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Entrepreneurship Tendencies of Primary School Students and Variables Affecting Their Entrepreneurial Tendency

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Abstract

The aim of the study is to identify the entrepreneurial tendencies of primary school fourth grade students. The study was designed using the survey research model, which is one of the quantitative research methods. The participants of the study are 505 students attending the fourth grade of a primary school affiliated to the Ministry of National Education in the province of Izmir, located in the western region of Turkey, during the 2020–2021 school year. The Personal Information Form developed by the authors and the Entrepreneurial Tendency Inventory for Children (ÇGEE) developed by Yurtseven and Ergün (2018) were used to collect the data of the study. The data obtained were analyzed using the statistical package program. The findings of the study indicate that while a significant difference is found in all of the entrepreneurship tendencies inventory factors in terms of gender, a significant difference is found only in the innovativeness factor based on the number of siblings. Based on the social activities that the students participated in, it is found that there is a significant difference for the students who deal with dancing. While no significant difference was found based on the mothers' educational background, a significant difference was found in the success and problem-solving factors based on the fathers' educational background.

Key words: entrepreneurship, entrepreneurial trends, primary school student

Introduction

For quite some time, the concept of entrepreneurship has been considered in connection with development and has been recognized as a driving force to mobilize human, financial and physical resources to initiate business ideas, to start and grow businesses, and to create jobs (Arrak, Kaasa, & Varblane, 2020). In the early period the entrepreneurship was discussed in relation to economy (OECD, 2015) andwas defined as an economic and commercial concept. Entrepreneurship refers to the process of creating goods and services with different values by using necessary time and effort and by assuming financial,

psychological and social risks in return for monetary and personal satisfaction (Hisrich, Peters, & Shepherd, 2017). The importance of entrepreneurship is indisputable due to the fact that it makes a strong contribution to the mobilization of the necessary resources for the improvement of the economy and employment (Silva, Couto, & Coelho, 2012). Thus, entrepreneurship is a very complex concept that deals with various disciplines such as economics, psychology, sociology and anthropology (Kobiah & Sikalieh, 2009). Frederick, O'Connor and Kuratko (2016) argue thatwhile creating a business or social enterprise is important, the concept of entrepreneurship means more than that. Entrepreneurship is about seeking new opportunities, taking risks, and bringing an idea to life. It is the ability of individuals to turn their thoughts into action and is a skill that consists of many components such as realizing the possibilities around individuals, setting goals, making plans, having innovative thinking, seeing opportunities, taking risks, being willing to be successful, and self-confidence (Antoncic & Hisrich, 2001; Covin & Covin, 1990; Covin & Slevin, 1991; Yurtseven & Ergün, 2018; Heasly & Iliško, 2022). It is argued that entrepreneurship is an inclination process (Krueger, Carsrud, & Reilly, 2000). The entrepreneurial tendency is a concept related to a persons' tendency towards initiatives and self-confidence for realizing these initiatives (Güreşçi, 2014). In the studies examined, it is seen that the concepts of entrepreneurship, competence/skill and entrepreneurial tendencies are used interchangeably and therefore, there is no clear definition of these concepts (Yurtseven & Ergün, 2018). The entrepreneurial tendency dimensions used in this study are as follows: achievement, problem solving, innovativeness and self-confidence.

Improving the students' skills is an important issue that all stakeholders take into account in the education systems. In the recent period it has been observed that there is an increase in the number of studies dealing with the students' entrepreneurship skills and with the ways to improve these skills. The entrepreneurship skill, which is among the 21st century skills, is emphasized in all education programs of the primary schools as it is emphasized in the 2023 education vision in Turkey. It is seen that the improvement of entrepreneurship skills of the students is considered important both in the specific objectives of the courses and in the educational programs as a competence. Since the personalities of children can be developed in early childhood, it is important for them to gain entrepreneurial personality traits in this period (Udu & Amedi, 2013; Van der Kuip & Verheul, 2003). It can be difficult to fill this gap if a solid foundation for developing entrepreneurial skills is not laid in primary school (Ode, Ayua, & Alabi, 2019). Since entrepreneurship is one of the most important competencies in the life of every person, it is important to start the development of entrepreneurial tendency from the pre-school period and particularly from the early grades of primary school (Bartulović & Novosel, 2014). It is reported that such tendencies can be improved through formal education at schools (Suryaman & Karyono, 2017). In primary school, teachers should encourage students to acquire personal qualities that contribute to the development of their entrepreneurial attitude stating that it will be useful in their daily life and in all their professional activities (Paço & Palinhas, 2011).

There are various factors that affect the entrepreneurial tendencies. Such factors include the general economic, social and political structure of the country, regional and environmental factors, personality traits, general and vocational education level, and these are effective in the formation or improvement of the entrepreneurial tendency (Güreşçi, 2014). Personality traits, occupations, socio-economic and socio-cultural structures of the parents, their educational status, the place of residence, social environment

are also reported to affect the entrepreneurial tendency of individuals (Arrak, Kaasa, & Varblane, 2020; Chen & Lai, 2010; Hisrich & Peters, 1995; Sarıtaş & Duman, 2017; Ulutürk & Akman, 2021). It is important to include the social context of entrepreneurship as an economic, psychological and social phenomenon in the studies, because the development of entrepreneurship is also affected by social factors such as the individuals' immediate environment (family, school, peers ...) (Francesko, Nedeljkovic, & Njegomir, 2021).

In recent years, the frequent topics covered in these studies are the definitions of entrepreneurship skills, education programs to improve the students' entrepreneurship skills, the factors affecting entrepreneurship and the role of education in improving the students' entrepreneurship skills. As we enter the increasingly complex and challenging world of the mid-twenty-first century, it is recognized that the need to improve the entrepreneurial skills of individuals, particularly of students, is more important than ever. The studies on student entrepreneurship is actually not a new field of study. However, it is seen that particularly the entrepreneurial behavior characteristics and entrepreneurial intentions of pre-service teachers, teachers or undergraduate students have been investigated (Athayde, 2009; Aydın & Öner, 2016; Büyükyılmaz, Karakaya, & Yıldıran, 2015; Fidan, Yıldıran, & Ercan, 2019; Güreşçi, 2014; Izedonmi & Okafor, 2010; İşcan & Kaygın, 2011; Mei, Lee, & Xiang, 2020; Mirza & Demiral, 2019; Patır & Karahan, 2010; Sahban, Ramalu, & Syahputra, 2016; Sarıtaş & Duran, 2017; Şenel and Kocaalan, 2018; Vaidya, 2007).

Ataseven and Mentiş Taş (2019) found that only 12 % of the postgraduate studies which have been carried out since 1988 are about entrepreneurship in Turkey, and these studies are related to the field of education and only four of these studies in the field of education are related to the entrepreneurship tendency. In the study it was stated that there was no postgraduate thesis on a sample of the primary school students. It is seen that the studies (Turan, Kıvrak, Atasayar, & Başar, 2021) in which entrepreneurial tendencies of primary school students are analysed are limited in number. In addition, there are no studies which aimed at analysing the effects of gender, social-cultural-sports activities, the education level of the parents and their professions, on the entrepreneurial tendency of the students. The aim of this study is to determine the entrepreneurship tendencies of primary school fourth grade students. In line with this general purpose, the study attempts to answer the following research questions:

1. What are the levels of entrepreneurial tendencies of the students?
2. Do entrepreneurial tendencies of the students have any correlation with the following variables:
    a) Gender of the students;
    b) Number of siblings;
    c) Students' social activities;
    d) Educational background of the parents;
    e) Occupation of the parents.

Method and a Design of the Study

In this study, the survey model, which is one of the quantitative research methods, was used. Survey-based studies are descriptive studies that aim to collect data to identify specific characteristics of a large audience that have qualities related to the study topic (Öztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2020).

Research Participants

The participants of the study are 505 fourth grade students who were attending 36 different public primary schools attached to the Ministry of National Education during the school year of 2020–2021 in the Menderes and Karabağlar districts of İzmir. Before the students could participate in the study voluntarily, their families were asked to approve the participation of their children in this study by signing a consent form. Only those children whose study participation was confirmed by the parents were selected as the participants. Of 505 participants, 52 % were female and 48 % male. The number of siblings is mostly one (48 %) and two (30 %) for the participants. Concerning social activities, the distribution of the participants appears as follows: 37 % involved in sports, 20 % in painting, 7 % in music, 6 % in dancingand 1 % in more than one social activity. However, it is also found that 28 % of the participants had no involvement in any social activity. The majority of mothers (30.7 %) and fathers (30.9 %) are high school graduates. The rate for the primary school graduates is 29 % for the mothers and 2 % for the fathers. In regard to employment status, it is seen that the majority of the mothers are housewives (72.5 %) and the majority of the fathers are workers (37.2 %). The rate for mothers and fathers who are employed as civil servant or who are self-employed is similar.

Data Collection Tools

The Personal Information Form developed by the authors and the Entrepreneurial Tendency Inventory for Children (ÇGEE) developed by Yurtseven and Ergün (2018) were used to collect the data of the study. The ÇGEE is a Likert-type scale and has four factors (Achievement, Problem solving, Innovativeness, Self-confidence) and 24 items. All items in the scale are positive statements. The minimum score from the scale is 24 while the maximum score is 120. ***The factor of achievement*** consisted of seven itemswhich are about having an internal motivation to be successful, an ability to complete the given tasks, and not to give up in face of unsuccessful attempts. ***The factor of problem solving*** consisted of six items which are about having an ability to look at the problems in a positive way, to produce solutions for the problems and to develop alternative solutions. ***The factor of innovativeness*** consisted of six items which are about the topics such as being open to novice activities, to develop new ideas and original work. ***The factor of self-confidence*** consisted of five items which are about having a belief of eliminating the difficulty, self-reliance and having an ability to express views. The original Cronbach Alpha reliability coefficient of the scale is found to be 0.89. In the present study, Cronbach Alpha reliability coefficient of the scale is found to be 0.92. The Cronbach Alpha reliability coefficient of the four categories are found to be as follows: Problem solving (0.84), innovativeness (0.80), achievement (0.78) and self-confidence (0.75). These findings suggest that the scale is a reliable data collection tool.

Data Analysis

The data obtained were examined using the SPSS. The Levene's test was used to check whether the data showed a normal distribution. The statistical techniques such as frequency, percentage, standard deviation, t-test, one-way analysis of variance (One-Way Anova) and Kruskal-Wallis test were used in the analysis of the data.

Research Findings

Table 1 presents the results of the descriptive statistics of the data obtained through the administration of the Entrepreneurial Tendency Inventory for Children (ÇGEE).

Table 1

Results of the Descriptive Statisticson the Data From the Entrepreneurial Tendency Inventory for Children (ÇGEE)

Factors	N	$\bar{X}$	SS
Achievement	505	4.40	.584
Problem solving	505	4.18	.717
Innovativeness	505	4.06	.766
Self-confidence	505	4.05	.719
ÇGEE	505	4.19	.589

Table 1 indicates that the arithmetical mean score from the ÇGEE for the participants is 4.19. It is seen that the entrepreneurship tendency levels of the participants are at the level of "always". The highest score for the participants is taken for the factor of achievement ($\bar{X}$ = 4.40), the lowest score for the participants is taken for the factor of self-confidence ($\bar{X}$ = 4.05). The entrepreneurship tendency levels of the participants are at the level of "always" for all of the factors: achievement ($\bar{X}$ = 4.40), problem solving ($\bar{X}$ = 4.18), innovativeness ($\bar{X}$ = 4.06) and self-confidence ($\bar{X}$ = 4.05). It also appears at the same level for the scale ($\bar{X}$ = 4.19). In order to identify whether the entrepreneurial tendencies of the students differ based on the gender variable, the independent sample t-test was employed. The findings obtained from the test are presented in Table 2.

Table 2

Results of the Independent Sample t-test for the Differences Between the Scores of the Entrepreneurship Tendencies Inventory Based on Gender

Factors	Gender	N	$\bar{X}$	SS	sd	t	P
Achievement	Female	262	4.48	.541	503	*3.272*	***.001***
	Male	243	4.32	.617			
Problem solving	Female	262	4.25	.662	503	2.105	**.036**
	Male	243	4.11	.766			
Innovativeness	Female	262	4.13	.730	503	2.234	**.026**
	Male	243	3.98	.797			
Self-confidence	Female	262	4.13	.717	503	2.380	**.018**
	Male	243	3.97	.716			
ÇGEE	Female	262	4.26	.544	503	2.924	**.004**
	Male	243	4.11	.625			

($p < .05$)

Table 2 shows that the scores of the participants from the scale and from the factors: "achievement", "problem solving", "innovativeness"and "self-confidence"significantly differ depending on gender ($p < 0.05$). More specifically, the female participants have much higher scores from the scale and the factors ($t[503] = 3.272$; $t[503] = 2.105$; $t[503] = 2.380$; $t[503] = 2.924$ $p<.05$).

The effects of the number of siblings were analysed using the ANOVA. It is found that the number of siblings does not have any significant effect on the participants' scores from the factors of "achievement", "problem solving", and "self-confidence". However, the number of siblings is found to have significant effects on the participants' scores from the scale as a whole and from the factor of "innovativeness" ($p < 0.05$). These findings are given in Table 3 below.

Table 3

Results of the ANOVA Test for the Differentiation of the Entrepreneurial Tendency of Primary School Fourth Grade Students Based on the Number of Siblings

Factors	Number of siblings	N	$\bar{X}$	SS	F	P	Significant difference
Innovativeness	1	245	4.08	.741	2.479	.043	
	2	155	3.93	.808			
	3	75	4.22	.648			(3–2)
	4	20	4.09	1.032			
	5+	10	4.38	.689			
		505	4.06	.766			
ÇGEE	1	245	4.20	.572	2.610	.035	
	2	155	4.09	.642			
	3	75	4.30	.513			(3–2)
	4	20	4.25	.587			(5–2)
	5+	10	4.48	.441			
	Total	505	4.19	.589			

Table 3 shows that as mentioned above the number of siblings is found to have significant effects on the participants' total scores from the scale as a whole and their scores from the factor of "innovativeness" ($p < 0.05$). In order to find the source of difference, the LSD test was employed. The results showed that in regard to the factor of "innovativeness" those with three siblings have higher scores in contrast to those with two siblings ($F_{(4–500)} = 2.479$ $p < .05$). In addition, for the scale total score, those with three siblings are found to have higher scores in contrast to those with two siblings and also, those with five siblings are found to have higher scores in contrast to those with two siblings ($F_{(4–500)} = 2.610$ $p < .05$).

The results of the Levene's test showed that the data had a normal distribution ($p > .05$). Therefore, the One-Way Analysis of Variance (One-Way ANOVA), one of the parametric tests, was employed to identify the potential difference in the entrepreneurial tendencies of the students based on the social activities in which they participated. The results of the ANOVA are given in Table 4:

Table 4

Results of the ANOVA Test for the Correlations Between the Students' Entrepreneurial Tendency and the Social Activities They Participated

Factors	Social activities	N	$\bar{X}$	SD	F	P	Significance difference
Problem solving	Sports	186	4.18	.746	2.930	***.013***	
	Painting	99	4.23	.660			
	Music	37	4.34	.664			Dancing-None
	Dancing	34	4.43	.603			
	None	142	4.03	.738			
	Other	7	4.54	.458			
	Total	505	4.18	.717			
Innovativeness	Sports	186	4.00	.791	3.856	**.002**	
	Painting	99	4.15	.694			Dancing-Sports
	Music	37	4.20	.680			
	Dancing	34	4.48	.539			Dancing-None
	None	142	3.92	.811			
	Other	7	4.19	.729			
	Total	505	4.06	.766			
Self-confidence	Sports	186	4.10	.692	2.582	.025	
	Painting	99	4.09	.707			Sports-None
	Music	37	4.07	.707			Painting-None
	Dancing	34	4.28	.770			
	None	142	3.89	.743			Dancing-None
	Other	7	4.34	.485			
	Total	505	4.05	.719			
ÇGEE	Sports	186	4.18	.597	4.428	.001	
	Painting	99	4.26	.535			Painting-None
	Music	37	4.28	.576			
	Dancing	34	4.48	.425			Dancing-None
	None	142	4.04	.623			
	Other	7	4.47	.346			
	Total	505	4.19	.589			

Table 4 shows that the results of the ANOVA test indicate a significant difference in the scores of the participants based on the social activities when they participated. These significant differences are found in the scores from the scale as a whole, the factors of problem solving, innovativeness and self-confidence ($p < 0.05$). In order to reveal the source of difference the LSD test was employed. The results of the LSD test showed that for the factor of "Problem solving" the scores of the participants who are involved in dancing are much higher than those of the participants who do not take part in dancing activities ($F_{(5-499)} = 2.930$ $p < .05$). A similar result is obtained for the factor of innovativeness in that the scores of the participants who are involved in dancing are much higher than those of the participants who are involved in sports and also, than those of the participants who do not take part in any social activities ($F_{(5-499)} = 3.856$ $p < .05$).

Similarly, concerning the factor of self-confidence the scores of the participants who are involved in sports are found to be higher than those of the participants who do not take part in any social activities. It is also found that the scores of the participants who are involved in painting activities are found to be higher than those of the participants who do not take part in any social activities. A similar result is also found for the participants who deal with dancing. More specifically, the scores of the participants who are involved in dancing are much higher than those of the participants who do not take part in any social activities ($F_{(5–499)} = 2.582$ $p < .05$). In regard to the total ÇGEE scores, it is found that the scores of the participants who are involved in painting activities are found to be higher than those of the participants who do not take part in any social activities andthe scores of the participants who are involved in dancing are much higher than those of the participants who do not take part in any social activities ($F_{(5–499)} = 4.428$ $p < .05$).

The Levene's test results for the factor of achievement indicate that the data do not have a normal distribution ($p < .05$). Therefore, in order to reveal the effects of the participation in social activities on the entrepreneurial tendencies of the students, the Kruskall-Wallis H test was used. Table 5presents the results of the Kruskall-Wallis H test.

Table 5

Results of the Kruskall-Wallis H Test Concerning the Correlations Between the Entrepreneurial Tendency of Students and the Social Activities They Participated

Factors	Social activity	N	Mean rank	Sd	X^2	P	Significant difference
Achievement	Sports	186	245.28	5	22.990	.001	Dancing-Sports
	Painting	99	280.99				
	Music	37	267.18				Dancing-None
	Dancing	34	323.13				
	None	142	218.81				Painting-None
	Other	7	340.21				
	Total	505					

Table 5 indicates that the results of the Kruskall-Wallis H test there is a statistically significant correlation between the factor of achievement and the social activity participation ($p < 0.05$). More specifically, the achievement scores of the participants who are involved in dancing activities are found to be higher than those of the participants who deal with the sporting activities. It is also found that the scores of the participants who are involved in dancing activities and of those who deal with painting activities are found to be higher than those of the participants who do not take part in any social activities.

There is no significant effect of the educational background of the students' mothers on the entrepreneurial tendencies of the students. However, it is found that there is a significant difference ($p < 0.05$) in the sub-dimensions of problem solving and achievement depending on the educational status of the fathers. The results of the ANOVA test which is used to reveal any correlations between the fathers' educational background and the entrepreneurial tendencies of the students are given in Table 6.

Table 6

ANOVA Results for the Correlations Between the Students' Entrepreneurial Tendency and Fathers' Educational Background

Factors	Fathers' educational level	N	$\bar{X}$	SS	F	P	Significant difference
Achievement	Primary school	135	4.39	.591	2.611	*.035*	Primary school-Other
	Secondary school	94	4.43	.587			
	High school	156	4.42	.554			Secondary school-Other
	University	105	4.44	.556			
	Other (Illiterates)	15	3.94	.836			High school-Other
	Total	505	4.40	.584			University-Other
Problem solving	Primary school	135	4.18	.733	2.781	.026	Primary school-Other
	Secondary school	94	4.17	.660			
	High school	156	4.22	.698			Secondary school-Other
	University	105	4.23	.702			
	Other (Illiterates)	15	3.60	.993			High school-Other
	Total	505	4.18	.717			University-Other

As can be seen in Table 6 the ANOVA results indicate a significant difference in the participants' scores for the factors of achievement and problem solving based on the educational background of the fathers ($p < 0.05$). The LSD test was used to reveal the source of difference, and the results of the LSD test show that, concerning the factors of achievement and problem solving, the scores of the participants, whose fathers are either primary school graduates or secondary school graduates or high school graduates or university graduates, are much higher than those of the participants whose fathers have other educational background. The results of the analyses indicate that there is no significant difference in the scores of the participants in the four factors based on the parents' occupations ($p > .05$).

Conclusions

The entrepreneurial tendencies of the students are affected by many factors. However, as Parker (2006) states, the origins of the entrepreneurial behavior have not yet been fully understood. Individual preferences, talent, education, and financial resources all stand out as potential determinants of the entrepreneurship (as cited in Vladasel, Lindquist, Sol, & Van Praag, 2021). In this study, we have attempted to uncover the entrepreneurial tendencies of primary school students. For this purpose, the Entrepreneurship Tendency Inventory for Children was administrated to the students. As a result of the study, it is revealed that the entrepreneurship tendencies of the students are generally high. It is also found that the highest scores of the participants are for the factor of achievement ($\bar{X} = 4.40$) and the lowest scores for the factor of self-confidence ($\bar{X} = 4.05$). When the related studies are examined, it is seen that there is a positive and significant relationship between the need for success and entrepreneurship (Zhang & Bruning, 2011). There are also views claiming that those individuals with a strong need to achieve discover the paths to entrepreneurship and that their success rates are higher than other

individuals (Littunen, 2000). In the present study, it is seen that the scores of the participants for the factor of achievement is higher than those for the other factors. Based on this finding it can be argued that most of the students who have a need to be successful tend to be entrepreneurs.

In the present study the entrepreneurial tendencies of the primary school students were examined based on the gender variable and it is found that gender has a significant effect on having an entrepreneurial tendency. It is also revealed that the scores of female students were higher in the total of ÇGEE and in all factors in contrast to the scores of the male students. In the previous studies (Turan, Kıvrak, Atasayar, & Başar, 2021; Arcagök, 2016; Deveci, 2018), it is also reported that the entrepreneurial tendencies of female students were higher than those of male students. On the other hand, in the studies conducted by Hassi (2016), Çetin, Şahin, Mertol, Arcagök, and Girgin (2017), Hassi (2016), it is concluded that there is no significant correlations between the gender of primary school students and their entrepreneurial skills and intentions, and that gender is not one of the factorssignificantly affecting the students' entrepreneurial skills. In our country, which is largely a patriarchal society, female students seem to have a higher level of entrepreneurship than male students due to their desire to prove themselves. Because one of the main factors affecting societies is culture, it is possible to see the traces of culture in the factors such as personality traits, lifestyle, family structure, moral rules, education, behavior patterns and social environment. It is thought that social culture may have an effect on the formation of entrepreneurial motivation and behaviors among the individuals (Aytaç, 2006). Then, it can be stated that the entrepreneurial tendencies of the female students living in İzmir are higher than the male students, due to cultural factors such as the family structure of the participants, lifestyles and social environment.

Another finding obtained from the study is that the number of siblings of the students affects their entrepreneurial tendencies. The entrepreneurial tendencies of the students did not show a significant difference in the factors of achievement, problem solving and self-confidence based on the number of siblings they have. However, it is found that those students who have three siblings are more entrepreneurial than students who have two siblings based on their scores from the total scale and the factor of innovativeness. It can be said that with the increase in the number of siblings, the innovativeness and entrepreneurship tendencies of the students increase. It is also possible to argue that those students with more siblings are more advantaged in terms of innovation and entrepreneurship tendency. Also, firstborn children are generally adaptable as they accept the roles their parents envision for them and adopt a more traditional outlook on life. All siblings go through a process of differentiation or disidentification as they assume different roles in the family. Children born later tend to be more creative and less likely to conform to the norms. This may make these children more entrepreneurial (Vladasel, Lindquist, Sol, & Van Praag, 2021). According to the findings of this study, it can be said that having more siblings affects students' having more innovative and entrepreneurial tendencies. Previous studies (Akpinar & Alkiş, 2019; Demirhan, 2016; Türkmen & İşbilir, 2014) concluded that the number of siblings has no significant effect on the entrepreneurial tendencies. However, the participants of these studies are university students which may lead to different findings. In the study conducted by Arslan (2002), it was found that there is a relationship between the number of siblings of university students and their entrepreneurship. It is also concluded that the low number of children

in the family affected the entrepreneurship inclinations of the participants positively and significantly. In the present study, however, it is found that primary school students with more siblings had more entrepreneurial tendencies than primary school students with fewer siblings. Therefore, it is safe to argue that the entrepreneurial tendencies may vary depending on the age level. Likewise, some studies have reported significant relationships between the age of the participants and their entrepreneurial tendencies (Dündar & Ağca, 2006).

Another finding obtained from the study is related to the effects of the social activities the students participate in on their entrepreneurial tendencies. A significant difference is found in the entrepreneurial tendencies of the students for the factors of achievement, problem solving, self-confidence and innovativeness and the total score of the scale depending on the social activities they participated in. In all four factors, it is found that those students who participate in dancing activities have a tendency to be more entrepreneurial than students who do not participate in any social activity. Dancing is an activity which is based on communication performed in a social context (Marshall, 2019), and also provides a suitable basis for interaction (Alpert et al., 2009). Therefore, it can be argued that dancing, in which communication and interaction are effective, contributes positively to the entrepreneurship tendency of the students. It is also concluded that the students' participation in different social activities, particularly dancing, painting, and sports, are more entrepreneurial than the students who do not participate in any social activity. It can be said that dancing, painting and sports affect students' entrepreneurial tendencies. Entrepreneurship is a type of personal cognitive skill that is influenced by entrepreneurial education and particularly with the out-of-school learning activities (Cui et al., 2019).

Family context is one of the environmental factors affecting the individuals' entrepreneurial tendency (Akhtar, Keith, & Riaz, 2009; Carr & Sequeira, 2007; Falck, Heblich, & Luedemann, 2012). Given that the educational background of the parents can have an impact on the educational, psychological, social and behavioral conditions of the child, the relationship between the educational background of the parents and the entrepreneurial tendencies of the students has been analysed (Kürtüncü, Yıldız, & Karakuş, 2019; Yüzak, 2010). In this study, it is found that the education level of the mothers does not have an effect on the entrepreneurial tendencies of the students. However, the education levels of the fathers are found to have an effect on the entrepreneurial tendencies of the students. Based on the educational background of the fathers, especially the factors of "Achievement" and "Problem Solving", the scores of the participants – whose fathers are either primary school graduates, secondary school graduates, high school graduates or university graduates – are much higher than those of the participants whose fathers have other educational background. These findings support the findings reported by Van Praag (2005) which stated that those whose fathers are entrepreneurs or have a qualified job or have a high education level are more likely to be entrepreneurs. In the study by Yüzak (2010) it is found that there is a significant relationship between the parents' education levels and the entrepreneurial tendencies of the students. Kaya, Bozaslan, and Genç (2012) found in their study that those students whose fathers have higher levels of the educational background have higher problem-solving skills and academic success. Accordingly, when the students' scores from the factors of achievement and problem solving are analysed depending on their fathers' education level, it is found that the students who have the highest average in both factors are those whose fathers are univer-

sity graduates. Börü (2006) in his study concluded that university students whose fathers have higher levels of education have higher entrepreneurial tendencies. In the study by Mangasini (2015) it is found that university graduates whose parents have higher level of education have high entrepreneurial characteristics such as being successful, taking risks, self-control and self-confidence, and that the educational status of parents affects entrepreneurship tendencies of the participants. In line with these findings, it can be said that as the educational status of the father increases, the entrepreneurial tendencies of the students increase.

The findings on the effects of parents' occupations on the students' entrepreneurial inclinations suggest that parents' occupations have no significant effect on this issue. In previous studies (Göksel & Aydıntan, 2011; Özdemir, 2015; Sözcan & Yılmaz, 2019), no significant effects of the occupations of the mother or father were found to influence the entrepreneurial tendency of the students. On the other hand, there are also studies (Katundu & Gabagambi, 2014; Mangasini, 2015; Molvi, Rauf, & Gulzar, 2018) that suggested that the occupations of parents affect the students' entrepreneurial tendencies. It is predicted that the education level and occupation of the parents will affect the entrepreneurial tendency of the students. However, since more than one factor is effective on individuals' entrepreneurial tendency, it is found in this study that the parents' occupation has no significant effect on the students' entrepreneurial tendency.

Suggestions for Primary Schools

Based on the findings of the study the following suggestions may be offered:

1. Although the entrepreneurship tendency is included in the educational programs of primary school, there are not enough studies conducted on a sample of the primary school students. Therefore, necessary information can be gathered by conducting more studies on the entrepreneurship tendency of the primary school students.
2. More comprehensive studies can be designed by using the Entrepreneurial Tendencies Inventory with different measurement tools.

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