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ENTREPRENEURSHIP CERTIFICATE TRAINING AND OBSERVATIONS AT ÇUKUROVA UNIVERSITY

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Abstract

The aim of this study is to develop the solution proposals by identifying the main trends and the problems that students in the attend entrepreneurship certification education courses in Cukurova Universities. The entrepreneurship priority of the students participating in the curriculum was investigated according to the professional groups, taking into account the legal regulations, supports and development targets published in this direction. For this reason, the situation of students applying for a three-year project, which started in 2015 and completed in June 2018, was taken into account. In the project, 30 programs were opened in six semesters and 590 students graduated. Considering the entrepreneurial tendencies of the participants who graduated from the course program, the engineering faculty was ranked first and vocational high school students ranked second. The biggest problem that has been encountered is to reach the venture capital required for the entrepreneur who wants to establish the first business.

Keywords

Entrepreneurship, Training, Certificate, Project

1. Introduction

Entrepreneurship and entrepreneurial culture are at the forefront of what has been emphasized in recent years. The increase in the importance of entrepreneurship is closely related to its vital functioning in terms of economic and social development. The development and development of a country in a globalizing world; the ability to adapt to rapidly changing conditions and to contribute to economic growth can be attributed to the ability to grow entrepreneurs. An important task of your entrepreneurship is the contribution to the solution of unemployment (Mutlu, 2014). The entrepreneur has an important contribution to the solution of unemployment, both by taking part in the job market and by attracting people to work in the business. According to the Turkish Statistical Institute (Tuik, 2017). The rate of young unemployed in our country is increasing rapidly every year (See figure 1).

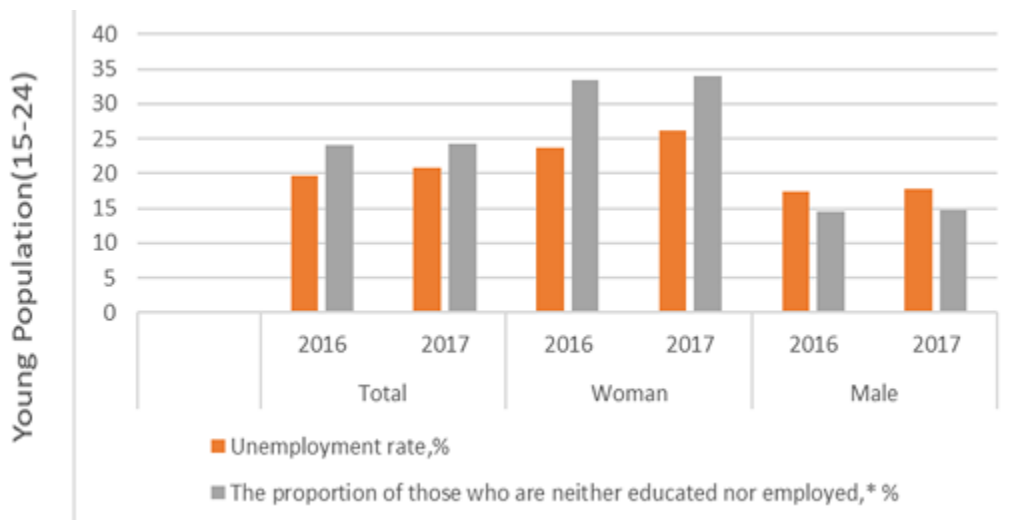


Figure 1: Basic workforce indicators in Turkey (Tuik, 2017)

According to the Enterprises by Business Records in 2013, there is seen that 3,529,541 businessmen active in our country. These are formed 93.6% of micro, 5.4% small and 0.9% medium enterprises (SME Report, 2015). Another name for this is SME. Small businesses are supported in every country due to their flexible in times of crisis, easy job creation, dynamic and changing marketing adaptability (Guzel, 2018). In this case, like the developed countries that know it closely, various government, non-governmental organizations and voluntary organizations, especially our state institutions, develop support mechanisms for the want to start a new business. These are Ministry of Science and Technology and Industry, The Scientific and Technological Research Council of Turkey (TÜBİTAK), Small and Business Organization

(KOSGEB) and Angel investors. KOSGEB organizes practical entrepreneurship trainings throughout the country. These trainings aimed to support and disseminate entrepreneurship, the fundamental factor in resolving economic development and employment problems, and to increase the success levels of entrepreneurs' businesses based on a business plan and establish successful enterprises. These trainings are 32 hours in total and certificates are awarded to successful students. Those who receive this certificate are eligible to receive grant (150.000 Turkis lira) support from Kosgeb (Kosgeb Web Page, 2018).

TUBITAK provides grant support at various rates to those who turn business ideas into business plans by presenting five different national support programs. These are;

- Technological investment support,
- Entrepreneurship and Innovation Competition Programs
- Research programs for entrepreneurship and innovation,
- Investment support program,
- Capacity Increase in Innovation Entrepreneurship Areas (Tubitak Web Page, 2018)

This work was supported by the National Program for Capacity Building in Innovation Entrepreneurship Areas. As Çukurova University, it was carried out in the framework of the project titled “Recruiting Entrepreneurship Certificate for Students and Teaching Staff at Çukurova University”.

2. Materials and Methods

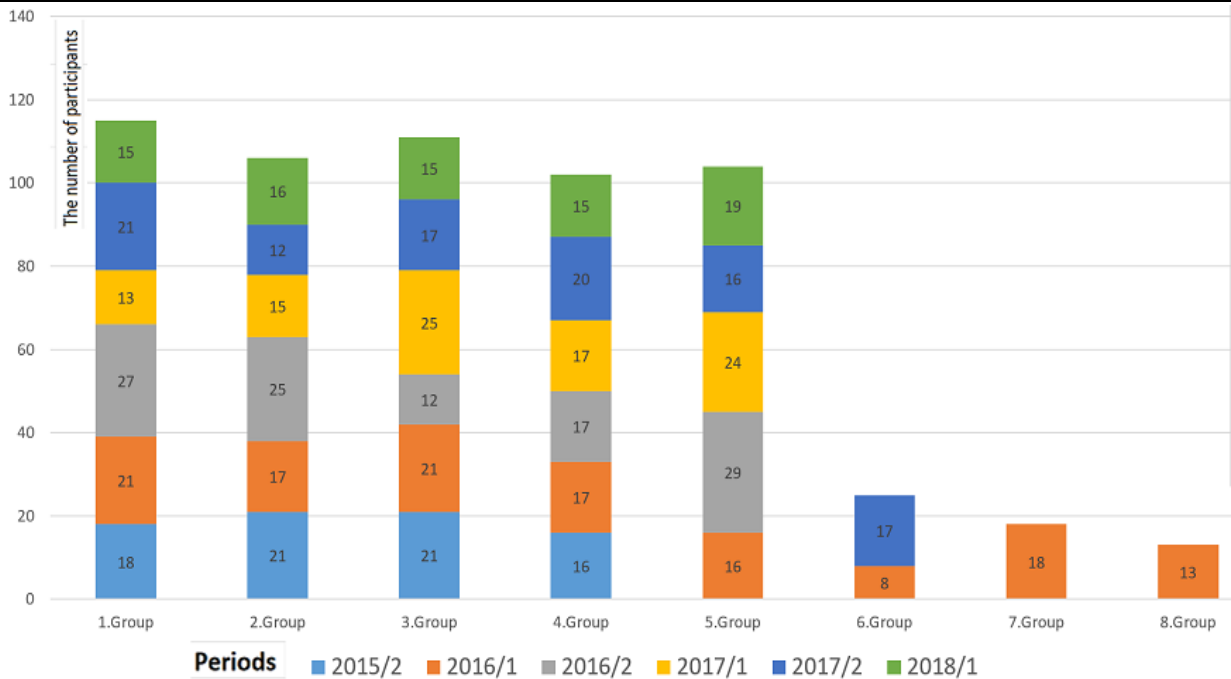
Entrepreneurship Certificate Program can benefit from only students and lectures who are enrolled in the undergraduate, and graduate students and lecturers of in our University (Çukurova University has according to the academic records of 2014-2015 academic year, 48,817 undergraduates, graduate and doctoral students). This project aims to train 1% of the total number of students (This rate is approximately 488 students). Project has started in 2015 and finished June in 2018 and 30 programs were opened in the project and 590 students graduated.

The training program consists of seven Lesson. Each program is scheduled for 2 weeks per courses. These lessons are Introduction of enterpreneneurship, Business modeling, Experience sharing, Creative thinking and idea production, Effective presentation, financial literacy and Law for entrepreneurs. Expert academics person gave each course. All of the participants are university students. Participants who are successful at the end of the course

program will be entitled to receive a certificate. Participants in the application of this course are summarized in table 1, and figure 2.

Table 1: Activity Chart

	1. Period	2. Period	3. Period	4. Period	5. Period	6. Period	Total
Number of Applications	200	280	283	278	230	210	1481
Number of Participants Registered	88	131	110	90	103	80	602



Number of Graduates	76	131	110	90	103	80	590
Number of classes opened	1	2	1	1	1	1	7
Total hours of modules	168	336	210	210	252	210	1386
Extra hours of modules	64	0	20	20	20	20	144

Figure 2: Distribution of participants according to the periods

3. Results and Discussion

1481 students were applied of these courses, 52% were male, and 48% were female. A total of 590 (39.8%) completed their education successfully. At the end of this course, we have been given a table 2 of expectations and realizations.

Table 2: Target-realization Comparison Table

		1. Period	2. Period	3. Period	4. Period	5. Period	6. Period	Total
Certificate Program Number	Target	8	8	8	8	8	8	48
	Realization	4	8	5	5	6	5	33
	Deviation	4	0	3	3	2	3	15
Number of Beneficiary Participants	Target	120	120	120	120	120	120	720
	Realization	76	131	110	90	103	80	590
	Deviation	-44	+11	-10	-30	17	40	130

According to the table 2 we achieved 68.9% of our targeted results. The amount of deviation during the whole project appeared to be 15%. According to the number of registered students, the number of graduated students was 81.9%. When we look at these results, it can be said that the project has been carried out very successfully. 590 of the students completed the program were 91% in the male group and 96% in the female group. When the distribution of the students receiving the certificate it is seen that engineering faculty students are in the first and high school students in are in the second place (Figure 3).

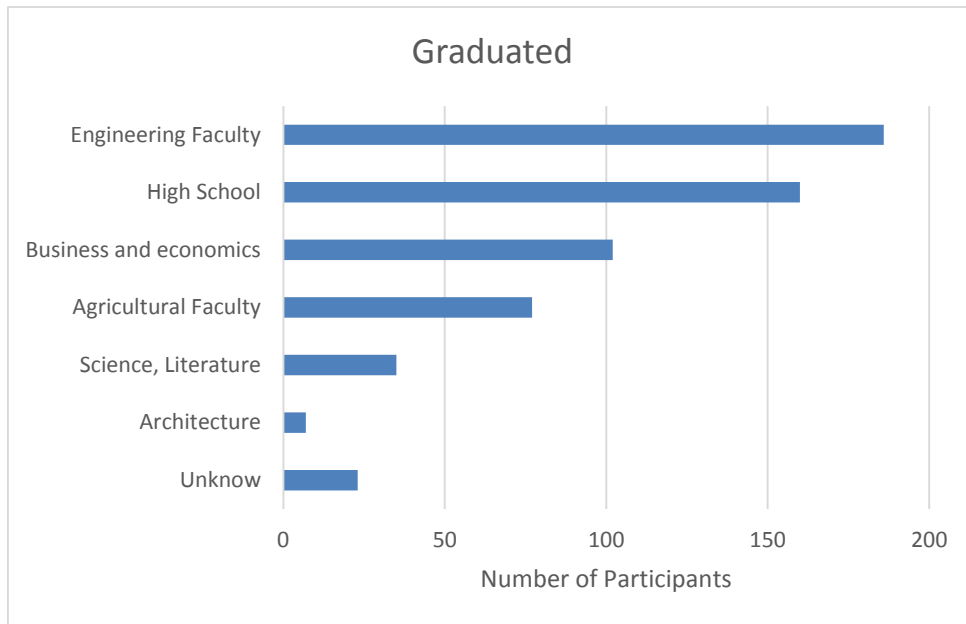


Figure 3: Distribution of students receiving certificates according to schools

It is immediately seen that the sorting in the upper graph changes when you see that they want to open a business place according to their faculties (Fig 4). According to the figure, it is seen that the faculties that want to open the workplace receive the first order in terms of agriculture and literature. According to this result, it can be said that occupations that can not find jobs when they graduate are oriented towards entrepreneurship.

When the occupational groups of the participants were examined, it was determined that 165 of them graduated from social sciences, 186 were related to science sciences and / or worked. Twenty three participants did not report that they had graduated (Karmutoğlu, Guzel and Halefoğlu, 2018). There was no statistically significant difference ($p < 0.928$ and $p < 0.939$, respectively) when the gender and achievement scores of the participants in social and science education were taken into consideration.

However, when subgroups were examined, it was seen that there were more male participants in the engineering field and that the success scores were higher in the subgroups under both the sciences and social sciences ($p < 0.001$).

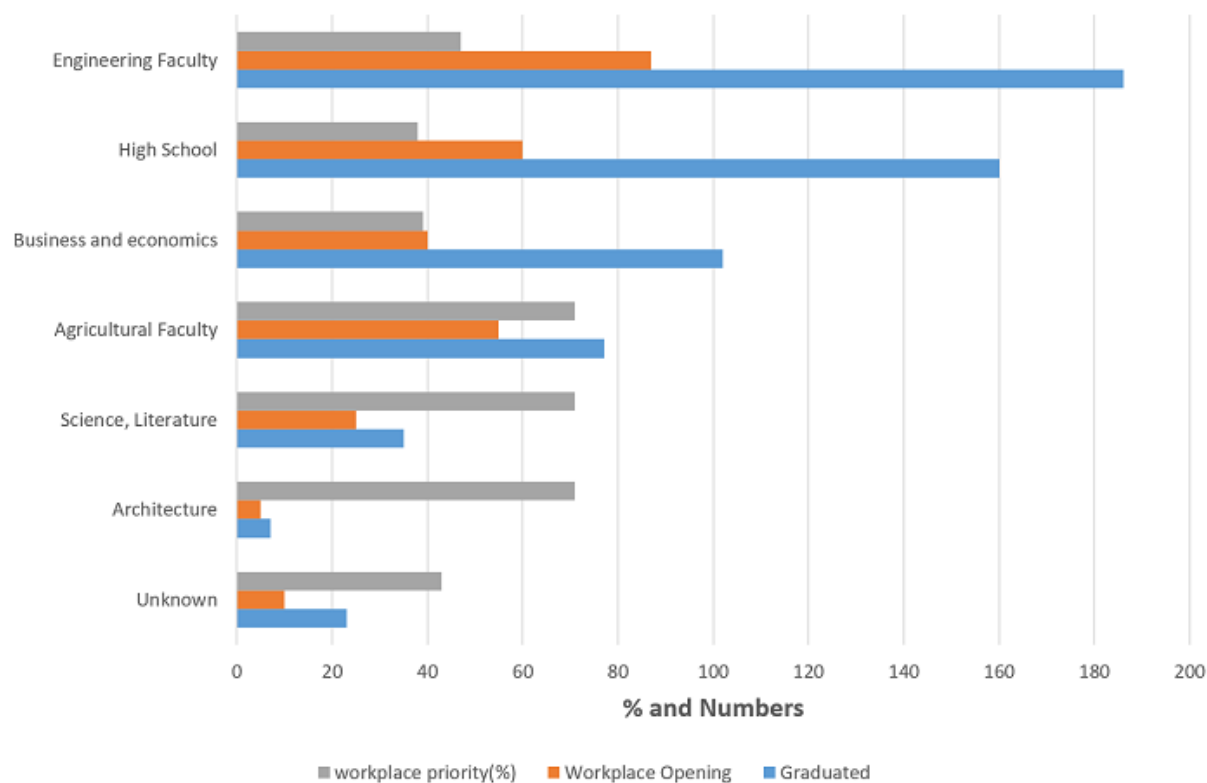


Figure 4: *Distribution of those who want to start a business*

4. Conclusions

Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions (Donald,). This passion is known to be gained during the student time period.

With this project;

- University students' awareness of entrepreneurship has increased.
- New student communities formed in the field of entrepreneurship
- Activities organized by student communities on entrepreneurship increased.
- Instructors' awareness of entrepreneurship has increased.
- The professors were given competencies to enable them to teach entrepreneurship.
- Entrepreneurship courses / programs started to be opened by different units of the university.

- The number of entrepreneurship events organized by the university increased. (Project competition, panel, seminar etc.)
- The resources transferred from the university budget to entrepreneurial activities increased

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