



International Journal of Eurasia Social Sciences
Vol: 10, Issue: 35, pp. (177-202).

Research Article

Received: 11.06.2018 Accepted: 25.02.2019

ASSESSMENT OF ENTREPRENEURSHIP SKILLS BY SOCIAL STUDIES TEACHERS¹

Elif ALADAĞ

Assoc. Prof. Dr., Adnan Menderes University, ealadag@adu.edu.tr
ORCID: 0000-0003-1648-2545

Mavi AKKAYA YILMAZ

Asst. Prof. Dr., Adnan Menderes University, mavi.akkaya@adu.edu.tr
ORCID: 0000-0003-3005-9559

ABSTRACT

The present study aimed to investigate the views of social studies teachers on entrepreneurship skills using the phenomenology design. The study data was collected with semi-structured interviews. Criterion sampling was used in the research. The study criterion included the social studies teachers that instructed the course in 5th and 6th grades since it was stated in social studies curriculum that entrepreneurship skills should be acquired in the 5th and 6th grades. Ten social studies teachers, who were employed in various schools in Aydın province districts, participated in the study. Data collected in the study were analyzed with content analysis. Teachers described entrepreneurship skills with risk taking, curiosity, being brave, discovering needs, generating ideas, thinking differently, being confident, active, and prioritizing the social welfare. Teachers emphasized mental, emotional and social traits among the behavior of the students with entrepreneurship skills. They mentioned environmental, familial, personal and education-related points on the factors that affect entrepreneurial skills were analyzed. Upskilling better entrepreneurship skills within the context of educational and instructional activities, the teachers provided information by utilizing the environment. Majority of teachers mentioned that they conducted various activities and utilized the material for the students to acquire entrepreneurship skills. Several teachers measured the students' entrepreneurship skills via observations in the process. Furthermore, social studies teachers suggested that entrepreneurship should be instructed more clearly in educational activities.

Keywords: Social studies teacher, entrepreneurship skills, views.

¹The current study was presented as a proceeding in XV. European Conference on Social and Behavioral Sciences organized on February 1-3, 2018 at Adnan Menderes University Davutlar Campus, Kuşadası.

INTRODUCTION

Without doubt, the concept and applications of entrepreneurship are among the reflections of the information society and the contemporary changes that we experience (Başar, et al., 2016: 3). In the times we live in, it can be argued that there is a significant correlation between entrepreneurship and economy. In all societies, the adequate platform for economic development includes an innovative approach to problem-solving, readiness for change, self-confidence and creativity (Heinonen and Poikkijoki, 2006: 81). It can be stated that these elements are also closely related to entrepreneurship. Entrepreneurship represents one of the key engines of economic development due to the foundation of new business ventures or its presence within an existing firm (Rasmussen and Sørheim, 2006: 185). Thus, the power of an economy depends on the number of entrepreneurs and businesses in the economic system. Entrepreneurship (business administration) science investigates the entrepreneurial processes and management. Especially, the most important reason for the economic might of the developed countries is the presence of a successful entrepreneurship system that motivates individuals of all ages for entrepreneurship, especially the young college graduates (Tekin, 2004: 2). Entrepreneurship has developed rapidly in Turkey in recent years. The rapid population growth played an important role in this development. A young and dynamic population translates into a significant demand in the fields of health, education, services, food, transportation, computing, etc. Thus, new entrepreneurship areas and new entrepreneurs are created almost every day in Turkey (Tekin, 2004: 4). In this context, entrepreneurs can be defined in various forms:

The individual who initiates the required enterprise to produce goods and services by combining the production factors (labor, capital, nature), finds the financial sources necessary for the production, and identifies the markets for sale is called an entrepreneur (Müftüoğlu and Durukan, 2004: 15). Or, entrepreneur is the individual who converts her/his capital into investment to produce and market goods or services by taking the profit/loss risks. Investment activities for the purpose of producing goods or services are called enterprise. Entrepreneurship is the profession related to these activities (Küçük, 2005: 25). Furthermore, the concept of entrepreneurship is also used to define business people, business owners, managers, those who aim to start their own business and bosses (Küçük, 2005: 26). The definitions of entrepreneurship include the common characteristics such as taking initiative, creating opportunities, organizational and coordination skills, leadership, risking failure, dissatisfaction with the present means, and being open to diversity (Eraslan, 2011: 83).

The reasons that motivate individuals for entrepreneurship can be categorized in three main groups. These are profit, to work independently, and personal satisfaction (Tekin, 2004: 8). It can be argued that individuals possessing these motivators alone is not sufficient for them to become entrepreneurs. It can be stated that individuals should have certain traits parallel to these motivations. An individual can become an entrepreneur if she/he possesses certain traits such as taking risks and responsibility, a dynamic personality, openness to innovation, and a passion for development (Müftüoğlu and Durukan, 2004: 15). Also, an entrepreneur identifies the opportunities and developments in the market, transforms market opportunities and developments into

business ideas, combines resources by taking risks, successfully manages a small business, improves herself/himself and her/his operations by taking measures against the competition, and is innovative (Tekin, 2004: 4). Furthermore, successful entrepreneurs share certain common characteristics. These entrepreneurs take acceptable risks, are versatile, practical, self-confident, and strict about the implementation of a program (Tekin, 2004: 16-17; Müftüoğlu and Durukan, 2004: 16-17), wishes to develop a product personally and remembered for it (Tekin, 2004: 16), and is determined (Müftüoğlu and Durukan, 2004: 17).

Entrepreneurship is vital since it is a dynamic force for the economic development (Bozkurt and Erdurur, 2013: 59). However, entrepreneurship is not a static and single concept. There are several paths towards entrepreneurship. Entrepreneurship is not related to our professions or occupations, but about the values we identify ourselves with, and this concept does not merely mean establishing a commercial business (Başaret al., 2016: 7).

The family and the environment affect the acquisition of entrepreneurship. In addition to the influence of the family and the environment, this quality can be acquired through education (Müftüoğlu and Durukan, 2004: 18). Furthermore, entrepreneurship education is provided for individuals. Entrepreneurship education can be described with two concepts; education on entrepreneurship as a topic or learning the skills required for entrepreneurship (Rasmussen and Sørheim, 2006: 186). Entrepreneurship education aims to develop basic entrepreneurship competencies. These competencies are specialized economic knowledge, skills and behavior (Curth, 2011: 6). Entrepreneurship education has three main objectives. These are training individuals to acquire the knowledge, skills and attitudes required for their knowledge and learning responsibilities throughout their careers and educational lives, provide awareness and readiness for the external world for the individuals, and promotion and support of entrepreneurship and entrepreneurial behavior (Curth 2011: 14).

Entrepreneurship education seeks to find not only entrepreneurs and entrepreneurial thinkers, but especially young individuals who would contribute to economic development and sustainable society. We should not forget that entrepreneurship and entrepreneurship education starting at younger ages is not only about business life, new corporations and inventions. Entrepreneurship is generally the ability of an individual to activate her or his aspirations. With more education and encouragement, young people can realize their entrepreneurial aspirations. This would increase economic growth regardless of the economic status of nations and provide new job and career opportunities. Although all young individuals would not become entrepreneurs, all learners and society would benefit from entrepreneurship education, given the entrepreneurial knowledge and skills individuals could use throughout their lifetime (Raposo and Paco, 2011: 454-455).

Thus, entrepreneurship is not a total of innate traits and could be taught at a later stage. This reveals the importance of the teaching process (Eraslan, 2011: 91). Because, due to the knowledge, skills and values determined in the curricula, qualified individuals that are required by the society are educated (Bayır et al.,

2016: 2). As the role of education in training individuals with entrepreneurship skills is recognized, the significance assigned to entrepreneurship has increased in education programs. In Ministry of National Education 2015-2019 strategic plan, emphasis was on entrepreneurship skills, and it was stated that one of the missions of National Education was to train individuals with entrepreneurship skills. Furthermore, one of the three strategic goals included in the action plan aimed to develop direct entrepreneurship: "to allow the training of entrepreneurial, innovative, creative, healthy and happy individuals with high language skills, open to learning, with self-esteem and responsibility through the acquisition of contemporary knowledge, skills, attitudes and behavior." One of the strategic goals determined to achieve this goal was to improve the employability of the individuals, who are compatible with the skills required by the labor market within the framework of the lifelong learning approach (URL 1). The plan demonstrates that the Ministry of National Education aims to develop the culture of entrepreneurship through education. Entrepreneurship education started in the relevant economics departments of the universities in Turkey. Later on, since entrepreneurship was considered a requirement for all professions, entrepreneurship education was included in the curricula in several undergraduate and graduate programs. In recent years, entrepreneurship education was also introduced at primary and secondary education. It is included as an elective course in secondary education, especially in vocational high schools. Although it is not a compulsory course in primary education, it was included among the achievements of several courses such as Turkish, Social Studies and Science.

It can be observed that entrepreneurship skills is included in the topic of "Production, Distribution and Consumption" in the 5th and 6th grade social studies curriculum for 2017 academic year (MEB, 2017: 21 and 24). This indicated the significance associated with the learning of entrepreneurship knowledge starting from early ages. Thus, the importance of social studies teachers, who would contribute to the acquisition of entrepreneurial skills by the students within the context of educational activities, should not be neglected. Therefore, it can be stated that it is important to investigate the views of social studies teachers on the acquisition of entrepreneurship skills.

The present study aimed to determine the views of social studies teachers on entrepreneurship skills. The following research questions were identified for this purpose:

- ✓ How would you define entrepreneurship skills?
- ✓ In your opinion, what are the behavior of students who acquired entrepreneurship skills?
- ✓ What are the factors that affect the acquisition of entrepreneurship skills by the students?
- ✓ What can be done within the context of educational and instructional activities for the students to acquire better entrepreneurship skills?
- ✓ What do you do for the students to acquire entrepreneurship skills?
- ✓ What do you use to measure whether the students acquired entrepreneurship skills?
- ✓ What are your suggestions about the instruction of entrepreneurship skills?

METHOD

Research Model

In the study, the phenomenological design, one of the qualitative research methods, was used. In phenomenological approach, the individual universe is investigated, and the approach is based on individual experiences. In this approach, the researcher tackles with the participants' personal experiences and examines the implications of the individual perceptions and the meanings (Akturan and Esen, 2008: 84).

Study Group

The study group included ten social studies teachers employed in various schools in Aydın province districts in Turkey. All teachers were employed in public schools and the student profile of the selected schools was similar. Criterion sampling method was used in the study. The studies on samples selected with criteria sampling method tackle cases that meet a set of predetermined criteria. The criterion or criteria mentioned can be determined by the researcher or a previously prepared criteria list can be used (Yıldırım ve Şimşek, 2011: 112). It is clearly stated in the social studies curriculum that entrepreneurship skills should be acquired in the 5th and 6th grades. The achievements in "Production, Distribution and Consumption" learning area in 5th and 6th grades are related to economics and entrepreneurship. Among these, "develops new ideas on production, distribution and consumption through collaboration" achievement in the 5th grade, and "Develops investment and marketing project proposals based on the geographical characteristics of Turkey" achievement in the 6th grade directly aims the development of entrepreneurial skills (MEB, 2017: 21 and 24). Thus, the social studies teachers who instructed the related course in 5th and 6th grades was determined as the sole study criterion. In this context, the social studies teachers employed in Aydın province were asked whether they instructed 5th and 6th grades, and interviews were conducted with volunteering teachers.

Table 1: Participant Demographics

Teacher	Gender	Dept. Of Graduation	Seniority	Seniority in the school of employment
Teacher 1	Female	Social Studies Teaching	9 years	6 years
Teacher 2	Female	Social Studies Teaching	11 years	6 years
Teacher 3	Female	Geography Teaching	22 years	12 years
Teacher 4	Male	Geography (Pedagogical Formation)	35 years	16 years
Teacher 5	Male	History	24 years	17 years
Teacher 6	Male	Social Studies Teaching	1 year	1 year
Teacher 7	Female	Social Studies Teaching	9 years	1 year
Teacher 8	Male	Social Studies Teaching	10 years	5 year
Teacher 9	Male	Social Studies Teaching	3 years	3 year
Teacher 10	Female	Social Studies Teaching	8 years	4 year

Data Collection Instrument

The study data were collected with semi-structured interview forms in order to obtain in-depth and detailed information. The interview questions were designed based on the following steps:

- When developing the interview questions, initially the literature was reviewed in detail. After the literature review, a question pool was constructed. The authors worked on these connections to make certain corrections.
- The items in the question pool were examined by two social studies field experts and a language expert to obtain expert opinions.
- Based on the expert opinion and associated editing, seven questions were included in the interview form.
- A pilot scheme was conducted with a social studies teacher who previously instructed the fifth and sixth grades for approximately half an hour using the developed interview form before the data collection. Certain questions on the comprehensibility of the items in the interview form were also posed to the teacher in addition to the interview questions. The feedback provided by the teacher in the pilot scheme was taken into consideration and it was decided to use all seven questions in the interviews.

Data Analysis

The study data were analyzed using content analysis. The main objective in content analysis was to access the concepts and correlations that could explain the collected data. In the analysis, the basic process is to group similar data based on certain concepts and themes and to interpret these data in a way that is comprehensible by the reader (Yıldırım ve Şimşek, 2011: 227). The reliability of the study was determined using the reliability formula developed by Miles and Huberman (1994: 64). The authors independently coded the dataset. As a result, the agreement rate between the codes was determined as 87%.

FINDINGS and INTERPRETATION

Description of entrepreneurship skill by social studies teachers

Table 2: Description of Entrepreneurship Skill by Social Studies Teachers

Categories	Codes	f
Personality Trait	extrovert, risk-taker, self-confidence, creative, curious, brave	7
Paying Attention	environment, need, discovering opportunities	3
Analytical Thinking	developing ideas, thinking different	2
Social Benefit	Benefit for the society, activity	1

Table 2 demonstrates that four categories were formed based on the views expressed by social studies teachers on the definition of entrepreneurial skills. Certain teachers stated views in more than one of these categories. It was observed that social science teachers mostly emphasized certain such as extroversion, risk taking and self-confidence in the category of personality traits. Thus, the category of personality traits was established. Teacher 1, Teacher 2, Teacher 3, Teacher 5, Teacher 7, Teacher 8, and Teacher 9 expressed opinion on this category and certain teacher responses are presented below:

Teacher 1: *"It is an individual who takes risks. (...)"***Teacher 2:** *"I think that it is directly related to courage and productivity, and also think that the current generation is very active in entrepreneurship. It is being willing, excited and brave. At the same time, doing different things and having confidence."***Teacher 5:** *"I will tell you this. I think entrepreneurship is doing what you want in business. (It is about) starting a workshop, a store, even a jeweler's, I do not know, a commercial office. I perceive entrepreneurship as such in the world and in Turkey. I think being a civil servant is something completely different, that is not entrepreneurship."***Teacher 8:** *"Courage. I really mean courage. To act courageous in an unknown field, in an unknown field, you dive into it and you do it. It is a little (bit about) self-esteem, naturally."*

It was observed that the topic of discovering the available opportunities was significant in the category of paying attention. Teacher 1, Teacher 9 and Teacher10 expressed opinion on this category and certain teacher responses are presented below: **Teacher 1:** *"(...) It is an individual who recognizes the needs in a setting and turns these into opportunities. It is an individual who would notice the needs around him and act by turning them into opportunities."***Teacher 10:** *"I would define it as discovering the opportunities and the ability to channel these into an adequate area (...)"*

In the analytical thinking category, it was observed that the issue of generating ideas about causality was significant. Teacher 6 and Teacher 10 expressed opinion on this category and certain teacher responses are presented below: **Teacher 6:** *"I think that someone with an entrepreneurship skill needs to first create an idea about a topic, so I think that it is about considering something from several perspectives in someone's mind."***Teacher 10:** *"(...) By leaping forward using available resources, opening up new areas, at the end, the essence of entrepreneurship is to make money."*

Social benefit category was determined as another category. The statement by Teacher 4, who expressed opinion on this category was as follows: **Teacher 4:** *"Entrepreneurship is being a pioneer in any business, trying to offer an activity about the things that could benefit the society. It is absolutely related to a particular individual. It is also important that the individual is entrepreneurial. It is the initiative of an individual to benefit the society and to conduct a certain activity. Besides, it is a case where certain things support the individual."*

The views of social studies teachers on the behavior of students with entrepreneurship skills

Table 3: The views of social studies teachers on the behavior of students with entrepreneurship skills

Categories	Codes	f
Based on Cognitive Characteristics	creating, questioning, producing solutions, organization, awareness, strong thinking, originality, seizing the opportunities, discovering the needs, production, invention	8
Based on Social Characteristics	communication, connection, being dynamic, being active	5
Based on Emotional Characteristics	braveness, self-esteem, resolve, desire	4

Teachers mentioned several points on the behavior of students with entrepreneurship skills. The teachers views demonstrated that they emphasized mental, social and emotional characteristics of the students. Certain teachers expressed views on more than one of these categories.

Majority of the teachers (Teacher 1, Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 7, Teacher 9, Teacher 10) emphasized the mental characteristics of students with entrepreneurship skills. Teachers indicated that these students possessed mental characteristics such as originality, organization, producing solutions, awareness, creativity, sound thinking, authenticity, inquisition, seizing the opportunities, discovering needs, production, and invention. Selected teacher views are as follows:

Teacher 1: "When we organized a kermes, there were shows, music was playing, and people were dancing on the other side, the parents were watching these. No one came to shop. The students were carrying the unsold pastries on the stands to the parents in trays. The opportunity does not come to their door, they go to the door of the customer. They can manage their money, their allowances. They can calculate their income and expenses." **Teacher 2:** "(...) Finding different things, doing different things, I think it is very important. They are unique. The most important thing, I think, is this." **Teacher 3:** "(...) I think (their) organization rates, opportunities are higher, and they can organize their peers. They also come up with suggestions about their friends' problems and guide them. They are leaders. They say their ideas comfortably and right away and organize everyone." **Teacher 5:** "(...) This kind of students are creative. They can think of original things. Their thoughts are sound."

Certain teachers (Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 10) indicated views on the social aspects of students with entrepreneurship skills. Teachers mentioned social characteristics such as good communication skills, being active, being dynamic, being in the forefront. Certain teacher views in this category were as

follows: **Teacher 5:** "Social, ... Of course, when I say social, it includes everything, human relationships, an everything else are included. They do not experience any communication problems, they can communicate with everyone, their communication skills are very good (...)" **Teacher 7:** "(...) This kind of students have better social skills as well, they can talk actively. They can express themselves comfortably." **Teacher 6:** "For example, there are students who want to participate in activities. Children who are active in painting, music or physical education are generally more inclined to entrepreneurship. Also, I observe that students who participate in social activities such as chess and painting acquire entrepreneurship skills actively."

Certain teachers (Teacher 2, Teacher 3, Teacher 8, Teacher 9) indicated the emotional aspects of the students with entrepreneurship skills and emphasized the students' perseverance, will, courage and self-esteem. Certain teacher views in this category are as follows: **Teacher 2:** "Those who do it in the real sense have self-confidence that we defined. Furthermore, they are very excited. They have perseverance and will (...)." **Teacher 3:** "Primarily, they have a high level of self-esteem and it increases as they become more popular. We have students who enjoy being on the forefront and popular. Thanks to their self-esteem, they are noticed more than other students and this type of students can get what they want. Sometimes, they can even be predacious. They can walk all over others... Of course, I cannot say that I always appreciate this kind of students (...)" **Teacher 8:** "(...) the entrepreneurship skill is higher in self-confident high school students. I think initiative is to have the courage to do something although one might say 'I cannot do it' at the beginning."

The factors that affect the acquisition of entrepreneurship skills according to social studies teachers

Table 4: The views of social studies teachers on the factors that affect the acquisition of entrepreneurship skills

Categories	Codes	f
Environmental Factors	Current conditions, observation, opportunities, socialization	7
Familial Factors	Entrepreneurial family, support, commerce	7
Individual Factors	Innate, area of interest, individual efforts, leadership, genetic	5
Educational Factors	Teacher, educational administration	4

Four categories were determined as a result of the analysis of the views of social studies teachers on the factors that affect students' entrepreneurship skills, and certain teachers expressed views in more than one category.

Based on Table 4, teachers mostly stated that environmental and familial factors affected the acquisition of entrepreneurship skills by the students. Related to environmental factors, the participants mentioned income levels (opportunity/impossibility), discovering commercial entrepreneurship, and the impact of social relations. Teacher 1, Teacher 3, Teacher 5, Teacher 6, Teacher 7, Teacher 8, and Teacher 10 expressed opinion on the category of environmental factors and certain teacher responses are presented below: **Teacher 1:** "The current conditions are prevalent in children who are in poverty. For example, it was determined that children in

Palestine were more creative. Not the children in Finland or Israel. Because when the cap of the pencil is lost, they have to continue to use it, they have to produce something to cap the pencil, so their creativity improves. Due to poverty." **Teacher 6:** "The environment of the child, for instance, if there was an experimental setup to observe the child, the difference could be better observed. For example, students of the same age who live in a village and in a city are different. The same child becomes different when she/he grows up in a village, in a town or in a city. For example, the child who grows up in the city could be introduced to the theater, you know, social, cultural activities at an early age. But the child, who grows up in a village, does not know about these and learns about these at a later age. These facts seriously affect the entrepreneurship of the students. The environment has an impact." **Teacher 3:** "(...) I think being among peers is influential. Socialization, sharing the same environment with them, for example, doing things together."

Majority of the teachers (Teacher 3, Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, Teacher 10) mentioned that family also affected the acquisition of this skill. On familial factors, participants mentioned the support of the family or domestic oppression, families taking entrepreneurial risks, and the familiarity of the family with commerce. Also, it was observed that the participants emphasized the factors of commercial occupations. Certain teacher responses are as follows: **Teacher 9:** "Whether the family takes risks... what the child observes at home. For example, whether the family is afraid of everything, or is it a family that acts as if nothing happened when there is a loss and thinks that tomorrow they will profit again? These are important. The family, for example, has bankrupted and vanished, but later recovered themselves. So, the child can take risks." **Teacher 7:** "If there is someone who is occupied with commerce and started up a business in the family of the child, this individual and the family could affect the child. For example, the child tells me that her(his) grandfather was in trade and this child also shares this (trait). For example, the child cannot sit at a desk and cannot do anything (at the desk), but when we want her (him) to do something active outside, they can do it comfortably. For example, when I consider my previous students, I have students who now attend high school and college, there are those who did not attend college but started their own business; there is something that affects them in the family, they are really successful." **Teacher 3:** "Absolutely the family. I think the family is very important. In every sense, a repressed child is hard to change. I think it is the family. We cannot expect children to become entrepreneurs when they are not allowed to speak at home, ignored, pacified, humiliated, told that they know nothing, who are afraid to speak up and appall when they are told something. We discover these (children) in the class. I recognize it when the parents speak to me, the reasons for the timidity of the child." **Teacher 8:** "It can be the family, some students may be very courageous, but if they do not get much support from the family, even though they are very social and very active, they can remain in the background. The opposite is also possible. The child can be a little passive, but it is possible to observe that this child would cross a threshold gradually and put herself(himself) first after we guide the child to social activities."

Certain teachers (Teacher 1, Teacher 2, Teacher 3, Teacher 4, Teacher 7) stated that individual characteristics may also be effective, and the views expressed are categorized under the title of individual factors. Teachers indicated that inherited, in other words, genetic factors, the personal effort of the child, the child's areas of

interest, and administrative qualities would be effective on the development of the skill. The teacher views were as follows: **Teacher 2:** *"Things they read, their interests are very important (...)"* **Teacher 7:** *"(...) I think genetic factors are also effective."* **Teacher 4:** *"(The child) might create a situation that does not exist in the environment by pioneering it, producing it. If the child has the sense of management somehow, if the child has the sense of administration and management, he/she can demonstrate this through the activities he/she conducts. This is a demonstration of entrepreneurship property."*

Certain teachers (Teacher 2, Teacher3,Teacher 5, Teacher7) also mentioned that educational and instructional activities affect the acquisition of entrepreneurship skills. The teacher factor was mostly emphasized in related views. The comments of a teacher on this category are as follows:**Teacher 2:** *"(...) The classroom environment, guidance provided by the teacher are very important. Because, not all arrive knowing certain things, unfortunately. For example, we can use different examples and visuals. For example, our visual arts teachers are very successful in this sense. They introduce the topics using stunning visual materialand ask the children to study on certain subjects. I conduct similar applications as well. I provide different examples. So many different things come up and the topic leads to unrelated subjects, but the result is excellent. Other courses alsoaffect. For example, I love teaching by entertaining, we cannot always do it because the classes are crowded, but to guide the students towards entrepreneurship activities using tales or games is incredibly motivational. It increases their motivation and the children create a very different and energetic classroom environment... the style of the school. To become an entrepreneur, they need to acquire different perspectives at school."*

Activities that could be conducted during the education-instruction process for the students to acquire better entrepreneurship skills

Table 5: The views of Social Studies Teachers on the Activities that Could be Conducted During the Education-Instruction Process for the Students to Acquire Better Entrepreneurship Skills

Categories	Codes	f
Activities that could be conducted at school	practice, relationships with other courses, entrepreneurship course	9
Activities the school couldconduct by benefiting from the facilities available in the environment	family, business visits, trips	5

It was observed that teachers emphasized two factors that can be done within the framework of educational and instructional activities in order for the students to acquire better entrepreneurship skills. The first of these factors was the activities that can be done at school, within the educational community, and the second was the activities that can be conducted using the facilities available in the environment to promote entrepreneurial skills. It was determined that certain teachers (Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher8, Teacher9, Teacher 10). expressed views on only the first factor, while others expressed views on both factors. They indicated that the entrepreneurship course could be introduced, practices could be implemented, the topic could be associated with other courses, assignments could be given,

a curriculum that integrates the daily life could be developed and the students could be allowed to express their views comfortably at the school. It was observed that teachers mostly emphasized the entrepreneurship course and practices. Certain teacher views are as follows: **Teacher 4:** *"There is the technology and design course, we can utilize this course. It is possible to provide children materials in this course and help them produce stuff with a creative spirit, isn't it? There are certain students with very good handicraft skills. They try to produce something in this course, which I think this is good. I think this is children reflecting their inner world, reflecting what we call the spirit of entrepreneurship."* **Teacher 7:** *" (...) The instruction length could be increased at schools and if there is also an entrepreneurship course in schools and it should be an applied course, it is necessary to instruct entrepreneurship course starting from the first year."* **Teacher 8:** *" (...) For example, there should be a separate entrepreneurship course. Even one hour per week, there should be an elective course. Those, who demand and are interested should be able to elect. There should at least be an elective course so that the children who are interested can take it."*

Teachers mentioned points such as educating the parents, visits to entrepreneurial businesses, awareness about the products around them, organization of trips and career days in the category of benefiting from the facilities available in the environment. Teacher 1, Teacher 2, Teacher 7, Teacher 8 and Teacher 9 expressed opinion on this category and certain teacher responses are presented below: **Teacher 8:** *"At first, trips come to mind. Schools are where the students are prepared for life. Trips are the activities that the schools mostly lack. One should visit and see a place. Entrepreneurship, for example, is a topic in the fifth grade. For example, you should take the students to a factory, make them meet the factory owner and ask the owner where she(he) came from. Students would learn entrepreneurship that way (...)"* **Teacher 1:** *"We could invite model individuals to the class or could read life stories. Of those, who succeeded before. Or, the factories established this way could be visited."*

The efforts of social studies teachers for the acquisition of entrepreneurship skills

Table 6: The Views of Social Studies Teachers on Their Efforts for the Acquisition of Entrepreneurship Skills

Categories	Codes	f
Activity and material	Writing stories, maps, asking questions, visual material, researching the lives of entrepreneurs, method	8
Communications-based	sharing, self-expression	1
Curriculum limitations	Teachers' handbook	1
Total		10

The views of social studies teachers on their efforts for the acquisition of entrepreneurial skills by the students were analyzed. It was observed that teachers attempted to instruct entrepreneurship skills with the economic topics included in the social studies curriculum. Teachers mentioned various activities conducted with the students and material they utilized, and these statements were included in the Activity and Material category.

Teachers utilized various methods and techniques in these activities. In this category, teachers mentioned story writing, maps, asking questions, using visual material, researching the lives of entrepreneurs, etc. Teacher 2, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher8, Teacher9, Teacher 10 bu kategoride görüş belirtmişlerdir. Certain views in this category are as follows:**Teacher 2:** *"The most common method I use is, I allow them to play games. I try to allow them to comprehend the topics by playing a game or I say, you should go and conduct interviews, both to boost their self-confidence and to allow them to enter a different atmosphere and experience different things. For example, once we allowed them to conduct interviews with individuals from different professional groups. At another occasion, for example, they went for a trip and learned by living. At the same time, they come back and tell us about their experiences, or bring something and obtain information about this thing from some people, introduce it to us. This is also a good thing."* **Teacher 5:** *"First of all, we feed students about imports and exports. In other words, the necessary information is provided. Because, these are indispensable for entrepreneurs. Students are informed about imports and exports. I can talk about the applications that I conduct. I allow them to write a story about production consumption. For example, you are a textile producer in Çukurova, you started a textile factory.....what do you do? You are an electrical engineer in Aydin and you opened a store, you started an office..... what do you do after that? The child talks to me about it, 'I will find customers, I plan things'. I receive such answers. I can guide them towards entrepreneurship by storification. I ask them to research the lives of successful entrepreneurs. I made an animation."* **Teacher 6:** *"First of all, before I start the instruction of the unit, for example, I asked the students 'you live in Konya, you want to grow wheat, what can you do about it?' I interrogated another student; 'if you were to grow wheat, where would you grow it?' I received good results when I assessed different questions such as providing names and asking where would you do it, how would you do it, how would you market it, etc."* **Teacher 7:** *"What I did at first was about what is cultivated in which region in our country. From agriculture to industrial activities, I allow them to comprehend these first. In doing so, I make sure that map knowledge is acquired well by the child. Because, when the child has no map knowledge, the child would not figure out where something is produced and if they do not know it, these cannot be retained in their minds. Also, the child would know what is produced in a region in our country. I also associate what kind of benefits the produced materials have, where these are used, what else can be done with them with the industry. For example, cotton is collected from the fields and used in the industry, but what else can be produced with cotton. I instruct the topics of import and export as such. I support (the topic using) more visuals, and the map is used a lot. In agriculture and mines (topic), the metals are brought to the classroom to provide a better understanding, the same with agricultural products. Especially this happens with students with entrepreneurship, 'I like to innovate in this field.' What I do most is visual support. Because, I use visual objects extensively in order for the student to comprehend the topic since social studies is abstract."*

It was emphasized that one teacher attempted to allow students to express themselves and talk in front of an audience in order to acquire this skill. The teacher stated the following on the issue: **Teacher 3:** *"For example, I give books to children that I like and could be interesting for them. I want them to narrate the book in class so that they can speak more comfortably in front of an audience and also slowly taste the love. I give book*

assignments. For example, I ask them verbal questions: 'Did you understand the book? Which part you liked the best? Which scene did you like the most?' That is how I do it. After all, this is an assignment. I think the fact that they narrate and present the books in class is entrepreneurship. The fact that they express themselves is entrepreneurship..."

Another social studies teacher said that she/he did not do anything other than the activities included in the curriculum for the acquisition of the skill. This teacher stated the following: **Teacher 1:** "Actually, I did not do anything special, to tell you the truth. It was only done on paper. I only conducted the activities in the teacher's handbook. We were not able to do any activities which were not included in the handbook."

Measurement of entrepreneurship skills by social studies teachers

Table 7: The Views of Social Studies Teachers on the Measurement of Entrepreneurship Skills

Categories	Codes	f
Process	observation, application, activity, monitoring	8
Unmeasured	Could not measure, no such measure	2
Total		10

Two categories were determined based on the teachers' responses to the question that aimed to identify the methods they used to measure entrepreneurship skill levels of the students. The first category was the process category. Analysis of teachers' statements demonstrated that they mostly emphasized observation. In general, a significant number of teachers stated that they measured by analyzing or observing various situations such as several activities, applications, assignments, activeness of the students, and monitoring the students, etc. Teacher 2, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, and Teacher 10 expressed opinion on this category. The teacher statements in this category are as follows: **Teacher 5:** "This is a tough question. Of course, there is no specific criterion, nothing in particular. My observations. We always monitor the student." **Teacher 7:** "There is no measurement and evaluation for this, we do not do anything, but this type of students can interpret classical exams better. The children with this characteristic fulfill the tasks that are not compulsory, suitable for their personality and they prefer better. They love the tasks where they can be active and distinguish themselves. This kind of students are more active and at the front-line in their studies at school or in different tasks such as drama and theater. I (simply) observe." **Teacher 9:** "By observation. Every time they see me, if there is something that they were interested in, the children tell me. The students come and talk to me about the things I instructed (increasing/decreasing dollar exchange rate, businessmen) at different times, so I can understand whether they were interested. We can see this on paper (exams) as well."

It was determined that two teachers stated that they were not able to conduct any measurements. They stated the following: **Teacher 1:** *"Is there anyone who can measure skills or values? So, these are not concrete things. I mean, I do not know if there is anyone who can observe. I did not even observe. How can I measure skills?"* The same teacher stated that she/he did not do anything to develop entrepreneurship skill in the class and only followed the teacher handbook when responding to previous questions. **On the other hand, Teacher 3** stated that she/he did not conduct measurement since a concrete assessment was not required by the procedures: *"There is no such topic by itself. You cannot measure it due to the procedures. I try to be a model for them. I give examples of my own experiences. I tell them, 'I did it this way'."*

Recommendations of social studies teachers on entrepreneurship skills

Table 8: Recommendations of Social Studies Teachers on Entrepreneurship Skills

Categories	Codes	f
Educational and instructional	A separate course, a unit, curriculum	8
Collaboration	Internship, occupational groups	2
Total		10

Finally, the social studies teachers were asked about their recommendations about instructing entrepreneurial skills. It was observed that most teachers responded to this question by stating the activities that could be conducted within the domain of education. (Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, Teacher 10). A significant number of teachers emphasized the introduction of an entrepreneurship course. Furthermore, they mentioned the introduction of an entrepreneurship unit in social studies textbook, inclusion of the topic in course content, introduction of an entrepreneurship as an elective course, introduction of an entrepreneurship unit in other course curricula (religious culture, science, biology, chemistry), organization of career days, and instruction of entrepreneurship courses by a qualified teacher. Based on these views, it can be argued that most teachers suggested that entrepreneurship should be instructed separately. Certain views in this category are as follows:

Teacher 5: *"Entrepreneurship course. An easy and nice entrepreneurship course with colorful illustrations can be introduced for the children. There are several elective courses. One-hour per week elective entrepreneurship course. This is most important for me. Career days can be organized once or twice a year. This is really important. I am sure that after these career days many children will give up the ideal of being a civil servant, an officer. In the social studies course curriculum, entrepreneurship should be significantly included in a unit. It can be included in the social studies curriculum. In other courses (Religion Culture, Chemistry, Biology, Science), it could be included as a repetitive unit or it should be striking. It can be included in the unit under the title of entrepreneurship. It exists, but it is inadequate. It is actually a bit in the background since it is not a*

unit." **Teacher 9:** "First of all, my proposal is an elective course by itself. Either there would be students who would elect it or teachers could choose the students who would take this course. A well-qualified entrepreneurship teacher should instruct this course. Because, it is difficult to learn with a book. You cannot learn it without living it. We should make the students who elected this course experience it as a whole and there should be small examples. Textbooks can include the life stories of entrepreneurs." **Teacher 10:** "Can be included in a topic. Topics related to entrepreneurship should be interspersed among the units on entrepreneurship. In adequate intervals, entrepreneurship should be included in entrepreneurship-related units."

Two social studies teachers expressed their views on what could be done within the context of education and instruction as well as in other areas. Teachers emphasized the improvement of experiences. One teacher mentioned the significance of the acquisition of working experience by the students in entrepreneurship, abstinence from teacher interventions, and allowing the students to act independently. The other teacher stated that various vocation group members should introduce their profession at schools and the students should have experiences with individuals in various professions. Teacher views are presented below.

Teacher 1: "In Europe, they start a business at junior high, or they establish a mini corporation under the supervision of a large company. So, how should I say it, they collaborate. But this is very recent. It should be spread to the process and converted into life. The students should work themselves. Teachers should not intervene much. Sometimes we kill creativity. We mold the children. The students should be allowed to experience. I do not promote child labor, but I think children should work on weekends or on summer holidays. They should learn how to earn money. We do not trust children very much. We leave them alone. They should learn to take care of themselves a little." **Teacher 2:** "I would like to improve the experiences of the students. We could not do that. Vocational groups should be involved. They should support us to collaborate with professional groups. Because, every professional group is not interested, but I, for example, conducted a research. If I do not remember wrong, the cops come to school all the time in Finland. They come to the class, they demonstrate what they do, they talk about their job. They play with children, for example, on the tennis or basketball courts. In our country, if individuals from different occupations, especially those who could be encouraging, visit schools and spend time with children, explain them what they do from time to time, it would be much more effective. It would be more experiential."

Conclusion and Discussion

The findings of the present study, which analyzed the views of social studies teachers on entrepreneurship skills in the social studies curriculum, were revealed by the analysis of the views of ten social science teachers employed in various districts of Aydin province in Turkey. Interviews that included seven questions were conducted with the teachers in this framework. Initially, teachers were asked how they described entrepreneurship skills. Teachers defined this skill as individuals who can take risks, are curious, brave, can discover needs, produce ideas, can think differently, are confident, active, and work for the benefit of the

society. Based on the answers, it was determined that the teachers especially emphasized the elements of courage, risk taking, self-confidence, seizing the opportunities and creativity. The findings reported by Polat et al (2015) were consistent with these results. In a study by Anagün and Atalay (2017), pre-service classroom teachers used similar expressions in describing entrepreneurship.

Teachers mentioned mental, emotional and social characteristics of the behavior of students with entrepreneurial skills. Teachers expressed views on one or more of these elements. Teachers emphasized that these students had mental characteristics such as creativity, inquisition, productivity and ability to exploit the needs. In terms of emotional qualities, they emphasized that these students are particularly self-confident and brave. Furthermore, they also stated that these students were usually excited and avid. Teachers, in terms of social qualities, indicated that the students with this skill could communicate well and are generally active. Among these behaviors, it has been determined that the teachers especially emphasizes the elements such as being creative, seizing the opportunities, being brave and self-esteem. In a study by Çelik et al. (2015) science teachers expressed similar statements about the characteristics of individuals with entrepreneurial skills.

The teachers stated that mostly environmental and domestic factors, followed by personal and educational factors affected the entrepreneurship skills of the students, respectively. In a study by Bacanak (2013), science teachers stated that the school, community and family were influential in acquisition of entrepreneurship skills. About the environment, teachers indicated that the entrepreneurship skills of individuals who grow up in an economically distressed environment or in a very rich environment were positively affected. Pan and Akay (2015) found that the entrepreneurship scores of the faculty of education students whose monthly average income was TL 2501 and above were higher in a study they conducted. Örüçü et al. (2007) concluded that the desire of university students with higher income for entrepreneurship was higher. Uygun et al. (2012) determined that university students with higher family income had a higher tendency to start their own business when compared to university students with lower income. Also, it was emphasized that family was a very significant factor. Particularly, the entrepreneurship skills of children of parents who were engaged in trade were positively affected. However, Örüçü et al. (2007) reported that entrepreneurial parents did not influence the entrepreneurial preferences of university students. They also mentioned the impact of personality traits. Öрге and Biçkes (2011) determined that there was a significant and positive correlation between the entrepreneurial personality traits and entrepreneurship potential.

It was determined that teachers emphasized the introduction of entrepreneurship courses and providing opportunities for students to practice entrepreneurship skills when responding to the question about the educational and instructional activities that could be conducted for the students to acquire entrepreneurship skills. Furthermore, they stated that the facilities provided by the environment could also be utilized such as providing training for the parents, organizing visits to entrepreneurial corporations, etc. In a study conducted with college students who took entrepreneurship courses, Güner (2016) concluded that entrepreneurship education improved the entrepreneurial tendencies, knowledge and skills of the students.

Social science teachers mentioned various activities they conducted and the material they utilized for the students to acquire entrepreneurial skills. During these events, they also utilized methods and techniques. Furthermore, it was observed that the teachers conducted these activities during the instruction of topics such as agriculture, industry, imports, etc. In a previous study, science teachers stated that they used various methods-techniques to improve the entrepreneurial skills of students (Çelik et al., 2015). Furthermore, one of the teachers attempted to make the students speak in front of an audience, while another teacher mentioned that they often remained within the limits of the teacher handbook when conducting activities.

It was determined that a significant number of teachers (8 teachers) measured entrepreneurial skills within the process. Teachers mentioned that they were able to measure entrepreneurial skills by examining the behavior of students in their classroom and in other courses, their products, by monitoring the students, observing the students in various course activities and assignments. As observed in teachers' statements, it was considered that these skills were measured in various situations, environments and at different times. Also, teachers emphasized that they conducted observations, parallel to their previous statements. Furthermore, two teachers mentioned that they could not conduct measurements. It could be suggested that the teachers attempted to state that they could not conduct direct measurements.

Based on student views, Gömleksiz and Kan (2009) concluded that the social studies curriculum was effective in improving the entrepreneurship skills. In the present study, however, social studies teachers emphasized that entrepreneurship should be instructed more clearly in the educational process. Teachers emphasized these views by stating that an entrepreneurship course could be introduced, an elective course could be introduced, a new unit could be introduced in social studies and other courses (science, etc.). In a previous study by ÖrgеYaşar (2014), Turkish language teachers stated that their students acquired at least the basic entrepreneurship skills through the textbook. This finding supports the recommendation that this skill should also be prioritized in other courses. Öztürk and Mutlu (2017) found that 21.7% of social science and history teachers did not conduct any activities to improve students' entrepreneurship skills. This finding underlines the recommendation of the participants of the present study that entrepreneurship should be included in educational and instructional activities. Furthermore, the teachers recommended that the experiences of the students should be improved, they should acquire work experience and practices to encourage entrepreneurship should be conducted.

Based on the present study findings,

-It can be suggested that entrepreneurship should be assigned a greater role in education. Entrepreneurship course could be included as an elective course in primary education.

- The students' experiences and practice in entrepreneurship should be increased in order to acquire this skill.

- It can be suggested that social studies teachers could receive entrepreneurship training. Study findings demonstrated that teachers experienced difficulties in measuring entrepreneurship skills. Measurement and evaluation topics could be emphasized in in-service training provided for teachers.

-
- The characteristics of the entrepreneurial individuals included psychological, social, and emotional properties (creativity, questioning, generating solutions, authenticity, awareness about opportunities, production, good communication, courage, self-determination, etc.). Certain characteristics are personality traits and certain others are skills included in the social studies curriculum. It is clear that these characteristics could not be developed by providing theoretical information on entrepreneurship through presentation. Thus, the characteristics that entrepreneurial individuals should possess should be included in adequate topics in all curricula.
 - Based on the views of the teachers, the parents affect students' entrepreneurship skills. Training on the characteristics of entrepreneurs and how they can contribute to the development of these characteristics could be provided to parents. Further studies or projects could be conducted on the development of the training content mentioned above. The family education program could be made available for all teachers through platforms such as the Education Information Network (EIA).
 - Entrepreneurial individuals could observe the opportunities and requirements in their environment. Thus, students should be allowed to recognize their environment. Efforts should be made to improve the interaction between the school and the environment.

GİRİŞİMCİLİK BECERİSİNİN SOSYAL BİLGİLER ÖĞRETMENLERİ TARAFINDAN DEĞERLENDİRİLMESİ²

GİRİŞ

Girişimcilik kavramı ve uygulamaları, bilgi toplumunun ve içinde yaşadığımız çağın getirdiği büyük değişimin yansımalarından biridir (Başar, Gültekin, Duy, Batmaz, Seçkin, Çakır, Nalbant ve Sakarya, 2016: 3). Yaşadığımız çağ açısından bakıldığında da girişimcilik ve ekonomi arasında önemli bir bağ olduğu söylenebilir. Bütün toplumlarda ekonomik gelişme için uygun platformu problem çözmeye yenilikçi yaklaşım, değişime hazır olmak, kendine güven ve yaratıcılık oluşturmaktadır (Heinonen ve Poikkijoki, 2006: 81). Bu unsurların da girişimcikle yakından ilgili olduğu belirtilebilir.

Girişimci ve girişimcilik şu şekilde tanımlanabilir: Üretim faktörlerini (emek, sermaye, doğa) bir araya getirerek, iktisadi mal ve hizmet üretimi için gerekli girişimi başlatan; buna ilaveten üretim için gerekli finansman kaynaklarını, üretimin değerlendirileceği pazarları bulan kişiye girişimci denir (Müftüoğlu ve Durukan, 2004: 15). Mal veya hizmet üretmek amacıyla yapılan yatırım faaliyetlerine girişim denir. Girişimcilik de söz konusu işin sürekli ve bir meslek olarak devam ettirilmesine denir (Küçük, 2005: 25).

Girişimcilik niteliğinin kazandırılmasında aile ve çevrenin etkisi vardır. Aile ve çevrenin etkisinin yanı sıra bu nitelik eğitim aracılığıyla kazandırılabilir (Müftüoğlu ve Durukan, 2004, s.18). Girişimcilik eğitimi ya bir konu olarak girişimcilik hakkında eğitim ya da girişimci olmak için gerekli yeteneklerin öğrenilmesi olarak iki farklı şekilde açıklanabilir (Rasmussen ve Sørheim, 2006, 186). Girişimcilik eğitiminin temel olarak üç amacı vardır. Bunlar: kişilere kendi kariyer ve eğitim hayatları boyunca bilgi ve öğrenme sorumlulukları için gerekli bilgi, yetenek ve davranışları kazandırmak, kişilerin dış dünya için farkındalıklarını ve hazır durumda olmalarını sağlamak, girişimciliği ve girişimsel davranışların teşvik etmek ve desteklemektir (Curth 2011: 14). Girişimcilik eğitimi sadece girişimcileri ve girişimci düşünceye sahip olanları değil ekonomik gelişmeye ve sürdürülebilir topluma katkı sağlayan özellikle gençleri bulmaya çalışır. Bireyin küçük yaşlardan itibaren girişimcilik ve girişimcilik eğitiminin sadece iş hayatı, yeni firmalar ve yeni icatlarla ilgili olmadığını aklımızdan çıkarmamalıyız. Girişimcilik doğuştan gelen özellikler bütünü değildir ve sonradan öğretilir. Bu durum da öğretim süreçlerinin önemini ortaya çıkarmıştır (Eraslan, 2011: 91). 2017 yılı sosyal bilgiler dersi öğretim programında 5. ve 6. sınıflarda yer alan "Üretim, Dağıtım ve Tüketim" öğrenme alanında girişimcilik becerisinin yer aldığı görülmektedir (MEB, 2017:21, 24). Bu durum bireylerin küçük yaşlardan itibaren girişimcilik hakkında bilgi sahibi olmalarına verilen önemi gösterir niteliktedir. Bu noktada öğrencilerin eğitim-öğretim faaliyetleri çerçevesinde girişimcilik becerisini kazanmasına katkı sağlayacak olan sosyal bilgiler öğretmenlerinin de önemi göz ardı edilmemelidir. Bu sebeple sosyal bilgiler öğretmenlerinin de derslerde girişimcilik becerisini

² Bu çalışma 1-3 Şubat 2018 tarihleri arasında Adnan Menderes Üniversitesi Davutlar Kampüsü Kuşadası'nda düzenlenen XV. European Conference on Social and Behavioral Sciences'ta sözlü bildiri olarak sunulmuştur.

kazandırma hususundaki düşüncelerinin incelenmesinin önem arz ettiği belirtilebilir. Bu araştırmada sosyal bilgiler öğretmenlerinin girişimcilik becerisi hakkındaki görüşlerinin incelenmesi amaçlanmıştır.

YÖNTEM

Çalışmada nitel araştırma desenlerinden biri olan fenomenoloji deseni kullanılmıştır. Araştırmanın çalışma grubunu Aydın il ve ilçelerindeki çeşitli okullarda görev yapan on sosyal bilgiler öğretmeni oluşturmuştur. Öğretmenlerin tamamı devlet okullarında görev yapmaktadırlar ve okullar öğrenci profili açısından benzerlik göstermektedir. Araştırmada ölçüt örnekleme yöntemi kullanılmıştır. Sosyal bilgiler programında 5 ve 6. sınıflarda girişimcilik becerisinin kazandırılması gerektiği belirtilmiştir (MEB, 2017: 21, 24). Bu sebeple araştırmada, sosyal bilgiler öğretmenlerinin 5 ve 6. sınıflarda derse girmiş olmaları ölçüt olarak belirlenmiştir. Bu çerçevede Aydın il ve ilçelerinde ulaşılan sosyal bilgiler öğretmenlerinin 5 ve 6. sınıflarda derse girip girmediği sorulmuş ve araştırmaya gönüllü olarak katılmak isteyen öğretmenlerle görüşmeler gerçekleştirilmiştir.

Araştırmanın verileri, katılımcılardan derinlemesine ve daha detaylı bilgi alabilmek amacıyla yarı yapılandırılmış görüşme ile toplanmıştır. Hazırlanan sorular sosyal bilgiler alan uzmanı iki kişi ve dil uzmanı olan bir kişi tarafından incelenmiş ve bu sayede uzman görüşü alınmıştır. Hazırlanan görüşme soruları ile veri toplamadan önce beş ve altıncı sınıflarda derse girmiş olan bir sosyal bilgiler öğretmeniyle yaklaşık yarım saat süren bir pilot uygulama yapılmıştır. Araştırmanın verileri içerik analizi kullanılarak çözümlenmiştir. Çalışmanın güvenilirliğini sağlamak amacıyla Miles ve Huberman'ın (1994: 64) geliştirdiği güvenilirlik formülünden yararlanılmıştır. Araştırmacılar birbirinden bağımsız olarak veri setinde kodlama yapmışlardır. Bunun sonucunda kodlamalar arasındaki tutarlılık oranı %87 olarak belirlenmiştir.

BULGULAR

Sosyal bilgiler öğretmenlerinin girişimcilik becerisinin tanımına ilişkin belirttikleri görüşler neticesinde kişilik özellikleri, dikkatli olma, analitik düşünme ve toplumsal yarar olmak üzere dört kategori oluşturulmuştur. Sosyal bilgiler öğretmenlerinin çoğunun kişilik özelliği kategorisinde dışa dönük olma, risk alma, özgüven gibi bir takım unsurları vurguladıkları görülmüştür. Dikkatli olma kategorisinde çevresindeki fırsatları keşfetme konusu ön plana çıkmaktadır. Analitik düşünme kategorisinde sebep-sonuç bağlantıları hakkında fikir üretebilme konusunun ön plana çıktığı görülmektedir. Toplumsal yarar kategorisinde ise toplumun yararını gözetme ve faaliyet gibi alanlar vurgulanmıştır.

Öğretmenlerin girişimcilik becerisini kazanmış öğrencilerin davranışlarına yönelik görüşlerinde zihinsel, sosyal ve duygusal özelliklere vurgu yaptıkları görülmüştür. Öğretmenler zihinsel açıdan bu öğrencilerin özgünlük, örgütlenme, çözüm üretme, bilinçli olma, yaratıcılık, sağlam düşünme, orijinallik, sorgulama, fırsatları görme, ihtiyaçları keşfetme, üretme, mucit olma gibi yönleri olduğunu belirtmişlerdir. Öğretmenler sosyal açıdan bu öğrencilerin iletişimlerinin iyi olması, aktif olmaları, faal olma, ön planda olma gibi özellikleri ifade etmişlerdir.

Öğretmenlerden bir kısmı da girişimcilik özelliğine sahip öğrencilerin duygusal yönlerine ilişkin görüş belirtmişlerdir ve öğrencilerin azim, istek, cesaret, özgüvene sahip olma gibi yönlerine vurgu yapmışlardır.

Öğretmenlerin, girişimcilik becerisini etkileyen faktörlerle ilgili cevapları çevresel, aile, kişisel faktörler ve eğitim olmak üzere 4 kategori halindedir. Çevresel faktörlerle ilgili ekonomik durum (imkan/imkansızlık), ticari anlamdaki girişimciliği görebilme ve sosyal ilişkilerin etkileriyle ilgili ifadelerde buldukları görülmüştür. Aile ile ilgili faktörlerde ise girişimci aile, destek olma, ticaret başlıkları ön plana çıkmaktadır. Öğretmenler, doğuştan gelen özellikler, çocuğun kişisel çabası, ilgi alanları, yönetici vasfının olması gibi unsurların yani kişisel özelliklerinde girişimcilik becerisini etkileyen faktörler olarak belirtmişlerdir. Öğretmen, öğretim yöntemleri gibi eğitimle ilgili faktörlerinde girişimcilik becerisinin kazanılmasında etkili olduğunu belirtmişlerdir.

Öğretmenlerin, öğrencilere girişimcilik becerisini daha iyi kazandırabilmek için eğitim ve öğretim faaliyetleri çerçevesinde yapılabileceklerle ilgili iki unsuru vurguladıkları görülmüştür. Bunlardan birincisi okul içerisinde, eğitim camiası ile yapılabilecekler ve ikinci ise girişimcilik becerisine ilişkin olarak okulun çevreden yararlanarak yapabilecekleridir. Öğretmenlerin okul bünyesinde yapılabileceklerle ilgili girişimcilik dersinin konulabilmesi, uygulama yapılması, diğer derslerle ilişkilendirmenin yapılması, ödevlendirmenin yapılması, günlük hayatla iç içe bir programın oluşturulması, öğrencilerin düşüncelerini rahat ifade etmelerinin sağlanması gibi noktalara değinmişlerdir. Öğretmenler, okulun çevreden yararlanabilmesi kategorisiyle ilgili olarak ailenin eğitilmesi, girişimci işletmelere ziyarette bulunulması, çevresinde yetişen ürünlerin farkında olması, geziler, kariyer günlerinin düzenlenmesi gibi noktalara değinmişlerdir.

Sosyal bilgiler öğretmenleri girişimcilik becerisini kazandırmak için çeşitli etkinliklerden ve yararlandıkları materyallerden bahsetmişlerdir ve bu doğrultuda etkinlik ve materyal kategorisi oluşturulmuştur. Bu kategoriyle ilgili olarak öğretmenler hikaye yazdırma, harita, soru sorma, görsel materyal, girişimci kişilerin hayatlarını araştırma, yöntem gibi noktalara değinmişlerdir. Öğretmenlerden birisinin bu beceriyi kazandırmak için öğrencilerin kendilerini ifade edebilmelerini, toplum önünde konuşabilmelerini sağlamaya çalıştığını vurgulamıştır. Diğer bir sosyal bilgiler öğretmeni ise bu beceriyi kazandırabilmek için programda yer alan faaliyetler dışında bir şey yapmadığına ilişkin görüş belirtmiştir.

Öğretmenler öğrencilerin girişimcilik becerisini daha çok süreç içerisinde ölçmeye çalıştıklarını belirtmişlerdir. Genel olarak etkinlik, uygulama, ödevlendirme, öğrencilerin aktifliği, öğrencilerin takibi gibi durumları inceleyerek ya da gözlemleyerek ölçüm yapabildiklerini belirtmişlerdir. Öğretmenlerden iki tanesi de ölçüm yapamadıklarına ilişkin görüş belirtmişlerdir.

Öğretmenlerin büyük çoğunluğu girişimcilik becerisinin öğretimine yönelik önerilerde eğitim-öğretim kapsamında yapılması gerekenlerle ilgili yanıtlar verdikleri görülmektedir. Girişimciliğin ilköğretimde ayrı bir ders olarak yer alması, sosyal bilgilerde bir ünite olması, ders içeriğine eklenmesi, seçmeli ders olması, diğer derslerde de (din kültürü, fen bilgisi, biyoloji, kimya) bu becerinin bir ünite olması, kariyer günlerinin düzenlenmesi, girişimcilik derslerine donanımlı bir öğretmenin girmesi gibi bir takım önerilerde bulunulmuştur. İki sosyal bilgiler öğretmeni ise işbirliğinin önemine vurgu yapmıştır.

SONUÇ ve TARTIŞMA

Öğretmenler, girişimcilik becerisini risk alabilen, merak eden, cesur, ihtiyaçları keşfeden, fikir üretebilen, farklı düşünebilen, özgüvenli, faal, ve toplum yararı gözetken kişiler olarak tanımlamışlardır. Verilen cevaplar ışığında öğretmenlerin özellikle cesaret, risk alma, özgüven, fırsatları görme, yaratıcı olma unsurlarını vurguladıkları tespit edilmiştir. Polat, Koçak, Çermik, Meral, ve Boztaş'ın (2015) yaptığı çalışma bu sonuçları destekler niteliktedir. Anagün ve Atalay'ın (2017) çalışmasında sınıf öğretmeni adayları girişimciliği tanımlarken benzer ifadeler kullanmışlardır.

Öğretmenler, girişimcilik becerisini kazanmış öğrencilerin davranışlarına ilişkin olarak ise zihinsel, duygusal ve sosyal özelliklere ilişkin bilgi vermişlerdir. Öğretmenler bu unsurlardan bir ya da birkaçına ilişkin görüşler belirtmişlerdir. Öğretmenler zihinsel özellik açısından bu öğrencilerin yaratıcı, sorgulayıcı, üretebilen ve ihtiyaçları keşfedebilen bir yapıya sahip olduklarını vurgulamışlardır. Duygusal özellikler açısından bu öğrencilerin özellikle özgüveninin yüksek olduğunu ve cesur olduklarını vurgulamışlardır. Bunun dışında öğrencilerin heyecanlı, istekli olma gibi davranışlara sahip olduklarını da belirtmişlerdir. Öğretmenler, sosyal özellikler açısından ise bu beceriye sahip olan öğrencilerin iyi iletişim kurduklarını ve aktif olduklarını belirtmişlerdir. Bütün bu davranışlar içerisinde özellikle öğretmenlerin yaratıcı olma, fırsatları görme, cesur olma ve özgüvene sahip olma unsurlarını vurguladıkları tespit edilmiştir. Çelik, Gürpınar, Başer ve Erdoğan'ın (2015) çalışmasında fen bilgisi öğretmenleri girişimcilik becerisine sahip olan bireylerin özelliklerini anlatırken benzer ifadelere yer vermişlerdir.

Öğretmenler, çevre, aile, kişisel ve eğitim-öğretimle ilgili faktörlerin öğrencilerin girişimcilik becerisini etkilediğine dair görüş belirtmişlerdir. Bacanak'ın (2013) çalışmasında da fen bilgisi öğretmenleri girişimciliğin kazandırılmasında okulun, çevrenin ve ailenin etkili olduğundan bahsetmişlerdir. Çevreye ilişkin olarak öğretmenler, ekonomik açıdan sıkıntılı bir ortamda ya da çok zengin bir ortamda yetişen bireylerin girişimcilik özelliklerinin olumlu etkilendiğini belirtmişlerdir. Pan ve Akay (2015) yaptıkları çalışmada ailelerinin aylık ortalama gelirlerinin 2501tl ve üstü olan eğitim fakültesi öğrencilerinin girişimcilik puanlarının daha yüksek olduğunu saptamışlardır. Örücü, Kılıç ve Yılmaz (2007) ailesinin geliri yüksek olan üniversite öğrencilerinin girişimcilik isteklerinin daha fazla olduğunu sonucuna ulaşmıştır. Uygun, Mete ve Güner (2012) aile geliri yüksek olan üniversite öğrencilerinin görece düşük olan üniversite öğrencilerine göre kendi işini kurma eğilimlerinin daha yüksek olduğunu tespit etmişlerdir. Yine ailenin çok önemli bir unsur olduğu vurgulanmıştır. Özellikle ticaretle uğraşan ailelerin çocuklarının girişimciliğinin olumlu etkilendiği belirtilmiştir. Ancak; Örücü, Kılıç ve Yılmaz (2007) ailede girişimci kişilerin olması üniversite öğrencilerinin girişimci olma tercihlerini etkilemediği sonucuna ulaşmışlardır. Yine kişilik özelliklerinin etkisinden bahsetmişlerdir. Bu durum, Örgü ve Biçkes (2011) girişimci kişilik özellikleri ile girişimcilik potansiyeli arasında anlamlı, pozitif ilişki bulmuşlardır.

Öğrencilere girişimcilik becerisini daha iyi kazandırabilmek için eğitim-öğretim faaliyetleri çerçevesinde neler yapılabileceğine ilişkin olarak öğretmenlerin okul bünyesinde girişimcilik dersinin konulmasını ve öğrencilerin uygulama yapma imkânının olmasını vurguladıkları tespit edilmiştir. Bunun yanı sıra okulun, ailelerin eğitilmesi,

girişimci işletmelere ziyarette bulunulması gibi faaliyetler yaparak da çevreden de yararlanabileceğini belirtmişlerdir. Uygun ve Güner (2016) girişimcilik dersi alan üniversite öğrencileri üzerinde yaptıkları çalışma sonucunda girişimcilik eğitiminin öğrencilerin girişimcilik eğilimleri, bilgi ve becerilerini artırdığı sonucuna ulaşmışlardır.

Sosyal bilgiler öğretmenleri öğrencilere girişimcilik becerisini kazandırmak için çeşitli etkinlikler yaptıklarından ve yararlandıkları materyallerden bahsetmişlerdir. Bu etkinlikler esnasında yöntem ve tekniklerden de yararlanmışlardır. Ayrıca öğretmenlerin bu etkinlikleri tarım, sanayi, ithalat vb. konuların öğretimi sırasında yaptıkları görülmüştür. Yapılan bir çalışmada fen bilgisi öğretmenleri girişimcilik becerisini geliştirmek için çeşitli yöntem-teknik kullandıklarını belirtmişlerdir (Çelik vd. 2015). Bunların dışında öğretmenlerden biri öğrencilerin toplum önünde konuşabilmelerini sağlamaya çalıştığından diğer bir öğretmen de programda yer alan faaliyetlerle sınırlı kaldığından bahsetmiştir.

Öğretmenlerin büyük bir kısmının girişimcilik becerisini süreç içerisinde ölçtükleri tespit edilmiştir. Öğretmenler, öğrencilerin kendi derslerindeki ve diğer derslerdeki davranışları, ortaya koydukları ürünler, öğrencilerin takibi, öğrencilere yaptırılan çeşitli ders etkinlikleri ve ödevlendirmeler gibi durumların incelenmesiyle girişimcilik becerisini ölçebildiklerinden bahsetmişlerdir. Öğretmenlerin ifadelerin de anlaşıldığı gibi bu beceriyi çeşitli durum, ortam ve farklı zamanlarda ölçtükleri anlaşılmaktadır. Yine öğretmenler söyledikleriyle paralel olarak gözlem yaptıklarını vurgulamışlardır. Bunun dışında iki öğretmen de ölçüm yapamadığından bahsetmişlerdir.

Gömleksiz ve Kan (2009) öğrencilerin görüşleri doğrultusunda sosyal bilgiler dersi öğretim programının girişimcilik becerisini geliştirmede etkili olduğu sonucuna ulaşmışlardır. Ancak bu çalışmada sosyal bilgiler öğretmenleri özellikle girişimciliğin eğitim-öğretimde daha belirgin bir şekilde verilmesi gerektiğini vurgulamışlardır. Öğretmenler bu görüşlerini girişimcilik dersinin konulması, seçmeli ders olması, sosyal bilgilerde ve diğer derslerde (fen bilgisi vb.) bir ünite olması gibi ifadelerle belirtmişlerdir. Örgü Yaşar (2014) yaptığı çalışmada Türkçe öğretmenlerinin ders kitabı aracılığıyla en az girişimcilik temel becerisini kazandırdıkları yönünde görüş belirttiklerini tespit etmiştir. Bu bulgu başka derslerde de bu beceriye önem verilmesi önerisini destekler niteliktedir. Öztürk ve Mutlu (2017) yaptıkları çalışmada sosyal bilgiler ve tarih öğretmenlerinin %21.7'sinin öğrencilerin girişimcilik becerisini geliştirmek için hiç etkinlik yapmadığı sonucuna ulaşmıştır. Bu durum, katılımcıların girişimciliğin eğitim-öğretim faaliyetleri içerisinde yer alması önerisinin altını çizmektedir. Bunun dışında öğrencilerin yaşantısının artması, iş deneyimi elde etmeleri, girişimciliğe yönelik uygulamanın yapılmasını önerdikleri görülmüştür.

Araştırmadan elde edilen sonuçlar dikkate alındığında girişimciliğe eğitimde daha fazla yer verilmesi, öğrencilerin bu beceriyi kazanabilmeleri için yaşantılarının artırılması ve uygulama yapma imkânının sağlanması önerilebilir. Bunların yanı sıra sosyal bilgiler öğretmenlerine de girişimcilik konusunda eğitim verilmesi de önerilebilir.

Anahtar Kelimeler: Sosyal bilgiler öğretmeni, girişimcilik becerisi, görüş.

REFERENCES

- Akturan, U. and Esen, A. (2008). Fenomenoloji, T. Baş and U. Akturan (Editörler). *Nitel araştırma yöntemleri nvivo7.0 ile nitel veri analizi*. Birinci Baskı. Ankara: Seçkin Yayıncılık, ss. 83-98.
- Anagün, Ş. and Atalay, N. (2017). "Sınıf Öğretmeni Adaylarının Girişimcilik Becerisine İlişkin Yeterlik Algıları." *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 41: 298-313
- Bacanak, A. (2013). "Fen ve Teknoloji Dersinin Öğrencilerde Girişimcilik Becerisinin Gelişimine Etkisi Üzerine Öğretmen Görüşleri." *Kuram ve Uygulamada Eğitim Bilimleri*, 13(1): 609-629.
- Başar, M., Gültekin, M., Duy, B., Batmaz, B., Seçkin, T., Çakır, M., Nalbant, Ö. and Sakarya, D. (2016). *Girişimcilik Eğitim Metodolojisi Oluşturma İlköğretim Öğretmenlerine Yönelik Bir Araştırma*. Eskişehir: Anadolu Üniversitesi Yayınları. Proje No:1402E029
- Bayır, Ö. G. Köse, T. Ç. and Balbağ, N. L. (2016). "Sosyal Bilgiler Dersinde Ara Disiplinlerden Yararlanılmasına İlişkin Öğretmen Görüşleri." *Anadolu Journal of Educational Sciences International*, 6(2): 1-30.
- Bozkurt, Ö. and Erdurur, K. (2013). "Girişimci Kişilik Özelliklerinin Girişimcilik Eğilimindeki Etkisi: Potansiyel Girişimciler Üzerinde Bir Araştırma." *Girişimcilik ve Kalkınma Dergisi*, 8(2): 57-78.
- Curth, A. (2011). Mapping of teachers' preparation for entrepreneurship education (Ed. Daniela Ulicna). Final Report, Framework Contract No EAC 19/06, Dg Education and Culture, J 3025 8322.
- Çelik, H., Gürpınar, C., Başer, N. Ve Erdoğan, S. (2015). "Öğrencilerin Yaratıcı Düşünme ve Girişimcilik Becerilerine Yönelik Fen Bilgisi Öğretmenlerinin Görüşleri." *Journal of Turkish Science Education*, 2(4): 277-307.
- Eraslan, L. (2011). "İlköğretim Programlarında Girişimcilik Öğretimi (Hayat Bilgisi Dersi Örneği)." *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi*, (27): 82-94.
- Gömlüksiz, M. N. and Kan, A. Ü. (2009). "Sosyal Bilgiler Dersi Öğretim Programının Eleştirel Düşünme, Yaratıcı Düşünme ve Girişimcilik Becerilerini Kazandırmadaki Etkililiğinin Belirlenmesi (Diyarbakır İli Örneği)." *Doğu Anadolu Bölgesi Araştırmaları*, 1: 39-49.
- Heinonen, J. and Poikkijoki, S. A. (2006). "An Entrepreneurial-Directed Approach to Entrepreneurship Education: Mission Impossible?." *Journal of Management Development*, 25(1): 80-94.
- Küçük, O. (2005). *Girişimcilik ve Küçük İşletme Yönetimi*. Ankara: Seçkin Yayıncılık.
- MEB, (2017). Sosyal bilgiler dersi öğretim programı (İlkokul ve Ortaokul 4, 5, 6 ve 7. Sınıflar). Ankara. <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=155> adresinden (Accessed: 22.11.2017)
- Miles, M. & Huberman M. (1994). *Qualitative data analysis: An expanded sourcebook, (2nd Edition)*, California: Sage Press.
- Müftüoğlu, T. and Durukan, T. (2004). *Girişimcilik ve Kobi'ler*. Ankara: Gazi Kitabevi.
- Örge, K. and M. Biçkes (2011). "Kişilik Özelliklerinin Girişimcilik Potansiyeli Üzerindeki Etkileri (Nevşehir'deki Yüksek Öğrenim Öğrencileri Üzerinde Yapılan Bir Araştırma)." *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 16(3): 67-86.
- Örge Yaşar, F. (2014). "Nitel Bir Araştırma: Türkçe Dersinde Beceri Eğitimi." *Electronic Turkish Studies*, 9(6): 865-886.

- Örücü, E., Kılıç, R. and Yılmaz, Ö. (2007). "Üniversite Öğrencilerinin Girişimcilik Eğilimlerinde Ailesel Faktörlerin Etkisi Üzerine Bir Uygulama." *Girişimcilik ve Kalkınma Dergisi*, 2(2): 27-47.
- Öztürk, M. and Mutlu, N. (2017). "Sosyal Bilgiler ve Tarih Derslerinde Beceri ve Değerleri Ne Kadar Öğretiyoruz?." *Sakarya University Journal of Education*, 7(3): 552-563.
- Pan, V. L. and Akay, C. (2015). "Eğitim Fakültesi Öğrencilerinin Girişimcilik Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi." *Education Sciences*, 9(6): 125-138.
- Polat, S., Koçak, B., Çermik, F., Meral, E. and Boztaş, M. (2015). "İlköğretim Sosyal Bilgiler Ders Kitaplarının Girişimcilik Kazanımı Açısından Öğretmen Görüşlerine Göre Değerlendirilmesi." *Ekev Akademi Dergisi*, (62): 455-470.
- Raposo, M., and Paco, A. D. (2011). "Entrepreneurship Education: Relationship Between Education and Entrepreneurial Activity." *Psicothema*, 23(3): 453-457.
- Rasmussen, E. A. and Sørheim, R. (2006). "Action-Based Entrepreneurship Education." *Technovation*, 26(2): 185-194.
- Tekin, M. (2004). *Girişimcilik ve Küçük İşletme Yöneticiliği*. Ankara: Yayınlayan Yok
- URL 1: T.C. Milli Eğitim Bakanlığı 2015-2019 Stratejik Planı. <https://sgb.meb.gov.tr/www/mill-egitim-bakanligi-2015-2019-stratejik-plani-yayinlanmistir/icerik/181> adresinden 27.01.2019 tarihinde alınmıştır.
- Uygun, M., Mete, S. and Güner, E. (2012) "Genç Girişimci Adayların Girişimcilik Eğilimi ve Girişimcilik Özellikleri Arasındaki İlişkiler." *Organizasyon ve Yönetim Bilimleri Dergisi*, 4(2):145-156
- Uygun, M. and Güner, E. (2016). "Girişimcilik Eğiliminin Gelişiminde Girişimcilik Eğitiminin Rolü." *MANAS Sosyal Araştırmalar Dergisi*, 5(5): 37-57.
- Yıldırım, A. and Şimşek, H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.