

CHAPTER 6

A QUALITATIVE REVIEW ON SPORTS, EDUCATION AND ENTREPRENEURSHIP CONCEPTS¹

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INTRODUCTION

Under the leadership of the United States, the economic development model started to leave its place to the model based on the dominance of the market in the 1980s, when the process led by the social welfare state, which achieved high growth rates of about 50 years came to a halt. In the 1990s, the new actor, instead of the state, which will realize the economic development on a world scale and ensure that the old high growth rates can be achieved, became an entrepreneur (Yeşilay, 2006).

Entrepreneurs work to raise people's living standards with their innovations and fulfill many functions such as solving the unemployment problem, being a center of resistance against global competition, spreading the wealth in national economies, and even being a national resistance factor in international competition (Karabulut, 2009).

Making production and marketing by turning a business idea and thought into a business enterprise; Taking advantage of opportunities that others cannot see; Creating new and potential markets; Producing goods and services by developing new technology; Ensuring that new possible resources are used in production and put into the benefit of humanity; Ensuring change in business life; Reducing unemployment and increasing employment and ensuring economic development and progress are some of the functions undertaken and fulfilled by today's entrepreneurs (Ünal, 2009).

Entrepreneurship is essential in all developed countries and almost every

¹ This study was produced from the master's thesis named "Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin Kişilik Özelliklerinin Girişimcilik Eğilimleri Üzerindeki Etkilerinin İncelenmesi: Bartın Üniversitesi Örneği" belonging to İsmail Karataş, which was completed under the supervision of Murat Kul.

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industry. Therefore, it is possible to emphasize the importance of entrepreneurship, especially for three areas. These areas are innovation-invention, the birth-growth of new businesses, and creating new business areas (Balaban & Özdemir, 2012).

When the literature on the definition of entrepreneurship is examined (Yeşilay, 2006), making a clear definition seems to be a complicated task due to the uncertainty in the literature and confusion with many other concepts. The first approach to explain the concept of entrepreneurship was made by Richard Cantillon (1680-1734) (Landström, 2005). Cantillon divided the economic units into three classes: landowners, entrepreneurs, and workers. Cantillo defined the entrepreneur as a person who faces uncertainty while carrying out his business activities and explained this with the hesitation of the price and amount to be sold, although the entrepreneur buys any good at a specific price and in a certain amount (Özden, Temurlenk & Başar, 2008).

The dictionary meaning of entrepreneur by the Turkish Language Association (Turkish: Türk Dil Kurumu, TDK) (2012) is trade, industry, etc. It is defined as a person who embarks on a business by putting capital for production in fields. However, different definitions and debates have emerged since entrepreneurship has become a concept handled by many disciplines such as sociology, business, economics, and psychology (Özden, Temurlenk & Başar, 2008). In this context, entrepreneurship is not considered as an occupational group whose functions, duties, and responsibilities are defined, as in any profession, since people who are accepted as entrepreneurs exhibit their entrepreneurial actions at a particular stage of their career or at a stage related to certain parts of the work they do and since they are not constantly exhibited (Bozkurt, 2000). In this direction, it is thought that it is crucial to know the concepts of entrepreneur and entrepreneurship.

Entrepreneur is the person who brings together labor, raw materials, and other assets to create more significant value/opportunity (Hisrich & Peters, 2001). According to Casson (1995) and Foss and Klein (2002), entrepreneurship refers to the whole process of taking risks, chasing opportunities, realizing, and innovating. Likewise, Bridge et al. stated that entrepreneurship includes explicitly starting a business, owning a business, and developing and expanding the business (Aytaç, 2006).

According to Karabulut (2009), an entrepreneur is an entrepreneur who realizes environmental market opportunities, evaluates these opportunities with innovative ideas and spends additional time, effort, and money to transform them into marketable ideas, puts forward their skills, takes into account the measurable risks of the competitive market while putting them into practice by creating

additional value, defined as the person who attempts to transform the result of the efforts of the entrepreneurial process into a reward. On the other hand, while Top (2006) refers to the entrepreneur, the person-based and personal-related unique talents, skills, and mental capacities, entrepreneurship is the general name of the action, movement, organization, and new results that the entrepreneur reveals. In this context, entrepreneurship has been defined as creating a subjective difference between life, adding value, judgment, hope, and expectations and other people (Top, 2006).

Entrepreneurs can be defined in different ways in terms of economic, psychological, and sociological aspects. For economists, an entrepreneur brings together resources, labor, machinery, and other assets, bringing more value than before. For psychologists, entrepreneurs need to get something, achieve something, experiment, gain authority in the hands of others, and motivate such instincts. According to sociologists, an entrepreneur is a persuasive person whose status is respected and respected in society. All these differences regarding the definition of the entrepreneur revealed that the entrepreneur is real life, change, wealth, business, social and personal existence, expectation, future of society, and self (Özkul, 2008).

As seen in the statements above, although there are many definitions of entrepreneurship, the common point in all of these definitions is that the entrepreneur is always able to “see opportunities that others look but not see and turn them into a business idea,” “proneness to take risks” and “his innovative identity to the fore.” These features are the standard features of entrepreneurs all over the World (Patır & Karahan, 2010).

Within the scope of this study, factors affecting entrepreneurship, entrepreneurial tendencies, reasons for entrepreneurship and sports, education, and entrepreneurship titles will be examined with a qualitative approach.

ENTREPRENEURSHIP

Factors Affecting Entrepreneurship

Some factors can positively or negatively affect the development of an individual's entrepreneurial spirit and his entrepreneurial qualities (Soysal, 2010). In this framework, entrepreneurship is considered a product of the socio-economic and cultural structure of the individual (Soysal, 2010). In addition, family, social behavior patterns, quality and level of education, general economic conditions, globalization, R&D studies' becoming more independent, the prevalence of technology, increase in automation, acceleration of information flow, change in

input composition, decrease in information processing and distribution costs, market competition change in structure and information about the market can be listed as environmental factors affecting entrepreneurship (Top, 2006; Soysal, 2010).

It is possible to list the skills and characteristics gathered in three categories that the entrepreneur possesses and struggles within himself: the technical self, the entrepreneurial self, and the managerial self. Skills such as written and verbal communication, making presentations, observing the environment, technical business management, technology interpersonal communication, practical and effective listening, organization networking, management style, training, and coaching can be counted in the technical self category. In the category of the entrepreneurial self, internal control/control, discipline, risk-taking, innovativeness, the tendency to technological innovation, tendency to change, persistent/obstinate, not giving up quickly, foresight, ability to cope with change can be counted. In addition, there are primary and advanced skills related to business management in the managerial self category. These features can be listed as planning and goal setting, decision making, human relations, marketing, finance, accounting, business administration, control/supervision, negotiation, establishing/starting a business/breakthrough, and having the skills to manage the growth phase of the business (Atasoy, 2009).

Entrepreneurship Trends

Although entrepreneurs are in different sectors and sizes in different parts of the world, some common personality traits and behavioral patterns were determined in the research conducted with 685 entrepreneurs for the Ernst & Young's Entrepreneur of the year award (Pinelli, 2012). In another study conducted by Southern Methodist University's Cox School of Business on 200 successful entrepreneurs, it has been determined that successful entrepreneurs have a healthy and robust body, ability to control and manage, sense of self-confidence, intuition of comprehensive awareness, realistic perspective, conceptual ability skills, objective approach skills, emotional stability and the ability to express with numbers (Glick, 1985; Smith, 1967). In this context, it can be argued that the entrepreneurial tendencies of people from the entrepreneurial personality traits can be evaluated in three essential categories intellectual, emotional, and operational (Top, 2006).

Reasons for Entrepreneurship

There are some factors that direct entrepreneurial activities, which can be listed as the desire for independence and self-actualization, realizing their ideas,

discovering an opportunity in the market, gaining greater prestige and prestige in society, wanting to do better than others, a high and performance-based income, often dissatisfied with their current job, avoiding the risk of being fired, avoiding unemployment, dream of starting your own business, and reach their lofty goals (Carmichael, 2012; Gruenden-in-Berlin, 2011; Holcombe, 2003).

Sports, Education and Entrepreneurship

The concept of sports is expressed by many researchers with different definitions. According to Kat (2009), sports are indispensable for teachers in terms of social and social harmony, mental and physical health of individuals, formation and development of personality, a high viewing pleasure, giving pleasure and satisfaction to people, discipline, a fair race, advanced rules specific to sports, and people's passion. According to Brockhaus (1973), sports is a very comprehensive concept that includes physical education, entertainment, and competitions based on rules and being an element for the game and performance that serves people's physical and mental activity (cited as in Dumlupınar, 2007). Sports is a behavior that meets the basic needs while ensuring that the impulses caused by the biological instincts of the individual reach the goal (Başer, 1998). Sports, which has been an indispensable occupation of humanity for centuries, can also be defined as an educational and entertaining occupation done individually or as a team, has its own rules and techniques, and develops physical and mental abilities (Savaş, 1997). In this context, the sports industry is a large structure that sports businesses such as sports tourism, sports goods (production and distribution), sports apparel, amateur sports participation, professional sports, recreational sports, high school and college sports, outdoor sports, sports marketing companies, sports sponsorship industry and administrative/legal facts (Pitts & Stotlar, 2002).

Considering that the sports industry is closely related to the concept of sports-based entrepreneurship: According to the definition of The Sports Journal; A sports-based entrepreneur is someone who organizes, manages, and accepts risk for this business venture (Ratten, 2010). Ratten (2010), states that sports constitute an essential sector in entrepreneurship, considering the changing demands of consumers day by day and the phenomenon of innovation, which is one of the most crucial features of entrepreneurship in his study aiming to develop a sports-based entrepreneurship theory. There appears to be rapid progress in sports science, prosthetics, and artificial materials that will continue to lead to innovations in sports (Ratten, 2010). In addition, sports organizations worldwide are helping entrepreneurship develop by using social networks in the form of

capacity building for strategy development (Ratten, 2010). In addition, according to Hardy (1996), if the sport is not managed by financial motives and subsidized by communities and the state, innovation becomes increasingly important as a way to add value to consumers.

There are areas where many entrepreneurial ideas can be applied in the sports sector, such as ticket donations of professional sports leagues, facilities, competitions and organizations, media relations, lodges, T.V. broadcasts, sponsors, professional managers, lawyers, coaches, accountants (Geri, 2013). Also, it is estimated that production and consumption expenditures related to sports products and services are realized in very high amounts annually (Howard & Crompton, 2004).

When entrepreneurship and education are considered together, there is a clear positive relationship between education and entrepreneurial performance (income from one's own business, survival of the firm, profit, and growth) (Van Der Sluis, Van Praag & Vijverberg, 2008; Unger et al., 2011; Van Praag, Van Witteloostuijn & Van Der Sluis, 2013). When the relevant literature is examined in education and entrepreneurship, it is possible to come across studies on entrepreneurship in education because of students. In this context, in the study conducted by Koh (1996), it was found that the levels of risk-taking tendency, tolerance for uncertainty, and innovativeness of students with entrepreneurial tendency were higher than students who did not have the entrepreneurial tendency. Arslan (2002) found that many personal factors can affect university students' entrepreneurial tendencies. In the study carried out by Irmis (2002), it was determined that the majority of the students were aware that entrepreneurship is a critical phenomenon in the new system, and therefore they wanted to establish their businesses. Lüthje and Franke (2003) found that personality traits have a high effect on self-employment attitude and are related to the intention to start a new venture. In the study conducted by Wang and Wong (2004), it was determined that gender, being an entrepreneur in the family, and education level were among the factors affecting entrepreneurship. In the study conducted by Cansız (2007), it was revealed that students could be potential entrepreneurs, but they could not express their potential due to a lack of guidance. In the study conducted by Gürbüz (2008), it was found that students who want to be entrepreneurs in the future need success, a tendency to take risks, self-confidence, and innovativeness compared to others. Özden, Temurlenk, and Başar (2008) found that as students' tendency to take risks from psychological characteristics and their innovativeness level increase, the level of entrepreneurship increases, while the level of entrepreneurship decreases as the level of need for success increases. In the study conducted by Başol, Dursun,

and Aytaç (2011), it was seen that the most crucial personality type in terms of students' entrepreneurial self-efficacy is the extroverted personality type. In the study conducted by Çelik, İnce, and Bozyiğit (2014), it was understood that there is a significant relationship between the level of being an entrepreneur in the family and the immediate environment and the level of participation in the decisions in the family and the entrepreneurial intentions of the students. In the study conducted by Yüksel, Cevher, and Yüksel (2015), it was argued that in the context of students, the "innovation" feature is the most essential feature that an entrepreneur should have, while "resistance to stress" is not one of the indispensable features that an entrepreneur should have. In the study conducted by Uslu (2015), it was determined that the gender variable was determinant in some of the entrepreneurial personality traits of the students.

When the explanations are evaluated from a holistic point of view, it is thought that the education provided is an essential element in the training of sports and entrepreneurship, which has essential micro and macro effects, and accordingly, the sports-based entrepreneurs that countries need. However, when the relevant literature is evaluated in the context of sports, education, and entrepreneurship, it is seen that a limited number of studies have been conducted (e.g., Şeşen & Basım, 2012). In this context, it can be concluded that it is a critical situation to be informed about the factors that can affect the entrepreneurship levels in the training of sports-based entrepreneurs for the sports sector, which has an important place in the economies. Therefore, while planning sports-based entrepreneurship education, it is thought that risk elimination can be done according to the characteristics of the students within the framework of these factors.

CONCLUSION

Although entrepreneurship has been defined as an emerging doctrine in recent years, there are disagreements about what constitutes entrepreneurship (Hitt et al., 2011). Definition of entrepreneurship; complex, valuable, and variable; it also includes different disciplines (Landström, 2005). In a multidisciplinary sense, economists, operators, and behavioral scientists have been closely interested in the concept of entrepreneurship and have examined the phenomenon of entrepreneurship from different and versatile perspectives in different periods (Hava & Erturgut, 2009). In addition, when the concept of entrepreneurship and education is considered together, there is clearly a relationship in the same direction between education and entrepreneurial performance (income from one's job, survival of the firm, profit, and growth) (Van Der Sluis, Van Praag &

Vijverberg, 2008; Unger et al., 2011; Van Praag, Van Witteloostuijn & Van Der Sluis, 2013). In addition, the concept of the sports industry, which is thought to be closely related to the concept of entrepreneurship, is defined that is a large structure that sports businesses such as sports tourism, sports goods (production and distribution), sports apparel, amateur sports participation, professional sports, recreational sports, high school, and college sports, outdoor sports, sports marketing companies, sports sponsorship industry and administrative/legal facts (Pitts & Stotlar, 2002). In this context, it can be concluded that the sports industry offers excellent opportunities for entrepreneurs. In this respect, it can be concluded that it is a critical situation to be informed about the factors that can affect the entrepreneurship levels in the training of sports-based entrepreneurs for the sports sector, which has an important place in the economies. Therefore, while planning sports-based entrepreneurship education, it is thought that it is crucial to eliminate the risk according to the characteristics of the students within the framework of these factors.

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