the respondents and the analysis of data based on the research questions. The items in the questionnaires were grouped into themes on the research model.

5.1 Respondent's profile

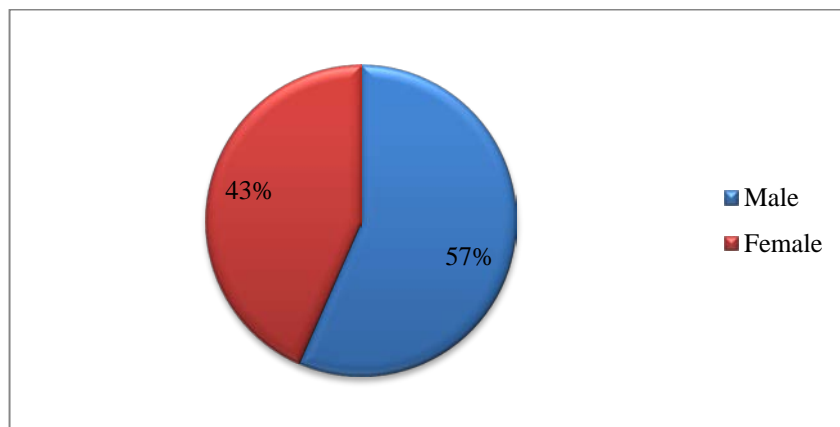


Figure 5.1: Gender

The above figure indicates that 103 of the respondents were Males at about 57% of the responses where the other 77 respondents were Females at about 43% of the responses.

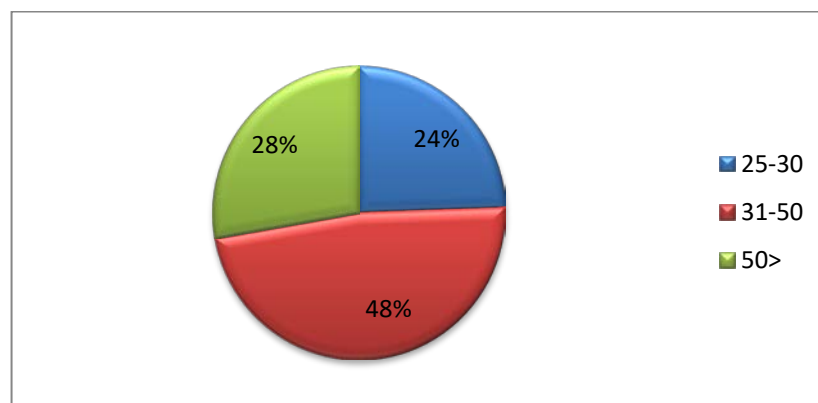


Figure 5.2: Age

The figure above shows that the majority of the respondents 86(48%) were aged between 31 – 50 years, followed by 50(28%) who were aged between 25 – 30 years, while 44(24%) were aged above 50 years.

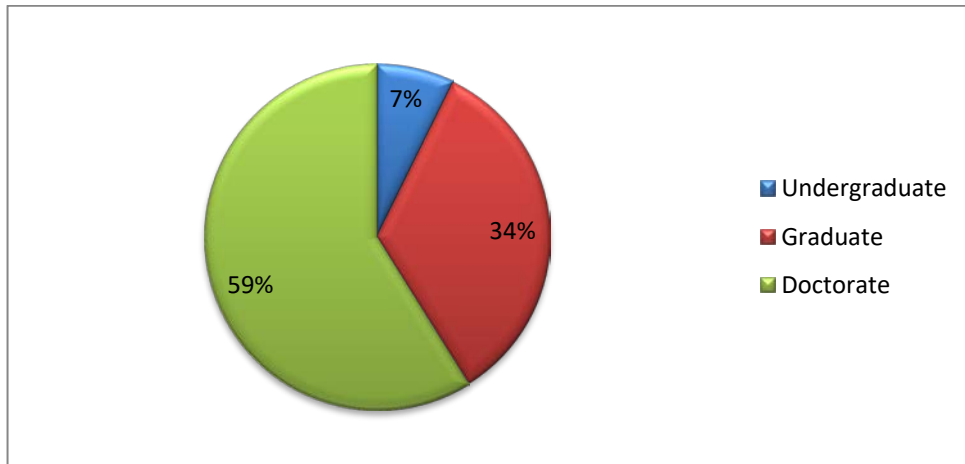


Figure 5.3: Educational Level

Furthermore, the results also show that the highest number of the respondents 106(59%) were Doctorate level, 61(34%) were Graduate, followed by 13(7%) were Undergraduate.

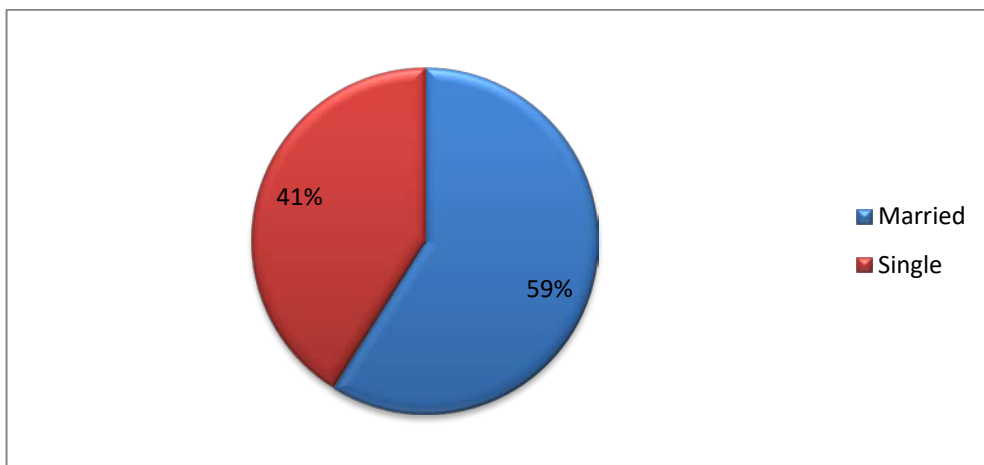


Figure 5.4: Marital Status

Furthermore, most of the respondents with a total of 106 (59%) are already married and the rest of it, which is 74 (41%) are still single.

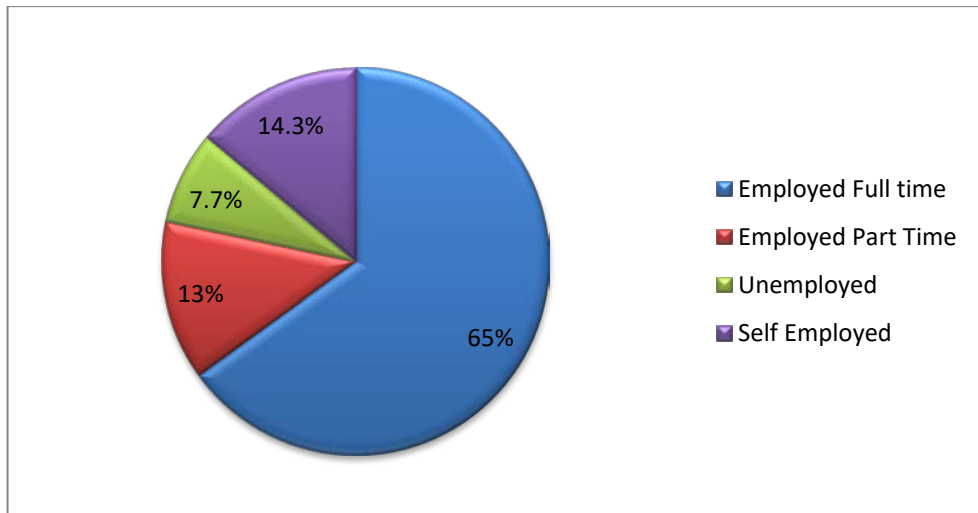


Figure 5.5: Occupation

In the meantime, the majority of the respondents 117 (65%) were full time employed, 24 (13%) were part time employed, while 25 (14.3%) were self-employed, where 14 (7.7%) were unemployed, while no one was retired.

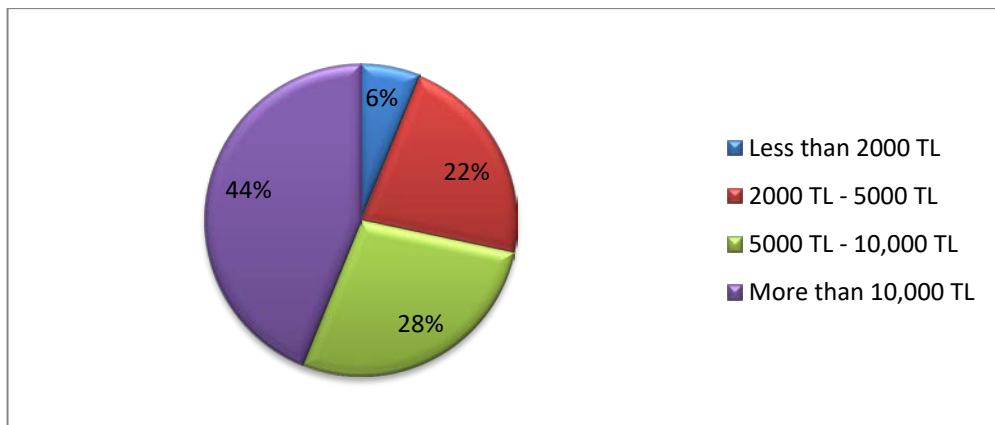


Figure 5.6: Monthly Income rate

The above figure shows that the percentage of Monthly income were 79(44%) income from more than 10,000 TL, and 50(28%) of respondents having income range from 5000 TL to 10,000 TL and 40 (22%) of the respondents were from 2000 TL to 5000 TL and the other 11 (6%) from the respondents were getting less than 2000 monthly.

5.2 Variable Coding

To efficaciously run the CFA and SEM outcome, the subsequent coding conventions were used in the data analysis.

Table 5.1: Variable Coding Used in the Analysis

Variable	Label	Value
Creativity Symbol: CREA Items: 4	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5
Perceived Utility Symbol: PU Items: 4	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5
Business Environment Symbol: ENV Items: 4	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5
Subjective Norms Symbol: SN Items: 4	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5
Entrepreneurial Attitude Symbol: EA Items: 4	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5
Perceived Control Symbol: PC Items: 4	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5
Entrepreneurial Intention Symbol: EI Items: 4	Strongly Disagree	1
	Disagree	2
	Neutral	3
	Agree	4
	Strongly Agree	5

5.3 Reliability and Validity Assessments

When doing a CFA, it is important to develop convergent validity and reliability. If the variables don't reveal acceptable validity and reliability, it is meaningless to move on to evaluate the conceptual model.

Reliability and validity are general measures used to estimate the quality of the research study. They show how well a process, method, technique or test is. Reliability is about the consistency of a measurement, and validity is about the accurateness of a measurement (Middleton, 2019).

This study focuses on convergent validity and composite reliability:

Convergent validity: Within convergent validity, to what extent the operationalization is comparable to (corresponds on) other operationalization that should be equivalent to in principle has been evaluated.

Internal consistency: Internal reliability of consistency calculates the reliability of various items of the same model. If participants are managed by a multi-item construct method, the degree to which respondents score certain items in the same way is a representation of internal consistency.

CR (Composite reliability) (sometimes referred as *construct reliability*) measures the internal consistency in scale items, much like Cronbach's alpha (Netemeyer, et al., 2003). These measures are needed for validity and reliability determinations: Composite Reliability (CR) and Average Variance Extracted (AVE) (Malhotra, et al., 2011).

For reliability to be satisfied the below given threshold have to be met:

$$CR > 0.7$$

For convergent validity to be satisfied the below given threshold have to be met:

$$AVE > 0.5$$

This study meets both validity and reliability assumptions (Table 5.2). Only AVE value of ENV is slightly less than 0.50 which not considered major problem in this study.

Table 5.2: Reliability and Validity Assessment.

	CR	AVE
EI	0.818	0.692
ENV	0.735	0.482
PU	0.782	0.546
SN	0.717	0.560
EA	0.835	0.717
PC	0.770	0.629
CREA	0.742	0.501

5.4 Normality Assessment

In analysis, the normality assessment is used to decide if a data set is well represented by the normal distribution and to measure how possibly a random factor representing the data set can normally be distributed.

The most important persistent probability is typical normal distribution, the normal distribution has a bell-shaped curve presented by its mean and standard deviation, and the high values in the data have no major effect on the average value.

One of the presumptions of SEM is that the data is multivariable normal. In this research normality assessment was executed through kurtosis statistics. Rescaled standardized kurtosis index for every individual scale item was acquired in AMOS and given in the table 5.3.

In statistical analysis, skewness is a measurement of the imbalance of a random variable's likelihood distribution concerning to its average value. In simple words, skewness specifies the degree of skew (departing from horizontal uniformity) and its direction. The value of skewness may be negative or positive, or may even be unknown at times. If the skewness is 0, the data is

absolutely symmetrical, although it is very rare for data in the real world. As a rule of thumb, (Data, 2015):

- The distribution is extremely skewed if skewness is less than -1 or more than 1,
- If skewness is in between -1 and -0.5 or in between 0.5 and 1, the distribution is skewed moderately.
- The distribution is generally symmetric if skewness is in between -0.5 and 0.5.

Kurtosis specifies the main summit point's maximum height and sharpness, comparable to that of a regular normal distribution bell curve.

- If kurtosis is less than 3, the distribution is Platykurtic that means Negative kurtosis.
- If the kurtosis is equal to 3, then the distribution is Mesokurtic, implying Normal distribution.
- If kurtosis is Greater than 3, the distribution is Leptokurtic that means Positive kurtosis.

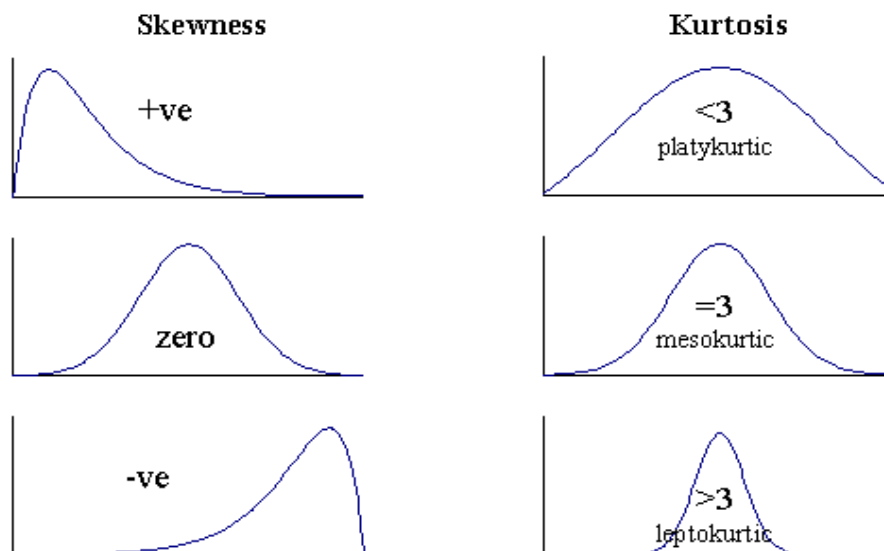


Figure 5.7: Skewness and Kurtosis graphs

So as to conduct SEM analysis it is significant to make sure that the given data is multivariate normal. It is interrelated to the fact that SEM covers big sample for analysis objectives. Accordingly, it is essential to conduct data screening

and specially to check if data meets normality requirements. Most of the researches have concluded that usually acceptable range for KI is the value of 3. Just in case the value is more than 3 it indicates to positive kurtosis and if less than 3 it indicates to negative kurtosis. Although, it is also well-known that most of the statistical tools and software rescale this value to 0 (Byrne, 2012). Table 5-3 comprises normality assessment Obtained via AMOS software. Conducted results meet normality criteria set above.

Table 5.3: Normality Assessment

Variable	min	max	skew	c.r.	kurtosis	c.r.
PCT4	1.000	5.000	-.802	-4.244	.206	.544
ENV4	1.000	5.000	.016	.085	-.396	-1.048
CR3	1.000	5.000	-.232	-1.230	-.826	-2.186
CR2	1.000	5.000	-.793	-4.197	.249	.659
ENV2	1.000	5.000	-.374	-1.977	-.661	-1.749
PCT2	1.000	5.000	-.625	-3.305	-.201	-.532
SNR4	1.000	5.000	-.602	-3.183	.152	.402
SNR3	1.000	5.000	-.715	-3.782	.214	.567
PUT1	1.000	5.000	-.755	-3.993	.542	1.435
EAT1	1.000	5.000	-.945	-5.002	.701	1.855
EAT3	1.000	5.000	-1.044	-5.525	1.092	2.888
PUT3	1.000	5.000	-1.085	-5.740	1.474	3.900
PUT4	1.000	5.000	-.122	-.644	-.418	-1.107
EIN3	1.000	5.000	-.776	-4.104	-.045	-.119
EIN1	1.000	5.000	-.213	-1.129	-.861	-2.278
PCT3	1.000	5.000	-.544	-2.878	-.171	-.453
ENV1	1.000	5.000	.096	.510	-1.086	-2.872
Multivariate					31.786	8.105

5.5 Collinearity Assessment

Collinearity, in statistics is the correlation in between independent variables (or predictor variables), such that they demonstrate a linear relationship in a regression model. When independent variables in the same regression model are correlated, they can't predict the value of the dependent variable independently.

For the purposes of data screening, this thesis also conducted evaluations of collinearity. The collinearity take place when various predictor factors happen to test the exact same entity and this is not desirable. One of the standard ways used to test the collinearity degree among the factors is Running Linear Analysis in SPSS the software. These thresholds are suggested to conduct in collinearity assessment:

- Tolerance values which are $< .10$ are solid predictors of multivariate collinearity
- Variance Inflation Factor (VIF) values ≤ 1 not correlated, between 1 and 10 is moderately correlated, greater than 10.0 is a strong indicator of multivariate collinearity

Using statistic software SPSS, VIF and Tolerance have been calculated for the independent variables separately by doing collinearity regressions. According to the obtained results multivariate collinearity issues weren't found (Klein, 2011). The results for each independent variable are summarized individually in Tables 5.4, 5.5, 5.6 and 5.7.

Table 5.4: Dependent Variable: CREATIVITY

	Tolerance	VIF
PU	0.867	1.153
ENV	0.797	1.255
SN	0.814	1.229

Table 5.5: Dependent Variable: PERCEIVED UTILITY

	Tolerance	VIF
ENV	0.792	1.263
SN	0.816	1.225
CREA	0.863	1.159

Table 5.6: Dependent Variable: ENVIRONMENT

	Tolerance	VIF
SN	0.891	1.122
CREA	0.723	1.383
PU	0.721	1.386

Table 5.7: Dependent Variable: SUBJECTIVE NORMS

	Tolerance	VIF
CREA	0.712	1.404
PU	0.718	1.393
ENV	0.860	1.163

5.6 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) is an analysis test used to confirm a group of observed items in the factor structure. CFA helps the researcher to conduct a hypothesis test that there is a correlation between the observed variables and their related primary constructs. Researchers utilize information of empirical study, theory, or even both, presumes a prior relation pattern and then statistically conduct a hypothesis test.

CFA and also SEM, depends on various statistical analyses to define the acceptability of model fit to the data set. The chi-square measure shows the degree of variation in between matrices of covariances observed and predicted. A close to zero chi-square value indicates a slight variance between the matrices observed and predicted of the covariance. Furthermore, when chi-square is near zero, the probability point should be higher than 0.05.

Note:

Based on the modification indices provided by AMOS and model fit issues following items were deleted from the model for the further analysis: Creativity_1, Creativity_4, , Percieved-Utility_2, Enviroment_3, Subjective-

Norm_1, Subjective-Norm_2, E-Attitude_2, E-Attitude_4, Perceived-Control_1, E-Intention_2, and E-Intention_4.

CFA tends to reveal the correlation of the observed factors with their latent factors. Thus, regression paths that link the variables that have been mentioned were tested and estimated. Table 5.8 shows these relationships within hypothesized model (***) indicates to $p < 0.001$).

Table 5.8: CFA Unstandardized Regression Weights

			Estimate	S.E.	C.R.	P	Label
PCT3	<---	PERCEIVED CONTROL	1				
EIN1	<---	ENTREPRENEURSHIP INTENTION	0.94	0.077	12.27	***	
EIN3	<---	ENTREPRENEURSHIP INTENTION	1				
EAT3	<---	ENTREPRENEURSHIP ATTITUDE	1.028	0.08	12.781	***	
PUT4	<---	PERCEIVED UTILITY	1.326	0.156	8.509	***	
PUT3	<---	PERCEIVED UTILITY	1.227	0.147	8.366	***	
EAT1	<---	ENTREPRENEURSHIP ATTITUDE	1				
PUT1	<---	PERCEIVED UTILITY	1				
CR2	<---	CREATIVITY	0.776	0.099	7.817	***	
CR3	<---	CREATIVITY	1				
PCT4	<---	PERCEIVED CONTROL	1.075	0.154	6.964	***	
ENV 1	<---	ENVIROMENT	1.311	0.2	6.55	***	
ENV 2	<---	ENVIROMENT	1				
ENV 4	<---	ENVIROMENT	0.972	0.149	6.538	***	
SNR4	<---	SUBJECTIVE NORMS	1				
SNR3	<---	SUBJECTIVE NORMS	1.162	0.189	6.14	***	
PCT2	<---	PERCEIVED CONTROL	1.262	0.164	7.71	***	

To assess the comparative power of the observed variable, Standardized Regression Weights are evaluated to describe underlying variable. Values of estimates typically indicate high contribution Table 5-9. Based on some study models in the review of the literature, they hypothesized their collected

responses and their fitness is examined (Byrne, 2010). And Figure 5.10 demonstrates Hypothesized model. In order to conduct a CFA at least two items (questions) are needed for each factor in the model (Klein, 2011). Current study contains maximum four and minimum two items (questions) per factor.

Table 5.9: Standardized Regression Weights

			Estimate
PCT3	<---	PERCEIVED CONTROL	0.649
EIN1	<---	ENTREPRENEURSHIP INTENTION	0.791
EIN3	<---	ENTREPRENEURSHIP INTENTION	0.871
EAT3	<---	ENTREPRENEURSHIP ATTITUDE	0.865
PUT4	<---	PERCEIVED UTILITY	0.782
PUT3	<---	PERCEIVED UTILITY	0.765
EAT1	<---	ENTREPRENEURSHIP ATTITUDE	0.828
PUT1	<---	PERCEIVED UTILITY	0.664
CR2	<---	CREATIVITY	0.694
CR3	<---	CREATIVITY	0.881
PCT4	<---	PERCEIVED CONTROL	0.667
ENV1	<---	ENVIROMENT	0.727
ENV2	<---	ENVIROMENT	0.629
ENV4	<---	ENVIROMENT	0.722
SNR4	<---	SUBJECTIVE NORMS	0.719
SNR3	<---	SUBJECTIVE NORMS	0.776
PCT2	<---	PERCEIVED CONTROL	0.78

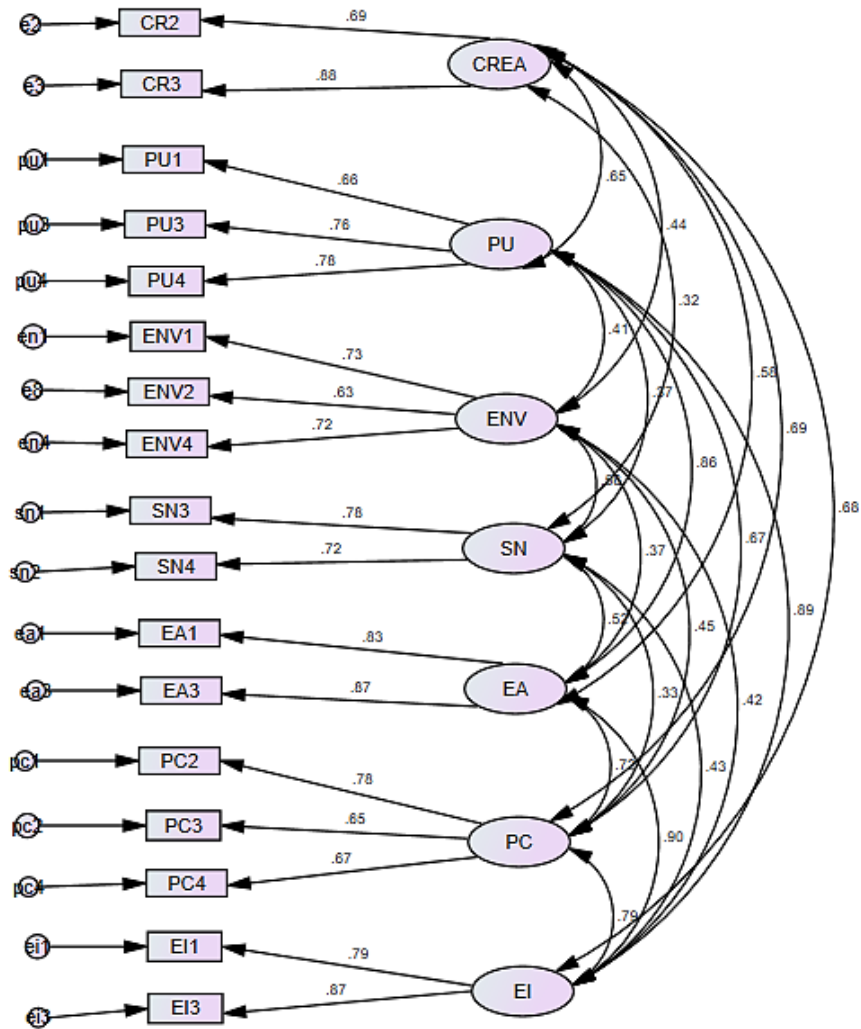


Figure 5.8: Confirmatory Factor Analysis (CFA) Model

The Comparative Fit Index (CFI) is equivalent to the modified sample size discrepancy function. CFI ranges from 0 to 1 with a larger value representing better fit for the model. Adequate model fit is labelled with a CFI value of 0.90 or more (Hu & Bentler, 1999). Root Mean Square Approximation Error (RMSEA) is associated to lingering in the framework model. The RMSEA values varies between 0 and 1 with a lesser RMSEA value signifying better fit for the model. RMSEA value 0.06 or less shows adequate model fit (Hu & Bentler, 1999). Then the parameter values are checked if model fit is adequate. The rate of every parameter value to its standard error is expressed as a z statistic and is important at the level 0.05 if its value exceeds 1.96 and its value exceeds 2.56 at the level 0.01 (Hoyle, 1995). Unstandardized estimates of parameters hold the variables scaling information and can only be explained

with references to the variable scales. Standardized parameter estimates are unstandardized estimates transitions that remove scaling and can be used in the model for unofficial parameter correlations. Standardized measurements lead to estimates of the effect size (Diana D. Suhr, 1999).

SRMR ≤ 0.05 (Byrne, 2010) or ≤ 0.08 (Schreiber, et al., 2006)

RMSEA – the values between 0 and 0.08 (Hooper, et al., 2008) or ≤ 0.06 to 0.08 (Schreiber et al., 2006) demonstrate good level of fit

PCLOSE > 0.05 (Byrne, 2010)

Table 5.10:Model of fit metrics for CFA model

Measure	Threshold	Proposed Model	Remarks
CFI	>0.95 great; 0.90 traditional; >.80 permissible	0.961	great
CMIN/DF	<3 good; <5 permissible	1.508	good
GFI	>0.95 good; >0.9 moderate; >0.8 acceptable	0.903	moderate
AGFI	>0.80	0.849	good
RMSEA	<0.05 good; 0.05-0.10 moderate; >0.10 bad	0.055	moderate
PCLOSE	>0.05	0.308	great

5.7 Hypotheses Testing/ Structural Equation Modeling (SEM)

Structural Equation Modeling concentrates on analyzing and evaluating relationships between hypothesized latent variables. Moreover, SEM provides larger extent of options related to relationship among latent variables comparing to CFA and involve two components:

- Measurements model (CFA itself)
- Structural model

While measurement model (CFA) studies the relationship between the underlying variables and their measures. The structural model (SEM analysis) is the relation between the underlying variables of presented model.

Figure 5-11 depicts structural model of this study. In this study standardized regression weights (beta coefficients) were used to debate the results. Those standardized coefficients are shown on the arrows in the below depicted figure. Standardized coefficients indicate to how many standard deviations a dependent variable vary, per standard deviation increase in the independent variable.

Squared multiple correlations (coefficient of determination) for dependent variables Perceived Control (PC), Entrepreneur Attitude (EA) and Entrepreneur Intention (EI) are 0.340, 0.860 and 0.910 in that order. Squared multiple correlation is the amount of the variance in the dependent variable that is anticipated from the independent variables. For the presented model squared multiple correlations implies that 34.0 percent of variance in PC, 86.0 percent variance in EA and 91.0 percent variance in EI, are explained by their predictor variables.

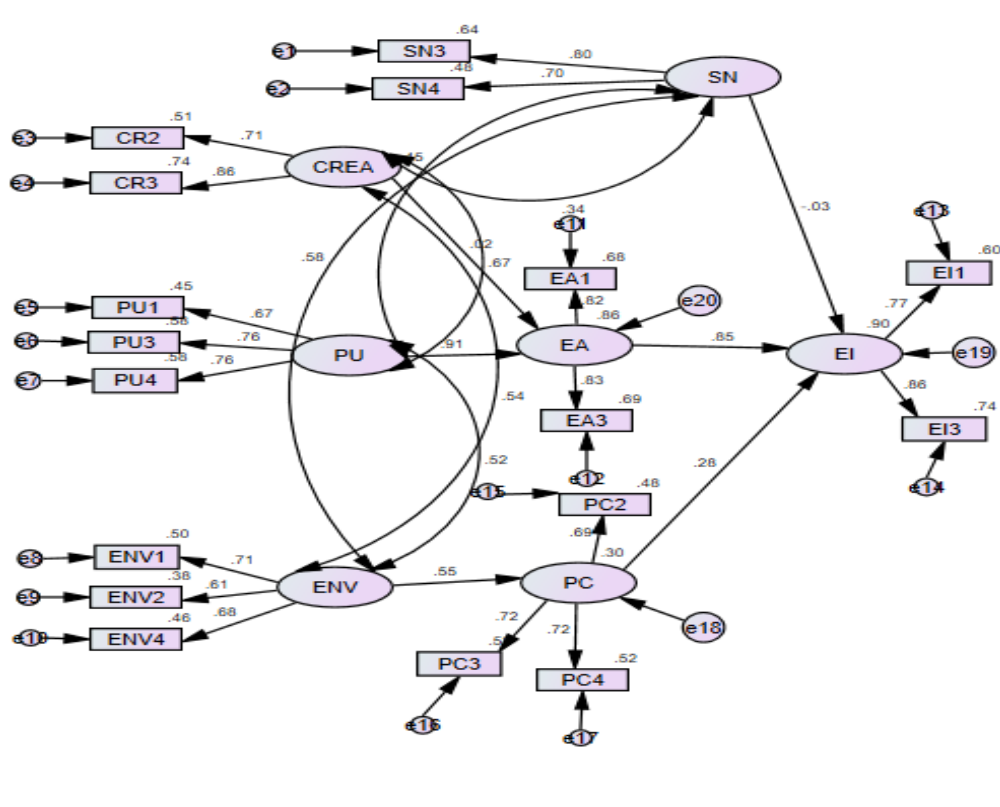


Figure 5.9: Structural Equation Model

Model fit metrics of structural model is depicted in Table 5-11. Considering the metrics of CMIN/DF, CFI and RMSEA it can be concluded that presented structural model is a well-fitting model.

Table 5.11: Model of fit metrics for Structural model

Measure	Threshold	Proposed Model	Remarks
CFI	>0.95 great; 0.90 traditional; >.80 permissible	0.911	traditional
CMIN/DF	<3 good; <5 permissible	2.056	good
GFI	>0.95 good; >0.9 moderate; >0.8 acceptable	0.873	acceptable
AGFI	>0.80	0.818	good
RMSEA	<0.05 good; 0.05-0.10 moderate; >0.10 bad	0.08	moderate
PCLOSE	>0.05	0.01	acceptable

R-squared also known as Squared Multiple Correlations (SMC) shows the variance percentage (level) reflected by predictor variables of the factors in question (Byrne, 2010). R-squared values are within 0 and 100%. In other words, the higher value of R-squared gets, the better sample data matches the model. R-squared values for hypothesized structural model are portrayed in table 5-12 and on the basis of these results it can be concluded that whole Independent variables (predictors) define dependent variables reasonably well.

Table 5.12:Squared Multiple Correlations

	Estimate
PC	.303
EA	.862
EI	.901
PCT4	.516
PCT3	.522
PCT2	.482
EIN3	.744
EIN1	.595
EAT3	.691
EAT1	.677
ENV2	.376
ENV4	.462
PUT4	.577
PUT3	.579
CR3	.737
CR2	.506
SNR3	.643
SNR4	.484
PUT1	.453
ENV1	.503

Finally, thanks to p-value that hypotheses were examined to see whether they are supported or not (Table 5.13). Creativity (CREA) (H1: $\beta = 0.023$, S.E. = 0.095 and $p = 0.809$) did not show any significant impact on Entrepreneurship Attitude (EA). However, Perceived Utility (PU) (H2: $\beta = 1.292$, S.E. = 0.196 and $p < 0.001$) was found to have positive significant impact on Entrepreneurship Attitude (EA). Environment (ENV) (H3: $\beta = 0.546$, S.E. = 0.119 and $p < 0.001$) was found to have positive significant impact on Perceived Control (PC).

Subjective Norms (SN) (H4: $\beta = -0.042$, S.E. = 0.106 and $p = 0.690$) did not show any significant impact on Entrepreneurship Intention (EI). Entrepreneurship Attitude (EA) (H5: $\beta = 0.964$, S.E. = 0.095 and $p < 0.001$) was found to have positive significant impact on Entrepreneurship Intention (EI). At the same time Perceived Control (PC) (H6: $\beta = 0.380$, S.E. = 0.095 and $p < 0.001$) was found to have positive significant impact on Entrepreneurship Intention (EI). The summary of the hypotheses testing is shown in Table 5.14.

Table 5.13: Regression Weights

			Estimate	S.E.	C.R.	P	Label
EA	<---	CREA	.023	.095	.242	.809	
EA	<---	PU	1.292	.196	6.583	***	
PC	<---	ENV	.546	.119	4.593	***	
EI	<---	SN	-.042	.106	-.399	.690	
EI	<---	EA	.964	.095	10.141	***	
EI	<---	PC	.380	.095	3.991	***	

Note: *** refers to $P < 0.001$

Table 5.14: Hypotheses Testing Results

Hypothesis	Relationships	Status
H1	EA < ---- CREA	Not supported
H2	EA < ---- PU	Supported
H3	PC < ---- ENV	Supported
H4	EI < ---- SN	Not supported
H5	EI < ---- EA	Supported
H6	EI < ---- PC	Supported

6. CONCLUSION AND RECOMMENDATION

6.1 Overview

In this chapter the discussion of findings, recommendations for future researches and conclusions to support the outcome of the thesis, and some limitations that have been faced are presented below.

6.2 Discussion of the Findings

Based on the Theory of Planned Behavior (TPB), this thesis was conducted to examine the determinants of entrepreneurial intention among Turkish academicians. The study discovered that Creativity has no impact on the person's attitude toward academic entrepreneurship. The outcome above presented that the significance levels and the beta values illustrated no relation. Individual's creativity doesn't affect their attitude towards innovation or entrepreneurship, yet this does not change the fact that being creative is important for individuals to become an entrepreneur, creativity helps entrepreneurship in general. Entrepreneurship is the outcome of a process that applies both creativity and innovation to take advantage of a marketplace opportunities (Goh, 2015).

H1. Academic's Creativity (CREA) positively influences academic's Entrepreneurship Attitude (EA) (Not Supported).

Secondly, the study discovered that Perceived Utility (PU) positively influences the attitude toward academic entrepreneurship of Turkish academicians. Subjective expected-utility of the individuals tend to influence a person's choice to pursue an entrepreneurial career, on the other hand; it can't be just ignored the fact that sometimes-having wide range of expected utility is unsafe and may be dangerous it can be a not so good for the health of the new business in general.

Therefore, Private Turkish universities and academician's excepted utility tend to have a very much positive influence on their entrepreneurship attitude.

H2. Academic's Perceived utility (PU) positively influences the academic's Entrepreneurship Attitude (EA) (Supported).

Thirdly, the results showed that Business Environment (BA) positively impacts on the Perceived Control (PC). If there is a good business environment (a good economic situation of the local area, availability of logistic infrastructure, financial investors, university aid techniques), it will have a high influence on their entrepreneurial activities to start up a new academic business.

H3. The business environment (ENV) positively impacts academic's perceived control (PC) (Supported).

Fourthly, Subjective Norms (SN) which can be considered the social environment (family, friends, and co-workers) doesn't have any impact on entrepreneurial intention. The findings above revealed that the beta values and the significance levels define that subjective norms don't have any impact on entrepreneurship intentions toward academics.

H4. Subjective norms (SN) have a positive impact on academic's entrepreneurial intention (EI) (Not Supported)

Fifthly, the results showed that Entrepreneurship Attitude has a positive impact on the entrepreneurship intention. The study results above showed that the beta values and the significance levels defined a positive relationship. Thus, if academicians have a positive attitude towards entrepreneurial activities that includes a greater motivation to give time and effort to establishing a new spin-off (Javier, et al., 2017).

H5. Academic's entrepreneurial attitude (EA) has a positive impact on academic's entrepreneurial intention (EI) (Supported).

Lastly, Perceived Control (PC) has a positive impact on Entrepreneurship Intention, results above presented that the beta values and the significance levels have shown that the perceived control has a positive impact on entrepreneurship intention. This section involves the feeling of being able to (have the essential skills to begin a business and succeed in it), but also the

awareness about controllability of the behavior (López, 2009; Javier, et al., 2017). Previous studies normally tend to agree that controllability perceptions are positively linked to the intention to become a creator (Schlaegel & Koenig, 2014).

H6. Academic's perceived control (PC) has a positive impact on academic's entrepreneurial intention (EI) (Supported).

6.3 Conclusion, Limitations and Recommendations for Future Researches

6.3.1 Conclusion

This study investigated the factors that impact on the entrepreneurial intention of academicians in Turkey such as; creativity, expected utility, attitude, environment, perceived control, and subjective norms. And the findings revealed that the expected utility has a positive impact on the entrepreneurship attitude and the business environment has a positive impact on the perceived control. Also, the attitude and the perceived control positively significantly influence the entrepreneurial intention.

On the other hand, the results revealed that the creativity doesn't have any impact on the entrepreneurial attitude. While in a research study done in Spain by Javier, et al. (2017) creativity was the factor that contributes the most towards explaining the entrepreneurial attitude. The reason it has been rejected is that there is a culture differentiation, the mindset of the study population is different. As well as the subjective norms didn't show any impact on the entrepreneurial intention of academicians in Turkey. There are many TPB based works on intention that have revealed no relation between the subjective norms and the entrepreneurial intention such as (Javier, et al. 2017; Krueger, et al., 2000). While some other studies found a relation between them (Huyghe, et al., 2016). It seems that particular places the subjective norms tend to influence the individual's intention towards entrepreneurship, whereas in other places it doesn't and that is the cultural differentiation of the target populations.

A main difference between the academic entrepreneurship and other entrepreneurial professions is that many entrepreneurs prefer to concentrate on the social impact and distribution of their goods, while researchers and services

that they sell also contribute to the development of the academic field. Entrepreneurship programs run by universities concentrate on improving the attitude of the potential entrepreneurs, delivering the message that, despite all the challenges that arise when starting spin-offs, the entrepreneurship route can be an exciting alternative for academics and complements their teaching and research work, which can also be improved by experience. In addition, altogether, the results reveal that academic entrepreneurship mostly depend on the entrepreneurial attitude of the entrepreneurs and their ability to start spin-off. While normal entrepreneurs tend to focus more on the social impact and the distribution of their products.

This study was through the academician's intention to of starting education business, is focused on the personal willingness that attracts individuals to entrepreneurial activities. There are no previous studies on the determinants of the entrepreneurship intention among Turkish academicians in Istanbul, this study contributes to improving the entrepreneurial intention and attitude of Turkish universities, particularly in Istanbul city.

6.3.2 Research Implications

This research indicates that, in socio cultural and educational context with entrepreneurship custom, entrepreneurship intention is not affected by subjective norms and depends more on the personality and the environment of the academics themselves. In view of this, it is recommended that university executives consider promoting a transformation in this environment by implementing a culture that involves entrepreneurial practices as part of the professional education system.

Institutions administrators should therefore be conscious that the optimal approach to promote entrepreneurship in their own universities is to establish the situations aimed to maximize the attitude of their institutions towards entrepreneurship. Therefore, as outlined by Huyghe and Knockaert (2015), it would be fascinating to introduce new incentive programs for institutions that not only focus on their teaching and research quality but also place specific importance on activity to move research results to commercialization (patent licensing, joint ventures, spin-off development, etc.).

Furthermore, university-led entrepreneurship development programs should concentrate on improving the entrepreneurship attitude of potential entrepreneurs, conveying the message that, for all the challenges that arise when a beginning a business, the entrepreneurship path can be an exciting option for institutions that matches their research and education work, and can also be strengthened by the knowledge gained from the implementation of an entrepreneurial project. Thus, it is not compulsory to research/teaching or entrepreneurship activities, but instead the two pathways can be established in parallel and matched thanks to the substantial cooperation between them.

6.3.3 Limitations

In spite of the efforts that has been put into the design of the current study, it is not free of limitations. Firstly, a common limitation of this type of research study is that rising the self-selection bias. Self-selection bias is a bias that arises in to the research study when individuals choose whether or not to participate in the research, and sometimes those who choose to participate are not equivalent to the research criteria. For instance, when a survey has been taken which measures level of confidence in particular thing, those who are proud of their abilities are more likely to want to do it and that may cause sampling bias (Stephanie, 2017). Therefore, individuals with a previous interest in the topic of the research study are more likely to be attracted to respond to such a study. Secondly, structural equation modeling SEM wants a minimum of 200 responses as a sample size, it was needed to delete about 23 responses from 203 collected responses due to the missing data and unengaged responses. So, 180 responses have been analyzed. Thirdly, as this study involves some personal factors that include questions about the individual's characteristics, therefore, some individuals may not be pleased by the questions and find them too personal and might not give the actual answer, so the self-report limitation should be there as sometimes people don't reveal their actual behavior. Lastly, the convenience sampling technique which the participants are selected due to their convenient availability and proximity to the researcher was used in this study; therefore, there has been a possibility to over or under-represent the target population.

6.3.4 Future Research Directions

This study adds to the previous literature on Entrepreneurship Intention since the research involves in the field of academic entrepreneurship framework and the Theory of Planned Behavior TPB models. It is recommended for researchers, who additionally involving in estimating academic performance to also involve knowledge transfer activities. It is also suggestable to widen the study by reaching many more universities inside Turkey and that will make the results more general. Also, it is suggestable, splitting the Business environment factor and the public/local authorities, because government support is a main issue in proceeding entrepreneurial activities. Similarly, it would be interesting for future work to analyze the impact that control variables, such as age gender, may have on the proposed model.

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APPENDIX

APPENDIX A questions

APPENDIX B Ethical Approval Form

APPENDIX A questions

Topic : Determinants of entrepreneurial intention among academicians in Turkey

Konu: Türkiye'deki akademisyenler arasındaki girişimcilik niyetinin belirleyicileri

Demographic questions (demografik sorular) :

Gender (Cinsiyet): Male (Erkek) Female (Kadın)

Age (Yaş): 19-30 31-50 50+

Educational Level (Eğitim seviyesi): High school diploma (Lise diploması)

Undergraduate (Lisans) Graduate (Yüksek Lisans) Doctorate

(Doktora)

Marital status (Medenihal): Single (Bekar) Married (Evli)

Occupation (Meslek): Employed full time 40+ hours a week (Tam zaman çalışan haftada 40+ saat) Employed part time less than 40 hours a week

(Yarızaman çalışan haftada 40 saat) Unemployed (İşsiz) Retired

(Emekli) Self-employed (kendiişinde çalışan)

Monthly Income rate (Aylık geliri oranı): Less than (Daha az) 2000 TL

2000 TL-5000 TL 5000 TL-10,000 TL More than (Daha fazla) 10,000 TL

ENG: Use the scale to rate your level of agreement with each statement about the academic entrepreneurship intention (1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree)


Türkçe: Akademik girişimcilik niyetiyle ilgili her bir ifade ile anlaşma seviyeniz iderecelendirmek için ölçeği kullanın (1: Kesinlikle Katılmıyorum, 2: Katılmıyorum, 3: Tarafsız, 4: Katılıyorum, 5: Kesinlikle Katılıyorum)

Creativity (CREA)	1	2	3	4	5
I consider myself a very creative person. Kendimi çok yaratıcı biri olarak görüyorum.					
I like to start new projects, despite the risk of being wrong. Yanlış olma riskine rağmen yeni projeler başlatmayı seviyorum.					
To be stimulated, I need constant changes even when those changes involve greater uncertainty. Teşvik edilmek için, bu değişiklikler daha büyük bir belirsizlik içerdiğinden bile sürekli değişikliklere ihtiyacım var.					
When a change occurs, for me the opportunities that arise are more important than any threats it represents. Bir değişiklik olduğunda, benim için ortaya çıkan fırsatlar temsil ettiği tehditlerden daha önemlidir.					
Perceived utility (PU)					
Being an entrepreneur would entail a very high degree of autonomy.					

Girişimci olmak çok yüksek derecede bir özerklik gerektirir.					
The financial return that I would get by becoming an entrepreneur would be high. Girişimci olarak elde edeceğim finansal getiriler yüksek olacak.					
The personal satisfaction from being an entrepreneur would be very high. Girişimci olmanın kişisel memnuniyeti çok yüksek olacaktır.					
The quality of life that I would get from being an entrepreneur would be very high. Girişimci olmaktan alacağım yaşam kalitesi çok yüksek olurdu.					
Business environment (ENV)					
It is easy to find investors for a new business. Yeni bir iş için yatırımcı bulmak kolaydır.					
The country's economic situation will improve notably in the coming years. Ülkenin ekonomik durumu, özellikle önümüzdeki yıllarda gelişecektir.					
There are sufficient consulting firms that can help start up a business. Bir iş kurmaya yardımcı olabilecek yeterli danışmanlık şirketleri vardır.					
There are enough grants and subsidies to create businesses. İşletmeler oluşturmak için yeterli bağış ve sübvansiyon var.					
Subjective norms (SN)					
My family would support me in my career as an entrepreneur. Ailem kariyerim girişimci olarak beni destekler.					
My friends see entrepreneurship as a logical option. Arkadaşlarım girişimciliği mantıklı bir seçenek olarak görüyorlar.					
The culture of my region encourages entrepreneurship. Bölgedeki kültür girişimciliği teşvik ediyor.					
Most people in my region see entrepreneurship as very positive. Bölgedeki çoğu insan girişimciliği çok olumlu görüyor.					
Entrepreneurial attitude (EA)					
I find the idea of being an entrepreneur attractive. Bir girişimci olma fikrini çekici buluyorum.					
Given the opportunity and resources, I would like to create a spin-off business. Fırsatlar ve kaynakları göz önüne alındığında, birtan ürün iş kurmak istiyorum.					
Being an entrepreneur would generate in me a feeling of great satisfaction. Girişimci olmak bana büyük memnuniyet duygusu doğuracak.					
I think if I decide to start a spin-off business then it would succeed.					

Sanırım bir şirket kurmaya karar verirsem başarılı olur.					
Perceived control (PC)					
I am able to recognize a business opportunity before others do. Diğerlerinden önce bir iş fırsatını tanıyabilirim.					
I can conduct market research for a new product. Yeni bir ürün için pazar araştırması yapabilirim.					
I can organize and maintain my business's financial information. İşletmemin finans albilgilerini düzenleyebilir ve bakımyapabilirim.					
I can develop a strategic plan. Stratejikbir plan geliştirebilirim.					
Entrepreneurial intention (EI)					
I am determined to create a business in the future. Gelecekte birişkurmayakararlıyım.					
I intend to commercialize the results of my research through a spin-off. Araştırmamın sonuçlarını bir işletme aracılığıyla ticarileştirmek niyetindeyim.					
I would very much like to be an entrepreneur. Girişimci olmak istiyorum.					
I recently searched for information on how to create a spin-off to commercialize the results ofmy research. Kısa bir süre önce , araştırmamın sonuçlarını ticarileştirmek için nasıl bir yan ürün oluşturacağıma dair bilgi aradım.					

APPENDIX B Ethical Approval Form

**T.C.**
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : 88083623-020
Konu : Najma Barre NUR'un Etik Onayı Hk.

Sayın Najma Barre NUR

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 12.07.2019 tarihli ve 2019/10 sayılı kararıyla uygun bulunmuştur.
Bilgilerinize rica ederim.


e-imzalıdır
Prof. Dr. Ragıp Kutay KARACA
Müdür

06/09/2019 Enstitü Sekreteri NESLİHAN KUBAL

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RESUME

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Institution	Istanbul Aydin university
GPA	3.44
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GPA	3.5
Graduation Date	2016
Location	Mogadishu-Somalia

Work Experience:

Deputy Registrar, IT department Coordinator at Aden Adde International University in Mogadishu - Somalia

(June 2016 – Aug 2017)

Advertisement Department member at Shall We Go of ACY group of companies in Istanbul - Turkey

(April 2020 – July 2020)

Public Relation Officer at African Student Union (ASU) of Istanbul Aydin University in Istanbul -Turkey

(Aug 2019 – Present)

Languages:

- ✓ English: Fluent
- ✓ Arabic: Fluent
- ✓ Turkish: Very good
- ✓ Somali: Native

Skills	Talents	Computer Skills	Interests
Good communication skills	Public speaking	Fast Typing	Reading
Time management skills	Critical thinking	Microsoft Office and window tools	Shopping
Organizational skills	Problem solving	Programming and designing	Traveling
Team management skills	Easily adopting	Graphic design	Leading