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e-ISSN: 2067 – 9270 ISSN–L: 2066 – 7329

Revista Românească pentru Educație Multidimensională

2017, Volume 9, Issue 3, December, pp. 129-139

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Doi: https://doi.org/10.18662/rrem/2017.0903.08

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How to cite: Yavuzaslan, A., Bariscil, A. (2017). Career in Entrepreneurship: Perceptions of Hungarian and Turkish Students. *Revista Romaneasca pentru Educatie Multidimensionala,* 9(3), 129-139. DOI: https://doi.org/10.18662/rrem/2017.0903.08

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Career in Entrepreneurship: Perceptions of Hungarian and Turkish Students

Abdulkerim YAVUZASLAN[1], Ahmet BARISCIL[2]

Abstract: Entrepreneurship is vital to all societies of the world to sustain economic and social development. Generally speaking, promoting entrepreneurship among university students before they begin their career is inevitable. It is very intriguing to study the future entrepreneurial intentions of university students preparing themselves for their respective professional career. Young people attending higher education institutions are theoretically better equipped; at first glance, we think they should be more entrepreneurial than their counterparts who have lower degrees of education. In many studies, though, the opposite has been found. In our study, rather than these contentions, we aim to examine the factors that influence entrepreneurship in the career of Turkish-Hungarian higher education students who are studying in Hungary. Face-to-face interviews were conducted with 20 students (10 Turkish and 10 Hungarian) studying at the different faculties and programs of three Hungarian universities. After the interviews, the data were subjected to content analysis, and subsequently analysed in detail.

Keywords: Entrepreneurship, Career, Higher Education Students, Turkey, Hungary.

1. Introduction

What do you desire
What makes you itch
What sort of situation would you like[2]

Alan Watts, a famous British philosopher, posed these questions to students who wanted his advice on their career. It is inevitable for students to constantly work on their expectations and reservations regarding their future. However, appealing the words, Alan Watts finished his advice with - "Forget money, and do what gives you thrill." This advice does not seem very rational from students' point of view today.

Entrepreneurship is exceedingly important in developed and developing industrial societies (Gross et al., 2013). It also plays an important role in employment. Therefore, support and development of

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[3] See Link: https://www.youtube.com/watch?v=VPCp5xsP-vk , (02.12.2016)

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entrepreneurship in individuals is also important for the well-being of society as a whole. At this point, we may pose the question: "What factors influence entrepreneurship?" Illes *et al.*, (2015) list an array of factors concerning the subject. Regarding Turkish-Hungarian students, social, cultural and historical factors may all come to our mind. In history, various ties developed between the two countries, resulting in the two cultures significantly influence one another. For instance, even today a number of Turkish baths operate in Hungary, which is advantageous to the country both from a touristic and cultural aspect.

According to Collin & Young (2000): "career relates the past and present to the future, including our planning for and anticipation of the future, and also addresses how the future motivates action and the construction of meaning in the present" (p.1). That is, career relates to the present, past and future as well. When introducing the factors influencing the choice of entrepreneurship as a career, we should start with suggesting ways of possible solutions. Therefore, in our study, our aim is to collect information on and highlighting the factors influencing entrepreneurship among Hungarian-Turkish students, the nature and differences between the factors influencing students of the two countries.

2. The aim of the Research

Our aim in this study is to interview, map and understand entrepreneurship among Turkish-Hungarian students receiving higher education in Hungary. At the same time, we will document and analyse the influencing factors of entrepreneurship in the career of Turkish-Hungarian students as well.

3. Method

This research was made among Turkish and Hungarian students receiving higher education in Hungary. The interview was made with the participation of 10 Hungarian and 10 Turkish students studying at several universities in Hungary. When preparing the question of the interview, a part of the questions regarding entrepreneurship were based on the reverberation of interview question in Bozkurt et al. (2012) and others, (e. g., A question on technology was posed because the subject are members of the so-called "Y-generation"). Questions regarding studies abroad were included in the interview due to the fact that the authors are also Turkish students receiving education abroad, and therefore found them relevant to their own situation.

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As for the questions of the interview, they were Socratic in nature and prepared in three languages – Hungarian, English, and Turkish. In order to facilitate a more relaxed atmosphere and free speech, we opted for taking notes instead of sound recording.

We did not set a time limit for interviews. However, most of them took about 35 to 45 minutes to complete. In analysing the content of the interviews we followed (Holsti, 1969; Luborsky, 1994). In order to facilitate content analysis, we asked participants to list their reasons indirectly. For example, when asking about the obstacles to entrepreneurship the direct answers of "Finance" or "Experience" made content analysis more effective. As a result of the content analysis, we compared the answers of Turkish-Hungarian students to each other.

4. Limitations

This study includes the answers of students studying at only 3 universities in Hungary, and therefore carries some limitations. Another limitation is the limited number of interviewees. In order to get a better understanding and well-targeted proposals for solution, a direct qualitative study should be carried out. For all these reasons, the results may fail to represent a general view on the topic.

5. Finding and Discussion

Demographic Data

The demographic data of the 10 Turkish and 10 Hungarian participants, all students receiving higher education in Hungary, are represented in Table 1.

Table 1. Demographic Structure of University Students

	Hungarian Students		%		Turkish Students		%
Gender	Men	5	50	Gender	Men	5	50
	Women	5	50		Women	5	50
Age	18-23	3	30	Age	18-23	4	40
	24-29	4	40		24-29	4	40
	30-37	3	30		30-37	2	20
	38-Above	-	0		38-Above	-	0
Education Level	Bachelor	4	40	Education Level	Bachelor	4	40
	Master	4	40		Master	3	30
	PhD	2	20		PhD	3	30
Field of Study	Natural	3	30	Field of	Natural	3	30

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	Sciences			**Study**	Sciences		
	Social Sciences	3	30		Social Sciences	3	30
	Business Economic	4	40		Business Economic	4	40

As we can see from the above table, the gender breakdown of participants is equal. As for age distribution, the age group 18-23 constitutes 35% of the participants, while 24-29 constitutes 40%, and 30-37 makes up 25%. Regarding the level of education, most of the participants (40%) finished secondary education; 35% are Master students, and the remaining 25% are PhD students. Regarding the field of study, 40% are Business Economics students, with the 60% remaining being Social Sciences and Natural Sciences students, in equal proportion.

Barriers

The first question of the study referred to the obstacles in the way of successful entrepreneurship (see Table 2). Most of the Hungarian and Turkish students participating in the interview quoted the lack of financial resources – 9 Hungarian (90%) and 8 Turkish (80%) students saw insufficient financial resources as a barrier to entrepreneurship. In his study carried out among Hungarian students, Gubik (2014) came to the conclusion that while a significant part considers working for a company within 5 years of graduation, an increasing number of them plan to be self-employed – in other words, become an entrepreneur. This may raise the question – "Why not now, and why 5 years later?" The answer to this question undoubtedly involves financial difficulties or lack of capital.

Lack of experience was listed by 9 (90%) Hungarian and 7 (70%) Turkish students. That is, it was listed in equal proportion to lack of finances by Hungarian students. In a study carried out at Szent István University among Hungarian students, Vinogradov *et al.* (2015) also support this view of the students. This study also proved that students who have a job during their university years are more successful later on in the job market (than those who do not hold a job during their studies). This also supports the fact that experience is an important factor influencing students' career.

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Table 2. What are the barriers to entrepreneurship for University Students?

Hungarian Students					Turkish Students			
	Bachelor	Master	PhD	Frequency	Bachelor	Master	PhD	Frequency
Finance	4	4	1	9	3	3	2	8
Experience	4	4	1	9	3	2	2	7
Network	4	3	-	7	2	1	1	4
Risk	3	3	1	7	3	1	2	6
Education	3	2	2	7	3	2	2	7
Competition	3	1	1	5	2	1	2	6
Soldiering	-	-	-	-	1	-	1	1
Social Enviroment	-	-	-	-	1	1	1	3
Total	21	17	6	44	18	11	13	42

Upon further examination of Table 2 we may see that 70% of both Hungarian and Turkish students regarded lack of education as a barrier to entrepreneurship. Students of Business Studies regard themselves as more self-sufficient (Ramayah & Harun, 2005) and, as entrepreneurs, more prepared for the labour market (Duval-Couetil, Gotch, & Yi, 2014).

One of the most remarkable points of the study is that Turkish students listed soldiering and social environment as obstacles to entrepreneurship. Compulsory military service[3], which is not relevant to Hungarian students, is seen as an obstacle by 20% of Turkish students.

Innate or Later

An ever recurring question is if a person has to have innate competencies in order to become a successful entrepreneur (Jones & English, 2004). Many young people think that entrepreneurship requires a special mindset or innate qualities (Henderson & Robertson, 1999). In order to map the view of our subjects, we also posed the question if the qualities required for entrepreneurship are something that can be acquired or something innate. As shown in Figure 1 and Figure 2, the answers of Hungarian and Turkish students differ. 9 Hungarian students (90%) think that entrepreneurship is not an innate quality but something that can be learned. However, only 7 Turkish students (70%) agree.

[3] Compulsory military service is 12 months for males in Turkey. Those graduating from and faculties take a reduced service as 6 months. (See, http://www.msb.gov.tr/Askeralma/icerik/askerlik-hizmet-sureleri-tablosu, 10.12.2016)

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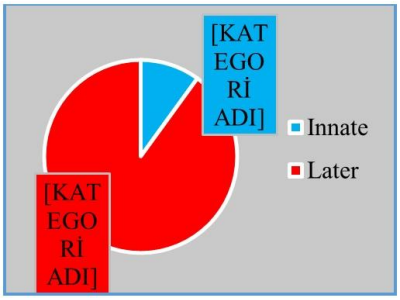


Figure 1. Hungarian Students

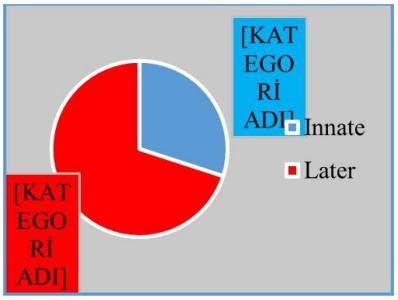


Figure 2. Turkish Students

Personality Traits

In a study conducted by Schmitt-Rodermund (2004), the personality traits that make a successful entrepreneur have an important influence on entrepreneurship. As we can see in Table 3, we asked the participants to list the personality traits necessary to become a successful entrepreneur.

Nine (9) Hungarian students (90%) think that the most important and influential trait in entrepreneurship is creativity, while the most treasured trait for Turkish students (90%) is communication skills. Upon further investigation, we can also see from Table 3 that Hungarian students list communication and self-confidence as second most important traits in equal proportion (f=8), while for Turkish students, the second most important quality after communication skills is creativity (80%) and self-confidence (70%).

Table 3. What are the personality traits necessary to be an entrepreneur?

Hungarian Students					**Turkish Students**			
	Bachelor	Master	PhD	Frequency	Bachelor	Master	PhD	Frequency
Creative	4	3	2	9	2	3	3	8
Communication	3	3	2	8	3	3	3	9
Self-confidence	4	2	2	8	3	2	2	7
Risk Taker	3	3	1	7	2	3	2	7
Researcher	3	2	2	7	3	1	1	5
Curious	3	1	1	5	3	1	1	5
Open-Minded	1	2	1	4	2	2	3	7
Total	21	16	11	48	18	15	15	48

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Study Abroad

McKeown (2009) starts his book with a question: "What are the benefits of studying abroad?"(p.1). According to Bakalis & Joiner (2004), studying abroad has multiple advantages, including personal development, maturity, and self-confidence, networking, employment opportunities, etc. We asked students' opinions about the impact of studying abroad on entrepreneurship (Table 4). All of both Hungarian and Turkish students think that studying abroad has a beneficial effect on entrepreneurship. It is worth noting that all Hungarian and Turkish students (N=20) regarded studies abroad as a useful experience for entrepreneurship.

Hungarian students regarded Self-confidence, New Idea and Open-Mindedness as equal, while Turkish students mentioned experience and networking in equal proportion (f=10). For Hungarian students, the lowest rate of choice was of networking and foreign language (f=8), while for Turkish students it was self-confidence and new ideas (f=7).

Table 4. What are the impacts of studying abroad on entrepreneurship?

Hungarian Students					**Turkish Students**			
	Bachelor	Master	PhD	Frequency	Bachelor	Master	PhD	Frequency
Experience	4	4	2	10	4	3	3	10
Perspective	3	4	2	9	3	3	3	9
Self-confidence	3	4	2	9	3	2	2	7
New Idea	3	4	2	9	3	3	1	7
Open-Minded	4	3	2	9	4	3	2	9
Networking	4	3	1	8	4	3	3	10
Foreign Language	4	3	1	8	4	2	2	8
Total	25	25	12	62	25	19	16	60

Family Impact

Family plays a critical role in an individual's career choice. Students are also influenced by their families either directly or indirectly. We also posed the question "*What is the impact of the family on entrepreneurship?"* to both Hungarian and Turkish students. First of all we wanted to know if they regard family impact as positive or negative. 70% of Turkish students (N:7) regarded it as favourable, with 30% (N:3) considering it unfavourable. As for Hungarian students, 100% experienced a positive family impact.

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Also, 100% of Hungarian students (N=10) evaluated the impact of Experience and Networking as positive. At the same time, 70% of Turkish students (f=7) mentioned the positive impact of Experience and 60% (f=6) of Networking. Those students who experience a negative impact from family regarded exaggerated expectations of their family environment as a high-stress factor.

Technology

Technology has an influence on many areas of life, including business life, and continues to have a higher impact with every passing day. This study was conducted among university students; the participants are all members of the so-called "Generation Y"[4], which makes the results of this study more understandable. Technology in entrepreneurship is highly important for this generation, which basically grew up with modern digital technology. When asked the question, "*What are your thoughts about the impact of using technology on entrepreneurship nowadays?"* 80% of Hungarian students regarded technology as absolutely indispensable, while 20% regarded it as a useful factor. As for Turkish students, 100% regarded technology as absolutely indispensable.

Students were asked to evaluate the impact of technology on business in regards to market research and new ideas. 80% of Hungarian students (f=8) opted for market research as well as 70% of Turkish students. 60% of Hungarian students (f=6) regarded new ideas as highly important, while 90% of Turkish students stated the same. At the same time, 40% (f=4) of Hungarian students regarded it as an important factor for network building as well.

6. Conclusion

There are many factors influencing career choices for university students. One of them is entrepreneurship and it has become an inescapable factor in the modern world. Unemployment has become a serious issue in many parts of the world. Therefore, entrepreneurship is a highly important factor in economy for the creation of employment opportunities. The general problem of false self-employment is also becoming an issue, and, with the increasing number of graduate unemployment, cannot be disregarded.

[4] The members of the generation born in 1980-2000 are called "Generation Y", being the ones supposed to represent the first generation that grew up with modern digital technology (Zemke, Raines, & Filipczak, 2000).

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Hungarian students see two main obstacles in the way of becoming an entrepreneur, these being financial constraints and the lack of experience. As for Turkish students, in their opinion the greatest barring factor is the lack of finances, which is followed by the lack of experience. According to the results of Flash-Eurobarometer (2009:76), both Hungarian and Turkish students (in equal proportion, 87%) see the financial situation as the greatest barrier in their efforts to become self-employed. Flash-Eurobarometer also notes that 53% of Hungarians and 18% of Turkish stress financial difficulties as the main reason (strongly agree). In the light of these data, Hungarians stress financial difficulties more than Turks, which is also supported by our study.

Despite the generally accepted view, Hungarian and Turkish students do not believe that an entrepreneurial mindset is an innate quality but something that can be acquired later. However, they regard the influences of environmental factors and family impact as important. When asked about the personality traits necessary to become a successful entrepreneur, Turkish students mostly opted for communication skills, while Hungarians voted creativity. Meanwhile, the second most important traits for Hungarian students were communication and self-confidence, while the first runner-up for Turkish students was creativity.

The concept which has been most referred to by participants during this study was "experience". All students regarded "experience" as the most useful part of studying abroad. Turkish-Hungarian students regarded technology as an important factor is entrepreneurship. Turkish students evaluated it as absolutely indispensable to entrepreneurship nowadays. 80% of Hungarian students second this view, the rest regarding it as a useful helping factor.

In the opinion of the Hungarian scholar Lazányi (2012), for long-term economic success the requirements of employers/labour market should also be considered in the education system. Reflecting this theory of entrepreneurship, the education system should focus on entrepreneurship more. In this age, when technology is in constant development and transformation, higher education should also follow these trends. According to Aktan (2007), the most prevalent university model in future higher education will be the "entrepreneurship university model". Therefore, in order to avoid making students see higher education as a "waste of time," scholars and decision makers should closely follow worldwide trends and developments and keep education systems up to date. With appropriate studies and education, students may also be better equipped to overcome the

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discouraging factors that constitute obstacles in the way of successful entrepreneurship.

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