***Original Research Article***

# ARE NEW GENERATION OF STUDENTS OF HEALTHCARE MANAGEMENT FOCUSED ON SOCIAL ENTREPRENEURSHIP? A FIELD STUDY

**Abstract**

This study aims to analyse students' social entrepreneurship profiles and to compare them in their levels of social entrepreneurship with students having no bias towards social entrepreneurship. Social Entrepreneurship Level Scale" was employed to attain the purpose. The scale, which is used to describe students' social entrepreneurship profiles, is composed of such dimensions as personal and social properties, innovativeness, and managerial qualities. A questionnaire was administered to the undergraduate students of healthcare management department of a state university in Turkey within the scope of the study. Independent samples t-test enabling researchers to make inter-group comparisons in the analysis of the data obtained and one-way variance analysis (ANOVA) were used in the analysis of the data. It was found in consequence that the participants' level of social entrepreneurship was 3.91 on average. Following the hypotheses made, it was found that there were no significant differences between students' perceptions of social entrepreneurship according to age, gender, grade levels, number of brothers and sisters, mother's occupation and father's occupation.

**Key Words:** Entrepreneurship, social entrepreneurship, healthcare management, students, Turkey.

## INTRODUCTION

Social entrepreneurship has been considered as an important source of social, economic, cultural and environmental wealth in recent years, and several researchers have focused on this field [1]. The task of the social entrepreneur is to recognize when there is a problem in society to produce the necessary solutions. The social entrepreneur finds out what is not going well, convinces the society of the new splash, and changes the system so that it gets out of the way. Social entrepreneurs are not only confined to fishing or teaching to fish, they work without rest until they make a revolution in the fish industry [2]. Social entrepreneurs who are a means of change and development are also needed in the field of health. It has been necessary to investigate whether health managers are focused on social entrepreneurship in order to change and develop health system. In the light of this information, the level of social entrepreneurship of the new generation health administrators has been investigated.

While non-profit and volunteering institutions (social organisations and associations) are traditionally known as charity and benevolence, those institutions can also be available in fields where social entrepreneurship and profit oriented businesses are available [3],[1]. Some researchers even emphasise recently that the forms of social entrepreneurship employing a mixture of non-profit and profit-oriented sectors have emerged. Thus, the term 'social entrepreneurship' is now used not only to refer to the activities of social, volunteering and public institutions but also to refer to the activities of private firms working for social purposes. Therefore, the common point stressed today for the social businesses is that those businesses meet the social needs, create social values in addition to social innovations and consequently they serve to encourage social change [1].

The concept of social entrepreneurship originally emerged in consequence of the combination of the concepts of social and entrepreneur. While the term social has such connotations as society and uneconomic, the term entrepreneurship has a meaning focussing on the individual and economic and on financial structure [4],[5]. In its simplest form, social entrepreneurship refers to searching for solutions to social problems from the perspective of entrepreneurship. Social entrepreneurs are considered to meet the social needs with social values and thus to accelerate social transformation [5].

"A social entrepreneur is a person who notices the social impediments emerging and approaches the problems in a manner which no one can think of and no one can dare, who is creative, insistent, sensitive, realistic, who is different in his/her manners and who gains the confidence of society" [2]. According to Güler [3], "social entrepreneurship means creating social values through organisations which are oriented to meeting social needs, which have a social mission a vision, a strategy and a method of working, which implement solutions in entrepreneur procedures containing innovation, which are not profit oriented but which has income for sustainability purposes".

## LITERATURE REVIEW

Although it has a long history, the concept of social entrepreneurship emerged in the 1980s from the work of Bill Drayton at Ashoka [6] Although, social entrepreneurship has emerged as an active area of practice and research within the last three decades, in spite of its growing popularity, scholars and practitioners are far from reaching a consensus as to what social entrepreneurship actually means. This has resulted in a number of different definitions and approaches within the field of social entrepreneurship[7]. The concept of social entrepreneurship, just like the concept of entrepreneurship, is a very broad concept and is difficult to define. Social entrepreneurs and classical entrepreneurs have several qualities in common. Those shared properties include starting a new business, being innovative and decisive. Yet, the basic difference between social entrepreneurs and private sector entrepreneurs is that social entrepreneurs are ambitious in solving social problems and creating social values [3].

Ernst [8] states that successful social entrepreneurs have the desire to solve social problems in addition to personal traits that traditional entrepreneurs have (such as risk-taking, innovativeness, need for success, need for independence and proactivity). Besides, social entrepreneurs have more empathy and more social responsibilities than traditional entrepreneurs.

Social entrepreneurs should employ commercial techniques like successful traditional entrepreneurs do in order to improve their entrepreneurship. The ability to create opportunities and to create new markets is the capability of traditional entrepreneurs which is widely accepted. It is argued that social entrepreneurs also use these same abilities to solve social problems [9].

Dees's [10] definition of social entrepreneurship combines the concepts of value creation coming from Say, the agents of innovation and change coming from Schumpeter, search for opportunities coming from Drucker and Stevenson's concept of skilfulness with emphasis on discipline and accountability. Briefly, the definition can be put as in the following: Social entrepreneurs play the role of change agents in the social sector. Their properties are listed as: (1) adopting a mission to create and sustain social values (not only specific values), (2) providing new opportunities to serve to the mission and taking the opportunities, (3) taking part in innovation, adaptation and learning process continuously, (4) acting courageously without limiting oneself to the sources at hand and (5) having high accountability to voters to whom one serves.

Most of the relevant literature stresses that social and traditional entrepreneurs are similar, that they have shared personal traits and capabilities in general, but that they are motivated by different outcomes [9].

According to Barendsen and Gardner [11], social entrepreneurs are energetic, obstinate and generally self-confident people. They have the ability to encourage/persuade others to participate in their activities. They take on responsibility. Social entrepreneurs are usually pragmatic and they can describe their action plan in great details. They can hire others to make their plans if they do not like making practical plans. They are independent. This, however, does not mean that they are alone or that they work independently of market forces. Indeed, they work with the mentality that targets should be adapted to a broader framework [11].

Weerawardena and Mort [12], in their study analysing nine social entrepreneur non-governmental organisations in Australia, identify 7 important aspects of social entrepreneurship. They are listed as environmental dynamics, innovation, proactivity, risk management, sustainability, social mission and grabbing opportunities. In their study, the authors developed a multi-dimensional model of social entrepreneurship based on the above mentioned factors through Grounded Theory.

Hervieux, Gedajlovic and Turcotte [13] determined 10 important factors in social entrepreneurship. Ranked from the most important to the least important, the factors are listed as in the following: social mission, socio-economic organisation, innovation, sustainability, social change, opportunities, autonomy and risk taking.

Ryzin [14] states that social entrepreneurs are mostly people who live in big cities, who are women, who are not white, who are rather young, who have received university education and who have job experience. It is also pointed out that social entrepreneurs are more biased to have social capital measured with their activities in clubs and organisations outside their workplace, that they are happier than others and that they are individuals who are involved with politics, who are extrovert and benevolent and ideologically liberal.

It was pointed out that social entrepreneurs are people who are reliable, who can struggle with difficulties and can take risks [15], who are creative [16], who are extrovert, marginal and sensitive to the needs of those who are deprived of materialistic opportunities or political authority [17]. It was also emphasised that they have such characteristics as helping others, being open to new ideas, having self-confidence [18], being charismatic and believing in what they do [19].

Gür et al [20] , in their study conducted with 303 prospective teachers in the Educational Faculty of Sakarya University, analysed the correlations between social entrepreneurship and personal innovativeness. Accordingly, it was concluded that male prospective teachers had more leadership properties whereas female prospective teachers were more research oriented. The findings also demonstrated that there were positive and statistically significant correlations between pre-service teachers' social entrepreneurship properties and their personal innovativeness.

According to the results obtained in a study conducted in Malaysia with 341 university students, there are strong and positive correlations between social entrepreneurship, resistance to stress and mishaps and being able to take risks [21]. In the study that measures the effect of family structure on entrepreneurship done by Ekiyor and Kızılkaya [22], it has been found that family structure has an effect on entrepreneurship**.** Sahinidis et al [23] in their study attempted to explore demographic characteristics and personality traits of social entrepreneurs in Greece. In another study, the self-efficacy perceptions of undergraduate students and the effects of achievement motives on social entrepreneurship tendencies were examined.[24] Akar and Aydın determined the predictive level of social entrepreneurial characteristics of personality characteristics of prospective teachers, in their research.[25]

## METHODOLOGY

This study evaluates the personal-social properties, innovation and managerial qualities in social entrepreneurship reported in the study entitled "Forming A questionnaire to Measure Social Entrepreneurship in the Field of Physical Education" performed by C. Capella [26]. The dimension of personal-social properties contains such sub-properties as leadership, taking on responsibility, social networks, social consciousness, cooperation and benevolence, consistency and fulfilling the task once one has started, social goodness and mutual respect in living together, creativity, ability to create ideas, ability to learn and develop and tolerance to failure. The dimension of innovation includes such sub-properties as creating a portion of social networks by reaching knowledge, creativity, ability to see/create the opportunities, taking the initiative, ability to struggle with uncertainty/adapt easily to the new conditions and ability to learn and improve oneself. Managerial qualities contain such sub-properties as being target-oriented, ability to take risks and self-confidence.

This study aimed to analyse university students' social entrepreneurship profiles and to evaluate their levels of social entrepreneurship comparatively. The study makes an attempt at measuring the social entrepreneurship levels of healthcare management students of a state university in Turkey. Within the scope of the measurements, the views concerning the dimensions of personal and social properties, innovativeness and managerial qualities- the sub-dimensions of social entrepreneurship- were also mentioned. Whether or not students' levels of social entrepreneurship differed significantly was

checked and demonstrated on the basis of gender, age, grade levels, number of brothers and sisters, mother's occupation and father's occupation. The following hypotheses in relation to the participants' levels of social entrepreneurship were tested:

$H_1$: Students' levels of social entrepreneurship differ significantly according to gender.

$H_{2:}$ Students' levels of social entrepreneurship differ significantly according to age.

$H_3$: Students' levels of social entrepreneurship differ significantly according to grade levels.

$H_{4:}$ Students' levels of social entrepreneurship differ significantly according to the number of brothers and sisters.

$H_5$: Students' levels of social entrepreneurship differ significantly according to their mother's occupation.

$H_6$: Students' levels of social entrepreneurship differ significantly according to their father's occupation.

This study is important in that students' levels of social entrepreneurship have not been studied according to gender, age, the number of brothers and sisters and father and mother's occupation and from the aspect of personal-social properties, innovativeness and managerial qualities before.

Survey method was used in this study in determining the students' levels of entrepreneurship. The questionnaires were given by using face-to-face questionnaire technique. C. Capella' s [26] "Questionnaire to Measure Social Entrepreneurship in the Field of Physical Education" was employed in this study. The questionnaire containing 36 questions in total had two sections. Section 1 contained 6 questions on demographic information such as the participants' gender, age, grade levels, number of brothers and sisters, mother's occupation and father's occupation while Section 2 contained 30 questions of 5-pointed Likert type scale aiming to measure the levels of social entrepreneurship. The participants responded to the scale items by using 1: definitely disagree, 2: disagree, 3: indecisive, 4: partially agree, and 5: definitely agree.

This is a descriptive study and the variables are shown in Figure 1 below.

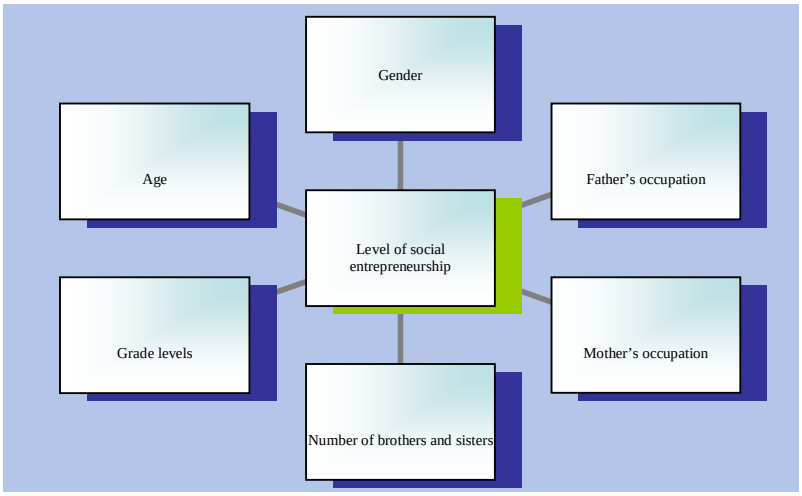


Figure-1: Research Model

As is clear from Figure 1, independent variables influential in students' levels of social entrepreneurship are gender, age, grade levels, number of brothers and sisters, mother's occupation and father's occupation. As a dependent variable, students' levels of social entrepreneurship contained three dimensions: personal and social properties, innovativeness and managerial qualities.

The research population was composed of 151 students attending the healthcare management department of a state university in Turkey in the fall semester of 2016-2017 academic year. 131

students in total were given the questionnaire to see the significance level of the data. The research data were collected in the period between January 2017 and May 2017.

Cronbach's Alpha test was used in testing the reliability of the questionnaire. Consequently, the questionnaire was found to have reliability at the level of 0.912. The rate indicates that the questionnaire is quite reliable [27].

## RESULTS AND DISCUSSION

According to study, 74.0% of the participants were female while 26.0% were male. An examination of the participants according to age shows that 32.8% of them are at age 20 or below, 64.1% are between 21-23 years old, and 3.1% are 24 years old or above. Accordingly, 29.8% are the 2nd year students whereas 33.6% are the 3rd year students and 36.6% are the 4th year students. The data on the number of brothers and sisters shows that 30.5% of the participants have only one sibling, 36.6% have two siblings, 19.1% have three siblings, 6.1% have four siblings, and finally 7.6% have five or more siblings.

On examining the data concerning the participants' mother's job, it was found that 84.0% were housewives, 6.1% were civil servants, 1.5% were workers, 1.5% were retired and 6.9% were self-employed. As to the participants' father's job, it was found that 2.3% were unemployed, 20.6% were civil servants, 17.6% were workers, 20.6% were retired and 38.9% were self-employed.

The majority of the participants were found to be female, in the 21-23 age range, 4th year students and have second siblings. It was also found that most of the participants' mothers were housewives and fathers were self-employed.

Table 1 shows the descriptive statistics about "personal and social properties, innovativeness and managerial qualities- which are the sub-dimensions of the scale for social entrepreneurship.

**Table 1: Descriptive Statistics for Participants' Levels of Social Entrepreneurship**

| PERSONAL AND SOCIAL PROPERTIES | N | X | SD |
|---|---|---|---|
| I like working in harmony with others. | 131 | 4.11 | 0.865 |
| I prefer acting as the leader while working in a group. | 131 | 3.74 | 0.925 |
| I bear the consequences of what I do and what I say. | 131 | 4.39 | 0.686 |
| I do everything as well as possible. | 131 | 4.11 | 0.730 |
| I prefer working with more people. | 131 | 3.40 | 0.950 |
| I would like to work voluntarily in non-governmental organisations. | 131 | 3.95 | 0.947 |
| I like helping people I work with and people around me. | 131 | 4.42 | 0.679 |
| People who help others should be taken as a model. | 131 | 4.33 | 0.728 |
| I have very good performance in a task that I start doing. | 131 | 3.99 | 0.696 |
| Problems stemming from living together are solved through communication. | 131 | 4.16 | 0.858 |
| Tasks I perform are more creative than and different from the ones others perform. | 131 | 3.60 | 0.781 |
| I can make recommendations to improve the projects I take part in. | 131 | 3.93 | 0.746 |
| I like finding good solutions to the problems nobody mentions. | 131 | 4.00 | 0.754 |
| I take moral lessons from my mistakes. | 131 | 4.08 | 0.869 |
| Opportunities are created from problems or difficult situations. | 131 | 4.09 | 0.707 |

| | | | |
|---|---|---|---|
| **TOTAL** | **131** | **4.02** | **0.795** |
| **INNOVATIVENESS** | **N** | **X** | **SD** |
| I reach the knowledge necessary for being an entrepreneur. | 131 | 3.89 | 0.767 |
| I look at actions from different perspectives. | 131 | 4.02 | 0.774 |
| I can create job opportunities and I benefit from its advantages. | 131 | 3.72 | 0.767 |
| I sometimes participate in community or association work. | 131 | 3.35 | 1.109 |
| I am seriously thinking of starting my own business when I graduate from school. | 131 | 3.24 | 1.068 |
| I can adapt to my work when plans are changed. | 131 | 3.72 | 0.797 |
| I can cope with unpredictable situations. | 131 | 3.79 | 0.744 |
| I look for the positive side in bad situations. | 131 | 3.75 | 0.768 |
| **TOTAL** | **131** | **3.69** | **0.849** |
| **MANAGERIAL QUALITIES** | **N** | **X** | **SD** |
| I make efforts to achieve my goals. | 131 | 4.30 | 0.698 |
| One should take risks to make progress. | 131 | 4.27 | 0.732 |
| Probability for people who take risks to be successful is higher. | 131 | 3.94 | 0.926 |
| I can take risks predicted with new ideas. | 131 | 3.79 | 0.702 |
| I believe I can cope with difficulties. | 131 | 4.08 | 0.838 |
| I believe in possibilities I have to achieve success. | 131 | 3.90 | 0.849 |
| I consider myself adequate to achieve success. | 131 | 3.90 | 0.849 |
| **TOTAL** | **131** | **4.03** | **0.799** |
| **OVERALL TOTAL** | **131** | **3.91** | **0.814** |

(X: Mean , SD: Standard Deviation)

As is evident from Table 1, the statement with the highest rate in the personal and social properties is "I like helping people I work with and people around me" (X=4.42) whereas the one with the lowest rate is "I prefer working with more people" (X= 3.40). As to the standard deviations in personal and social properties, the highest standard deviation is in the statement "I like working with more people" (0.950) whereas the lowest standard deviation is in the statement "I like helping people I work with and people around me" (0.679).

On the dimension of innovativeness, the statement with the highest rate is "I look at actions from different perspectives" (X=4.02) while the statement with the lowest rate is "I am seriously thinking of starting my own business when I graduate from school" (X=3.24). The standard deviations found on this dimension show that the statement with the highest standard deviation is "I sometimes participate in community or association work" (1.109) while the statement with the lowest standard deviation is "I can cope with unpredictable situations" (0.744).

The highest rate on the dimension of managerial qualities is in the statement "I make efforts to achieve my goals" (X=4.30) whereas the lowest rate is in the statement "I can take risks predicted with new ideas" (X=3.79). On this dimension, the highest standard deviation is in the statement "Probability for people who take risks to be successful is higher" (0.926) while the lowest standard deviation is in the statement "I make efforts to achieve my goals" (0.698).

And consequently it was found that the highest participation rate in terms of students' levels of social entrepreneurship is on the dimension of managerial qualities (X=4.03) which was followed by the

dimension of personal and social properties (X=4.02) and the dimension of innovativeness (X=3.69). According to the X average values, it may be said in general that participants have high levels of social entrepreneurship.

**Testing the Hypotheses**

This part of the study reveals the results for whether or not students' levels of social entrepreneurship differ according to gender, age, grade levels, number of brothers and sisters, mother's occupation and father's occupation. Accordingly, the questions with two alternatives were analysed through independent samples t-test and the questions having more than two options were analysed with one-way variance (ANOVA) analysis.

$H_1$: Students' levels of social entrepreneurship differ significantly according to gender.

According to Table 2, a comparison of the students' levels of social entrepreneurship according to gender shows that it is X=3.92 for female participants and X=3.95 for male participants.

**Table 2: Social Entrepreneurship Levels of Students According to Gender Variable**

| Dimensions | Gender | N | X | SD | t-value | p-value |
|---|---|---|---|---|---|---|
| Levels of Social Entrepreneurship | Female | 97 | 3.92 | 0.461 | 0.883 | 0.698 |
| | Male | 34 | 3.95 | 0.354 | | |
| p<0.05 | | | | | | |

T-test was applied to independent groups to test whether or not the participants' levels of social entrepreneurship differed significantly. In consequence, no significant differences were found according to gender (p>0.05). Therefore, hypothesis $H_1$ was denied. Following the analysis it was found that male students had higher levels of social entrepreneurship.

$H_{2:}$ Students' levels of social entrepreneurship differ significantly according to age.

According to Table 3, the highest average in the comparison of students' levels of entrepreneurship according to age is in students at age 20 or below (X=3.97) which is followed by students aged 24 and above (X=3.93), and the lowest average is in the students in the 21-23 age group (X=3.92).

**Table 3: Social Entrepreneurship Levels of Students According to Age Variable**

| Dimensions | Age | N | X | SD | F- value | p- value |
|---|---|---|---|---|---|---|
| Levels of Social Entrepreneurship | 20 and below | 43 | 3.97 | 0.340 | 0.187 | 0.830 |
| | 21-23 | 68 | 3.92 | 0.500 | | |
| | 24 and above | 18 | 3.93 | 0.380 | | |
| p<0.05 | | | | | | |

No significant differences were found between participants' levels of social entrepreneurship according to age following the one-way variance (ANOVA) analysis (p>0.05). Therefore, $H_2$ hypothesis was denied. In consequence, it was found that students at age 20 and below had higher levels of social entrepreneurship.

$H_3$: Students' levels of social entrepreneurship differ significantly according to grade levels.

According to Table 4, second year students have the highest average in levels of social entrepreneurship according to age (X=3.98) which it is followed by third year students (X=3.92); and fourth year students have the lowest average (X=3.91).

**Table 4: Social Entrepreneurship Levels of Students According to Grade Level Variable**

| Dimensions | Grade Levels | N | X | SD | F-value | p-value |
|---|---|---|---|---|---|---|
| Levels of Social Entrepreneurship | 2nd year | 39 | 3.98 | 0.345 | 0.297 | 0.743 |
| | 3rd year | 44 | 3.92 | 0.360 | | |
| | 4th year | 48 | 3.91 | 0.552 | | |
| $p<0.05$ | | | | | | |

Following the one-way variance (ANOVA) analysis, no significant differences were found in students' levels of social entrepreneurship according to grade levels ($p>0.05$). Therefore, hypothesis $H_3$ was denied. In consequence, it was found that the second year students had higher levels of social entrepreneurship.

$H_4$: Students' levels of social entrepreneurship differ significantly according to the number of brothers and sisters.

As is clear from Table 5, students with four siblings have the highest average in levels of social entrepreneurship according to the number of their brothers and sisters (X=4.05), which followed by students with two siblings (X=3.98), students with three siblings (X=3.96) and students with one sibling (X=3.89), respectively. Students having five or more siblings, on the other hand, have the lowest average (X=3.68).

**Table 5: Social Entrepreneurship Levels of Students According to the Number of Siblings**

| Dimensions | Number of Siblings | N | X | SD | F-value | p-value |
|---|---|---|---|---|---|---|
| Levels of Social Entrepreneurship | 1 | 40 | 3.89 | 0.538 | 0.297 | 0.743 |
| | 2 | 48 | 3.98 | 0.439 | | |
| | 3 | 25 | 3.96 | 0.247 | | |
| | 4 | 8 | 4.05 | 0.293 | | |
| | 5 and more | 10 | 3.68 | 0.359 | | |
| $p<0.05$ | | | | | | |

No significant differences were found on comparing students' levels of social entrepreneurship according to the number of their brothers and sisters by using one-way variance (ANOVA) analysis ($p>0.05$).Therefore, hypothesis $H_4$ was denied. Following the analysis, it was found that students having two siblings had higher levels of social entrepreneurship.

$H_5$: Students' levels of social entrepreneurship differ significantly according to their mother's occupation.

According to Table 6, on comparing students' levels of social entrepreneurship on the basis of their mother's job, it was found that the students whose mother was self-employed had the highest average (X=4.15), which was followed by students whose mother was a civil servant (X=4.10), students whose mother was a housewife (X=3.91) and students whose mother was retired (X=3.85), respectively. The students whose mother was a worker had the lowest average (X=3.83).

**Table 6: Social Entrepreneurship Levels of Students According to Mother's Occupation Variable**

| Dimensions | Mother's Occupation | N | X | SD | F-value | p-value |
|---|---|---|---|---|---|---|
| Levels of Social | Housewife | 110 | 3.91 | 0.430 | | |
| | Civil servant | 8 | 4.10 | 0.442 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Entrepreneurship | Worker | 2 | 3.83 | 0.047 | 0.987 | 0.417 |
| | Retired | 2 | 3.85 | 0.118 | | |
| | Self-Employed | 9 | 4.15 | 0.530 | | |
| p<0.05 | | | | | | |

On comparing the participants' levels of social entrepreneurship by using ANOVA analysis, no significant differences were found between them according to their mother's job (p>0.05). Therefore, hypothesis $H_5$ was denied. Following the analysis, it was found that students whose mother was self-employed had higher levels of social entrepreneurship.

$H_6$: Students' levels of social entrepreneurship differ significantly according to their father's occupation.

As is clear from Table 7, on comparing students' levels of social entrepreneurship on the basis of their father's job, it was found that the students whose father was unemployed had the highest average (X=4.02), which was followed by students whose father was a civil servant (X=3.99), students whose father was retired (X=3.96) and students whose father was self-employed (X=3.95), respectively; while the students whose father was a worker had the lowest average (X=3.77).

**Table 7: Social Entrepreneurship Levels of Students According to the Father' s Occupation Variable**

| **Dimensions** | **Father's Occupation** | **N** | **X** | **SD** | **F-value** | **p-value** |
|---|---|---|---|---|---|---|
| Levels of Social Entrepreneurship | Unemployed | 3 | 4.02 | 0.168 | 1.027 | 0.396 |
| | Civil servant | 27 | 3.99 | 0.398 | | |
| | Worker | 23 | 3.77 | 0.564 | | |
| | Retired | 27 | 3.96 | 0.504 | | |
| | Self-employed | 51 | 3.95 | 0.346 | | |
| p<0.05 | | | | | | |

On comparing the participants' levels of social entrepreneurship by using ANOVA analysis, no significant differences were found between them according to their father's job (p>0.05). Therefore, hypothesis $H_6$ was denied. Following the analysis, it was found that students whose father was unemployed had higher levels of social entrepreneurship.

## CONCLUSION AND RECOMMENDATIONS

This study was performed so as to determine students' views on their levels of social entrepreneurship. It was found that the average for their views on personal and social properties was 4.02 whereas the average for their views on innovativeness was 3.69 and the average for their views on managerial qualities was 4.03. Thus, it was found that the averages for the dimensions determined in relation to levels of social entrepreneurship were high.

It was found in this study that male students, students at age 20 and below, second year students, students having two siblings, students whose mother was self-employed, students whose father was unemployed had higher levels of social entrepreneurship than other students.

This study found that the hypotheses made within the scope of the study did not have statistically significant differences at the significance level of 0.05. The tests were performed with independent samples *t*-test for variables of two whereas the tests were performed with one-way variance (ANOVA) analysis for variables of more than two.

It was found following the analyses that the students' levels of social entrepreneurship did not differ significantly according to gender, age, number of brothers and sisters, mother's job and father's job.

Although positive correlations were found between social entrepreneurship and innovativeness in parallel to the findings obtained by Gür et al [20], more significant correlations were remarkable between social entrepreneurship, personal and social properties and managerial qualities. There were already findings which prove that personality traits influence social entrepreneurship.[23] The results obtained in another study were as follows; the prospective teachers have been found to have a significant positive correlation between their personality traits such as extraversion, openness to experience, self control, reconciliation and their social entrepreneurship levels.[25]

In addition to that, risk-taking and innovativeness properties of social entrepreneurs were also in parallel to the ones reported in the literature.

Male students were found to have higher levels of social entrepreneurship than female students. This was a finding inconsistent with the one obtained by Ryzin et al [14]. Despite this, the finding was consistent with the statement that younger individuals had higher levels of social entrepreneurship. According to the findings of another research; in terms of the social vision dimension, the social entrepreneurial tendencies of women were found to be higher than men [24].

In conclusion, entrepreneurship, which is the backbone of national economy, is measured not only financially but also with social benefits that society feels. Social entrepreneurship, on the other hand, is a theory of entrepreneurship which supports moral and social awareness and which can be called social change by means of innovative ideas. Therefore, supporting social entrepreneurship among students is necessary for increasing the degree to which they participate in the development of national economy [27].

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