

DOI: 10.29141/2218-5003-2024-15-2-2

EDN: HUYPEJ

JEL Classification: E24, I23, L26

Determining entrepreneurial knowledge and intentions of international students studying in Turkey

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Abstract. Entrepreneurial knowledge and intention focus on understanding an individual's interest in and abilities towards entrepreneurial activities. Another issue is the impact of cultural differences on entrepreneurial intention. The purpose of the study is to reveal the impact of entrepreneurship knowledge on entrepreneurial intention of international students receiving higher education in Turkey. We also examine whether there are differences in entrepreneurial knowledge and entrepreneurial intention according to gender, department, having an entrepreneurial business idea, receiving entrepreneurship education or not and monthly expenditure amount. The methodological basis of the study resides in the concept of entrepreneurial knowledge and planned behaviour theory. Among the research methods are frequency and regression analyses, parametric tests, convenience sampling method. A total of 380 students enrolled in 20 public and 5 private universities in Turkey in the 2021–2022 academic year participated in the survey and completed the questionnaire. Participants were reached through electronic and social media environments or face-to-face communication. The research results reveal that there are statistically significant differences between entrepreneurial knowledge and intention with educational status, entrepreneurial idea, department of study and the amount of monthly expenses. Furthermore, regression analysis showed that entrepreneurial knowledge and entrepreneurship education have a significant positive effect on students' entrepreneurial intentions. The findings of this study provide valuable guidance for policymakers and curriculum preparers to understand international students' entrepreneurial intentions and promote entrepreneurial intentions in universities.

Keywords: entrepreneurship; entrepreneurial knowledge; entrepreneurial intention; entrepreneurship education; international students; Turkey.

Article info: received October 2, 2023; received in revised form December 11, 2023; accepted December 27, 2023

For citation: Karakaş A., Ali M.A., Çetin S. (2024). Determining entrepreneurial knowledge and intentions of international students studying in Turkey. *Upravlenets/The Manager*, vol. 15, no. 2, pp. 15–30. DOI: 10.29141/2218-5003-2024-15-2-2. EDN: HUYPEJ.

Исследование предпринимательских знаний и намерений иностранных студентов (на примере университетов Турции)

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Аннотация. Концепция предпринимательских знаний и намерений ориентирована на изучение заинтересованности и способности индивида начать собственное дело. Культурные особенности – дополнительный фактор, который необходимо учитывать при оценке намерений человека стать предпринимателем. Статья посвящена анализу влияния уровня знаний в области предпринимательства на намерения иностранных студентов, обучающихся в Турции, заниматься бизнесом. Предпринята попытка установить зависимость между уровнем знаний о предпринимательстве и желанием начать собственное дело от различных характеристик студентов (пол, факультет, наличие бизнес-идеи и др.). Методологическую основу работы составили концепция предпринимательских знаний и намерений, теория запланированного поведения. Использовались методы частотного и регрессионного анализа, параметрические тесты, метод удобной выборки. Информационной базой послужили результаты опроса 380 иностранных студентов, обучающихся в 20 государственных и 5 частных университетах Турции в 2021–2022 учебном году. Опрос участников проводился с помощью социальных медиа и личных интервью. Результаты исследования свидетельствуют о статистически значимых различиях в предпринимательских знаниях и намерениях студентов в зависимости от наличия у них профильного образования, бизнес-идеи, факультета обучения и ежемесячной суммы расходов. Обнаружено также, что приобретение специальных знаний и образования в сфере бизнеса оказывает существенное влияние на желание обучающихся стать предпринимателями. Результаты исследования представляют интерес для лиц, ответственных за составление учебных планов университетов, и способствуют более детальному пониманию и продвижению предпринимательских намерений иностранных студентов.

Ключевые слова: предпринимательство; знания в области предпринимательства; предпринимательское намерение; предпринимательское образование; иностранные студенты; Турция.

Информация о статье: поступила 2 октября 2023 г.; доработана 11 декабря 2023 г.; одобрена 27 декабря 2023 г.

Ссылка для цитирования: Karakaş A., Ali M.A., Çetin S. (2024). Determining entrepreneurial knowledge and intentions of international students studying in Turkey // *Управленец*. Т. 15, № 2. С. 15–30. DOI: 10.29141/2218-5003-2024-15-2-2. EDN: HUYPEJ.

INTRODUCTION

People can gain respect and popularity in society by starting a new business, bringing something innovative to the market. Entrepreneurs have motivational factors such as doing their own business, having the opportunity to run their own business freely, generating new ideas and innovative solutions to the needs of humanity, coping with uncertainty, and having the opportunity to develop personally and professionally. The main motivation for entrepreneurship is not only to generate personal income but also to do something valuable for the world and society [Bacq, Alt, 2018].

Different authors have defined entrepreneurship in different ways [Bruyat, Julien, 2001]. Entrepreneurship is a profession in which a person decides to start a new business for self-development and chooses it based on creativity, courage, risk management. Entrepreneurship is almost like the abilities of one's character [van Gelderen et al., 2008].

Entrepreneurship is important for increasing a nation's economic growth and productivity, fostering innovative activities and creating new employment. Entrepreneurship is an indispensable process that regulates these aspects [Guerrero, Rialp, Urbano, 2008; Tessema, 2012]. Salman [2016] argued that an entrepreneur is a person who creates creative products to meet the needs of industry and the market, thereby supporting the growth of a country's economy. The strong interrelationship between the rate of economic growth and entrepreneurship has been demonstrated in many studies [van Praag, Versloot, 2007]. Entrepreneurship is the way to reduce poverty in society, improve people's living conditions and increase their incomes [Mitchell, Randolph-Seng, Mitchell, 2011; Sutter, Bruton, Chen, 2019].

Not only for developing or underdeveloped countries, but also developed countries have been studying their citizens' attitudes towards entrepreneurship, perceptions, factors influencing entrepreneurship and entrepreneurial intentions. In recent years, researching entrepreneurial intent has been helpful for stimulating corporate innovation [Lüthje, Franke, 2003]. Inquisitiveness to learn about entrepreneurs' thoughts is sparked by awareness of the personal, societal, and national benefits of entrepreneurship. Previous studies have suggested that entrepreneurship can result in high levels of mental pressure in a person's life [Monsen, Boss, 2009], fear of loss [Mitchell, Randolph-Seng, Mitchell, 2011], and sadness from failure. This is because entrepreneurship requires inner strength and acceptance to face uncertainty [Mitchell, Randolph-Seng, Mitchell, 2011; Shepherd, Patzelt, 2017]. Some positive outcomes are observed in the lives of entrepreneurs, for example, some studies have shown that individuals who start new businesses and sustain their business activities show high levels of job satisfaction. Entrepreneurs often work more and have less income than others, but their job satisfaction can be high [Benz, Frey, 2008].

Individuals' entrepreneurial intentions have been extensively researched with various factors affecting and shaping this intention [Güler, 2010; Hamenda, 2021; Hisrich, Peters, 1998; Fidan, Yıldırım, Ercan, 2019; Fidan, Çetin, Yurdasever, 2021]. Alammari et al. [2019] investigated the relationship between post-materialistic values and entrepreneurial intention and shed light on the mediating factors between these values and entrepreneurial intention. In addition, Tian [2022] examined the effect of psychological capital on entrepreneurial intention with studies aiming to determine the relationship between work values and unconditional entrepreneurial intention moderated by hope. Cultural factors have also been found to play an important role in shaping entrepreneurial intention. Zampetakis et al. [2015] investigated the role of self-construal in the formation of entrepreneurial intentions, emphasizing the impact of cultural orientations at the level of individual analysis.

The influence of psychological characteristics such as need for achievement and independence on students' entrepreneurial intentions has been revealed by emphasizing the importance of psychological factors in shaping entrepreneurial intentions [Bjekić et al., 2020]. In addition, Hamenda [2021] found that entrepreneurship education has a significant relationship with entrepreneurial attitude, although the direct relationship with entrepreneurial intention is not significant. In conclusion, entrepreneurial intention is a complex phenomenon influenced by numerous factors including cultural, psychological and educational aspects. Understanding these influences is crucial for developing an entrepreneurial mindset and promoting entrepreneurial activities.

The main purpose of this study is to reveal the relationship between entrepreneurial knowledge and entrepreneurial intentions of international students receiving higher education in Turkey. It is also examined whether there are differences in entrepreneurial knowledge and entrepreneurial intention according to gender, department, having an entrepreneurial business idea, receiving entrepreneurship education or not and income status. The effect of entrepreneurial knowledge on entrepreneurial intention will also be revealed by regression analysis.

LITERATURE REVIEW

Entrepreneurship concept and functions. When the literature on the concepts of enterprise, entrepreneur and entrepreneurship is analysed, we see different definitions that emphasise different aspects of the concept. The main reason for this differentiation is that each concept has multidimensional qualities and a very wide scope [Uslu, 2015, p. 29]. Entrepreneurship is defined as "the attempt to create a new enterprise by establishing a new business or expanding an existing business" [Recepoğlu, Doğan, 2014, p. 60]. As a comprehensive definition, an entrepreneur is defined as "a person who brings together the fac-

tors of production with his/her own capital or the capital provided by other individuals and institutions in order to invent, produce or market a good or service, who can undertake the risk of profit or loss that may arise during this activity, and who is full of enthusiasm to contribute to the society and humanity" [Fidan, 2002].

A country can increase its welfare level by encouraging new entrepreneurs with the environments it creates, as well as facilitating the work of existing entrepreneurs, contributing to the production of new goods and services, opening new markets and employment areas. In this respect, not only limited to the economic field, every individual should be seen as a potential entrepreneur in every aspect of life and should learn entrepreneurship theories and practices that will determine and realise a vision.

The role of entrepreneurship education in entrepreneurial knowledge. The idea that business owners are the only ones who can save the economy is well-known. Today, entrepreneurship is viewed as one of the best methods for boosting a nation's economic growth. It is acknowledged as a significant force behind the competitiveness, innovation, and economic progress of many countries. It is a tactic that can also be applied to combat poverty [Resurreccion, 2011].

National governments have recently shown a greater interest in entrepreneurship due to its significance in advancing the economy and decreasing poverty. The education industry and business support organizations are the sources of this interest. For many nations, promoting entrepreneurship has emerged as a top priority for policy¹. Entrepreneurship is seen as a critical activity to stimulate and sustain economic growth in strong economies. It is also a key way to increase employment and productivity in less prosperous regions or developing countries.

According to the stages of entrepreneurship, it all begins with a desire. This subsequently triggers the desire to start a business. The following are the tasks and activities that are involved at various levels of the entrepreneurial process, which are studied from an operational perspective [Kaplan, Warren, 2009]:

- identify and explore opportunities;
- preparing an investment plan and setting up the company;
- mobilising and managing the necessary resources, limitation, independent implementation and establishment of the venture.

Given the significance of entrepreneurship in terms of job creation and economic growth, developing entrepreneurial skills is the ideal course of action for any student who hopes to launch their own business in the future. Entrepreneurship has a significant role in a variety of roles and advantages that alter a person's life. This is the cause

of the rising interest in entrepreneurial education. Students' eyes are opened to opportunities by entrepreneurship. It is a fact that many college grads struggle to obtain employment following graduation. This is due to a lack of open positions and fierce competition. Therefore, it has become crucial to incorporate entrepreneurship education into the school curriculum because students should not expect to be hired by the government or by others; instead, they should expect to create their own jobs and thereby contribute to the social and economic well-being of their communities [Ramos, 2014].

Entrepreneurs are people who ask questions, see economic opportunities and, after reviewing them, acquire and find the resources needed and strive for sales, business orientation. Financial power is necessary for job creation and the goods and services that will be grown as a result. Without entrepreneurs, the world cannot grow and prosperity cannot be achieved. Entrepreneurs are people who not only see the problems around, but also look around. They like to plan and try to achieve a product.

It cannot be denied that knowledge, which is vital for the economy, is important for entrepreneurship. Numerous people and governments have acknowledged that entrepreneurship education is a response to a world that is becoming more complicated and calls for all persons and organizations in the society we live in to be increasingly equipped with entrepreneurial competencies [Gibb, 2002]. Schools have implemented business courses, including entrepreneurship classes, in response to this concern. But most of the time, schools are focused on encouraging pupils to favour the logical, common-sense way of thinking.

Students are taught in schools to set goals in advance and then gather the materials and skills necessary to choose the most effective strategy to accomplish those goals. Schools have demonstrated that the mindset or attitude of an entrepreneur does not correspond to conventional thinking. They have an erratic attitude and adopt a successful method of thinking, which begins with a particular set of tools and enables for the emergence and evolution of goals over time [Sarasvathy, 2015]. To start their own business, people only require the necessary materials. The instrument in this case cannot just be business expertise but also the money required to start a business. They will figure out what to do along the route by using the tools at their disposal.

In line with the principle of entrepreneurship, education in entrepreneurship should not only cover topics like business, marketing, and strategic planning, but also focus on fostering entrepreneurial attitudes like creative entrepreneurship. Values that need to be developed include thinking, innovation, risk-taking, orientation, and determination. Because of this, it is important to consider not just how well-versed a person is in business, but also how their abilities and attitudes have changed as a result of what they have learned about entrepreneurship.

¹ OECD. (2006). Understanding entrepreneurship: Developing indicators for international comparisons and assessments. [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=STD/CSTAT\(2006\)0](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=STD/CSTAT(2006)0)

Research has indicated that entrepreneurship education has an impact on several entrepreneurial outcomes, such as students' ability to gain the requisite entrepreneurial abilities. Entrepreneurial competences are the essential knowledge and abilities needed to generate actions with consequences. One of the main goals of the entrepreneurship courses is to help students develop these competences, so it is critical to concentrate on studying them in order to increase our knowledge of the efficacy of entrepreneurship education [Alakaleek et al., 2023]. Studies exploring the impact of entrepreneurship education on entrepreneurial intention have produced a variety of results. According to several studies, entrepreneurship education and entrepreneurial intention are positively correlated [Ekpe, Mat, 2015]. According to Abdullah et al. [2009] and Brush et al. [2004], having a profession and having an entrepreneurial intention are both positively correlated with entrepreneurship education. According to these research studies, entrepreneurship education can enhance students' knowledge and abilities, boost their self-efficacy as entrepreneurs, and eventually raise their desire to launch a business [Lv et al., 2021].

On the other hand, some investigations arrive at the opposite conclusions. According to Chen, Ifenthaler and Yau [2021], while receiving entrepreneurship education may help students better comprehend the difficulties and dangers of starting a business, this understanding may not immediately boost students' intentions to pursue entrepreneurship [Lv et al., 2021]. Though it should be emphasized that self-efficacy and entrepreneurial attitude are significant determinants of entrepreneurial intention and can be positively impacted by entrepreneurship education [Mei, Lee, Xiang, 2020].

The social environment and support systems surrounding entrepreneurship education may also play a role in shaping entrepreneurial intentions. A number of studies show that entrepreneurship teachers' guidance, entrepreneurship practice opportunities and students' participation in business plan competitions can improve entrepreneurial intentions [Lv et al., 2021; Mei, Lee, Xiang, 2020].

Along with the direct benefits of entrepreneurship education on entrepreneurial intention, moderating and mediating factors should also be taken into account. According to Wu et al. [2022], entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention. An individual's confidence in his or her capacity to carry out entrepreneurial duties is referred to as entrepreneurial self-efficacy. This shows that entrepreneurship instruction can help students feel more capable, which may have an impact on their desire to launch a firm. The association between entrepreneurship education and entrepreneurial intention was also shown to be modified by entrepreneurial competitive experience, indicating that the influence of entrepreneurship education may differ depending on students' competitive experiences [Wu et al., 2022].

The implementation of entrepreneurship education includes practices such as the acquisition of entrepreneurial knowledge and skills, the development of entrepreneurial characteristics and the demonstration of entrepreneurial nature, all of which contribute to the cultivation of entrepreneurial knowledge [Zainal, Jabor, Abdullahi, 2020]. Entrepreneurship education plays an important role in shaping entrepreneurial knowledge and intentions. Research demonstrates that entrepreneurship education is strongly associated with the development of entrepreneurial skills and knowledge, which in turn leads to a positive impact on entrepreneurial intentions [Wang, Yueh, Wen, 2019; Hidayatulloh, Ashoumi, 2022; Mahmood et al., 2021]. It is also suggested that entrepreneurship education is necessary to develop entrepreneurial competences and intention [Ferrandiz, Fidel, Conchado, 2018; Astuti, Fatimah, 2022]. The acquisition of theoretical knowledge and entrepreneurial skills through entrepreneurship education has been considered as direct outcomes of participating in such programmes [Chineze, Uche, Gabriel, 2021]. It has also been emphasised that entrepreneurship education provides students with the necessary skills, knowledge and training to act as entrepreneurs [Mahmood et al., 2021]. In addition, entrepreneurship education has a positive and significant effect on entrepreneurial mindset, which is vital for entrepreneurial knowledge and intention [Saadat et al., 2021].

Entrepreneurial intention. An intention is a predetermined result caused by deliberate activities. Because behaviour can be planned in advance, intentions predict designed behaviour. The theory of planned behaviour emphasizes the connections between attitudes and behaviour when measuring intentions [Hyder et al., 2011]. From the perspective of business owners, intention is seen as the essential power behind founding a company and a sign of a fresh, cogent idea [Lerner, Malach-Pines, 2011]. This also makes it possible for people with an entrepreneurial attitude to go for chances where they anticipate making the most money.

Three different forms of intentions to launch a new business – classical entrepreneurial intention, replacement entrepreneurial intention, and entrepreneurial intention – were highlighted by Lans, Gulikers and Batterink [2010]. These different entrepreneurial aspirations lead to a wide range of learning objectives and particular needs among entrepreneurs. The ambition to launch a business in the future or the quest for knowledge to achieve the objective of starting a venture are both examples of entrepreneurial purpose.

Entrepreneurial intentions are crucial for comprehending the entrepreneurial process since they serve as the foundation for new businesses, according to van Gelderen et al. [2008]. Numerous research studies imply that potential entrepreneurs' aspirations for starting their own business can direct them over the long term. According to [Pulka, Rikwentishe, Ibrahim, 2014], entrepreneurial intention

is still one of the key factors influencing a student's decision to launch a business. It has a beneficial effect on students' entrepreneurial attitudes. As a result, the researcher calls on educational authorities to increase incentives to encourage students to become future entrepreneurs and on teachers to tell pupils about their successes.

Entrepreneurial actions are more influenced by entrepreneurial intention than by demographic and personal factors. According to [Ajzen, Czasch, Flood, 2009], there is a significant correlation between intention and actual behaviour. Ajzen [1991] has highlighted the significance of intentions as a prerequisite to intentional behaviour. Understanding the effects of events, relationships, and behaviours is aided by intentions. It stands for a type of dedication. Since attitudes, social norms, and perceived control all have an impact on entrepreneurial intention, several authors have researched this intention using the theory of planned behaviour [Heuer, Liñán, 2013]. This is due to the fact that entrepreneurship education and training programmes have a positive impact on individuals' intentions to pursue entrepreneurship by altering their attitudes towards entrepreneurship, their levels of self-efficacy, their control over their ability to manage their entrepreneurial careers, and their perceptions of entrepreneurship [Peterman, Kennedy, 2003; Tam, Hansen, 2009].

According to Ajzen's [1991] model, the formation of entrepreneurial intention is influenced by a combination of subjective norms, perceived behavioural control, and attitude towards a behaviour. This interaction shapes the individual's entrepreneurial behaviour. Subjective norms indicate how society expects people to comply to "acceptable" standards, whereas perceived behavioural control refers to how much control a person believes they have over the resources needed to start their own business. The degree to which a person sees a certain behaviour as positive or undesirable is referred to as attitude towards a behaviour. Each researcher prefers to concentrate on particular variables that are deemed relevant for the study in prior studies, where this strategy of analysing the link between the individual and the associated components and how they relate to entrepreneurial purpose has been used [Ajzen, 1991]. The intention to engage in particular behaviours is shaped and influenced by a variety of elements, including needs, values, desires, habits, and beliefs, according to Lee and Wong [2006].

The effect of entrepreneurial knowledge on entrepreneurial intention. Universities are places where knowledge is shared and where young brains are developed so that knowledge may be applied to real-world situations [Oosterlinck, Leuven, 2022]. Universities are seen as a significant part of an economy where knowledge processing serves as a means of generating revenue. Universities work to transfer research and knowledge that might be beneficial for society and the economy in addition to producing qualified human resources. In other words, they serve as a technology transfer area [Fischer, de Moraes, Schaeffer,

2019]. It is also advised that colleges provide learning environments where students can interact with knowledge that supports entrepreneurial endeavours. Universities provide a wide range of tools and training that support young people's entrepreneurial development [Beyhan, Findik, 2018; Di Gregorio, Shane, 2003].

Numerous studies [Doğan, 2015; Maresch et al., 2016; Turker, Sonmez Selcuk, 2009] have looked at the relationship between entrepreneurial knowledge and a few demographic factors in relation to entrepreneurial intention. Maresch et al. [2016] looked into how entrepreneurial knowledge affected students in business and science programmes as well as those studying science and engineering. The study discovered that both scientific and engineering students and business students' entrepreneurial intention were positively influenced by entrepreneurial knowledge. The research highlights the value of entrepreneurship education across academic fields for accomplishing entrepreneurial objectives. In a different survey, Indian students studying science and technology were asked about their intentions to start their own business. Roy, Akhtar and Das [2017], the study emphasizes the significance of psychological elements and personal beliefs in determining entrepreneurial intention.

As the most reliable indicator of entrepreneurial behaviour, entrepreneurial intention has gained widespread acceptance. This supports the idea that entrepreneurship may be directly impacted by entrepreneurial education, which in turn can help to cultivate entrepreneurial intention [Najera-Sanchez, Pérez-Pérez., González-Torres, 2023]. The development of entrepreneurial intention is significantly influenced by entrepreneurial knowledge. According to [Lv et al., 2021; Wu et al., 2022], it has a favourable impact on entrepreneurial intention through raising entrepreneurial efficacy and self-efficacy. The knowledge, abilities, and skills necessary for successful business are referred to as entrepreneurial efficacy [Lv et al., 2021]. According to Wu et al. [2022], entrepreneurial self-efficacy is the belief that a person has in his or her capacity to carry out entrepreneurial tasks successfully. Individuals are given the essential knowledge and skills through entrepreneurship education, which boosts their self-confidence and desire to start their own business [Lv et al., 2021; Wu et al., 2022].

Therefore, having entrepreneurial intention means a person is prepared and willing to engage in entrepreneurial activity. Influences on attitude towards entrepreneurship include subjective standards and perceived behavioural control. By raising entrepreneurial competence and self-efficacy, entrepreneurial knowledge has a significant effect on entrepreneurial intention. Promoting entrepreneurship and assisting people in their entrepreneurial endeavours require an understanding of and commitment to entrepreneurial intention. Given the challenging circumstances faced by international university students, it might be prudent to investigate their aptitude for en-

trepreneurship. In this study, the impact of socio-demographic characteristics and entrepreneurial knowledge of international students in Turkey on their entrepreneurial intention is addressed. As a result of the evaluations, the following hypotheses were developed.

H1a: The mean scores of entrepreneurial knowledge differ according to the gender of the participants.

H1b: The mean scores of entrepreneurial knowledge differ according to the status of receiving entrepreneurship education.

H1c: The mean scores of entrepreneurial knowledge differ according to the participants' entrepreneurial idea.

H1d: The mean scores of entrepreneurial knowledge differ according to the participants' department (educational program).

H2a: The mean scores of entrepreneurial intention differ according to the gender of the participants.

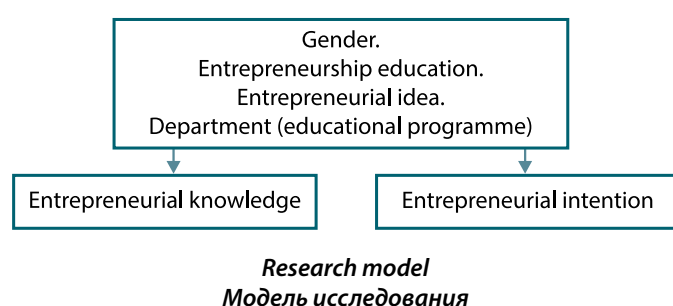
H2b: The mean scores of entrepreneurial intention differ according to the status of receiving entrepreneurship education.

H2c: The mean scores of entrepreneurial intention differ according to the participants' entrepreneurial idea.

H2d: The mean scores of entrepreneurial intention differ according to the participants' department (educational program).

H3: Entrepreneurial knowledge has a statistically significant impact on entrepreneurial intention.

The research model is presented in Figure.



METHOD

This study is a quantitative research. The research population consists of approximately 300,000 international students enrolled in private and public universities in Turkey in the 2021 academic year. Convenience sampling was used as a sampling method. Students who wanted to participate in the research were tried to be reached in electronic media, social media environments or face-to-face. The number of samples reached is 380. Questionnaire was used as data collection technique. The questionnaire form consists of three sections. In the first part, socio-demographic characteristics, in the second part, entrepreneurial knowledge and in the third part, questions about entrepreneurial intention were asked. The questions were evaluated with Likert type scale.

For the items in the questionnaire form, the scales proposed by Abun et al. [2018] were utilised. In order to

conduct the study, an approval letter dated 9 April 2022 was obtained from Bartin University Social Sciences Ethics Committee.

Parametric tests were used for data analysis. Frequency analysis, reliability and validity tests, difference analyses and regression analyses were used.

Table 1 – Socio-demographic characteristics of respondents
Таблица 1 – Социально-демографические характеристики респондентов

Variables		f	%
Gender	Male	273	71.8
	Female	107	28.2
Having a job	Yes	77	20.3
	No	303	79.7
Educational programme	Social Sciences	114	30.0
	Physical Sciences	66	17.4
	Health Sciences	74	19.5
	Engineering Sciences	105	27.6
	Sports Sciences	21	5.5
Have you received entrepreneurship education?	Yes	218	57.4
	No	162	42.6
Do you have an entrepreneurial business idea?	Yes	220	57.9
	No	160	42.1
Educational status	Bachelor's degree	354	93.2
	Postgraduate	26	6.8
Monthly spending level, US dollars	400 and below	82	21.7
	401–1,500	166	44.0
	1,500 above	130	34.3
Class level	First-year students	82	21.6
	Second-year students	85	22.4
	Third-year students	112	29.5
	Fourth-year students	77	20.3
	Fifth-year students	24	6.3

As seen from Table 1, of the students participating in the study, 71.8% were male and 28.2% were female. Although international students do not have a work permit, 20.3% of them stated that they work. Mostly undergraduate students (93.2%) participated in the study. The participants were mainly students of Social Sciences (30%) and Engineering Sciences (27.6%). 57.4% of the participants stated that they received entrepreneurship education and almost the same proportion of students stated that they had an entrepreneurship business idea.

RESEARCH RESULTS

The confirmatory factor analysis results of the scales used in the study are shown in Table 2. It is seen that the fit indices of both scales are good.

Table 2 – Confirmatory factor analysis fit index
Таблица 2 – Индекс соответствия подтверждающего факторного анализа

Dimensions	X ² /df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Entrepreneurial knowledge	3.167	.950	.915	.963	.954	.974	.076
Entrepreneurial intention	2.969	.966	.926	.975	–	.983	.072

The results of the factor analysis and reliability analyses for the validity and reliability of the scales are shown in Table 3. The entrepreneurial knowledge (EK) dimension consists of 10 statements, the entrepreneurial intention (EI) dimension consists of 9 statements and Cronbach Alpha, CR and AVE values are within acceptable values.

Table 3 – Validity and reliability analysis results of the scales
Таблица 3 – Результаты проверки валидности и надежности

Dimensions	Items	Factor loads	Cronbach Alfa (a)	CR	AVE
Entrepreneurial knowledge	EK1	.755	.925	0.925	0.553
	EK2	.781			
	EK3	.803			
	EK4	.766			
	EK5	.741			
	EK6	.778			
	EK7	.812			
	EK8	.807			
	EK9	.772			
	EK10	.715			
Entrepreneurial intention	EI1	.805	.936	0.937	0.621
	EI2	.839			
	EI3	.837			
	EI4	.831			
	EI5	.795			
	EI6	.800			
	EI7	.835			
	EI8	.799			
	EI9	.787			

In the study, t-tests were performed for the binary demographic variables and ANOVA test was performed for more than two variables. The significant results of the tests are presented in Table 4.

According to gender, the averages of entrepreneurial knowledge and entrepreneurial intention do not show a statistically significant difference. However, when the averages are analysed, it is seen that women have higher entrepreneurial intention and entrepreneurial knowledge attitude scores than men.

In the entrepreneurial knowledge dimension, the mean scores of those who received and did not receive training differ according to whether or not they received entrepreneurship training. Entrepreneurial knowledge of those who receive training is higher.

As a result of the ANOVA test conducted according to the type of science studied, a significant difference is observed (Table 5). The significant difference in the entrepreneurial knowledge dimension is seen between the students studying in the departments of Physical Sciences and Engineering Sciences and Health Sciences and Engineering Sciences. It is seen that Engineering Sciences students have more entrepreneurial knowledge than Health and Physical Sciences students.

There is a significant difference between the students in the entrepreneurial intention dimension according to science types. The significant difference in entrepreneurial intention is due to the difference in the scores of Social Sciences and Physical Sciences and Health Sciences and Physical Sciences and Engineering Sciences students. The entrepreneurial intention of the students in Social Sciences and Engineering

Table 4 – Independent sample t-test results
Таблица 4 – Результаты t-критерия Стьюдента для независимой выборки

Variables			Frequency	Means	SS	t	p
Entrepreneurial knowledge	Entrepreneurship education status	Receiving education	162	3.68	.97	12.303	0.001
		No education	218	3.11	.79		
Entrepreneurial knowledge	Gender	Male	273	3.34	.95	0.189	0.664
		Female	107	3.40	.91		
Entrepreneurial intention	Gender	Male	273	3.39	1.00	0.014	0.906
		Female	107	3.48	1.01		
Entrepreneurial knowledge	Entrepreneurial idea	With a business idea	220	3.77	.74	7.315	0.007
		No business idea	160	2.78	.88		
Entrepreneurial intention	Entrepreneurial idea	With an entrepreneurial idea	220	3.83	.81	4.601	0.033
		No entrepreneurial idea	160	2.83	.95		

Table 5 – One-way ANOVA test results

Таблица 5 – Результаты одностороннего дисперсионного анализа

Variables		Frequency	Means	SS	F	p	
Entrepreneurial knowledge	Department	Social Sciences	114	3.48	.89	3.929	0.004
		Physical Sciences	66	3.09	1.03		
		Health Sciences	74	3.12	.99		
		Engineering Sciences	105	3.52	.81		
		Sports Sciences	21	3.46	1.05		
Entrepreneurial intention	Department	Social Sciences	114	3.61	.95	5.081	0.001
		Physical Sciences	66	3.07	1.03		
		Health Sciences	74	3.15	1.07		
		Engineering Sciences	105	3.55	.85		
		Sports Sciences	21	3.56	1.19		
Entrepreneurial knowledge	Monthly spending level, US dollars	400 and below	82	3.00	.90	15.523	0.001
		401–1,500	166	3.64	.83		
		1,501 and above	130	3.23	.99		
Entrepreneurial intention	Monthly spending level, US dollars	400 and below	82	3.15	.96	7.531	0.001
		401–1,500	166	3.62	.92		
		1,501 and above	130	3.30	1.06		

Sciences is higher than the intention of the students in Physical Sciences and Health Sciences.

According to the monthly expenditure level, the mean scores of entrepreneurial knowledge differ. According to the Tukey test, this is due to the difference between those with an income of 400 US dollars and below and those with an income of 401 and 1,500 US dollars and the difference between those with an income of 401–1,500 US dollars and those with an income of 400 US dollars and below and 1,500 US dollars and above. The entrepreneurial knowledge and intention of those with income between 401–1,500 US dollars is higher than those with income of 1,500 US dollars and above. Those with an income of 400 US dollars and below have less entrepreneurial knowl-

edge and entrepreneurial intention than the others and this situation is different significantly.

There is a very high positive relationship of .886 between entrepreneurial knowledge and entrepreneurial intention (Table 6). This relationship can be concluded that entrepreneurship education is effective in becoming an entrepreneur in the future.

Table 7 shows the regression analysis conducted within the scope of the research. In the model, gender, entrepreneurial education status, and having an entrepreneurial idea were included in the model as control variables. According to the results of the analysis, entrepreneurship education has a significant and positive effect on students' entrepreneurial intention. In addition, entrepreneurship

Table 6 – Result of correlation analysis

Таблица 6 – Результаты корреляционного анализа

Dimensions	Mean	Std deviation	Entrepreneurial knowledge
Entrepreneurial knowledge	3.35	0.94	1
Entrepreneurial intention	3.41	1.003	.886

Table 7 – Result of regression analysis

Таблица 7 – Результаты регрессионного анализа

Independent variables	Std Error	Beta	t	p
Gender	.053	-.002	-.103	.918
Entrepreneurial education	.054	.091	3.395	.001
Entrepreneurial idea	.059	.003	.103	.918
Department	.050	.039	1.639	.102
Entrepreneurial knowledge	0.29	.854	31.029	.000

Dependent variable: Entrepreneurial intention

R2: 0.793, F: 292,163, p < 0.000

knowledge has a significant positive effect on entrepreneurship intention.

As a result of the regression analysis, it is seen that entrepreneurial knowledge and entrepreneurial education explains 79% of entrepreneurial intention. In other words, 79% of the change in entrepreneurship intention is caused by entrepreneurship knowledge and entrepreneurial education. However, entrepreneurial knowledge has a much higher effect on entrepreneurial intention ($B: 0.854, p < 0.000$). The importance of entrepreneurial knowledge is revealed with this result. Hypothesis 3 is supported.

CONCLUSION

The aim of this study is to determine the impact of international students' entrepreneurship knowledge on entrepreneurial intention. We also make some suggestions for creating conditions that encourage entrepreneurial intentions in universities. According to the study's findings, there is no discernible difference between genders in terms of the average entrepreneurial knowledge and intention. When the averages of entrepreneurial knowledge and intention factors were analysed according to the departments, a significant difference was found in the mean scores. While the entrepreneurial knowledge factor averages of the engineering department students are the highest, the average entrepreneurial intention score is the highest in the social sciences department. When the mean scores of the students who received entrepreneurship education are contrasted with those of the students who did not, both the mean scores for entrepreneurial knowledge and entrepreneurial intention of the students who received entrepreneurship education show a significant difference. The students who got entrepreneurship education generally performed better on both aspects than students who did not receive it. The mean scores of the students with business ideas differ significantly from those without business ideas in terms of both entrepreneurial knowledge and entrepreneurial intention. Finally, the relationship between entrepreneurial knowledge and intention to start a business was examined, and it was discovered that this relationship is highly influenced by entrepreneurial knowledge.

In addition to providing students with detailed business administration education at universities, the intention to adapt the knowledge they have acquired to real life, that is, to open a business, should emerge. Thus, students' entrepreneurial knowledge and experience will increase and consolidate.

The result obtained from this study supports previous researchers who found that entrepreneurial knowledge significantly affects entrepreneurial intention [Bachiri, 2016; Dinc, Budic, 2016; Mahmoud, 2014; Robledo et al., 2015]. The knowledge of entrepreneurship, which refers to the information acquired throughout one's lifetime, is the fundamental outcome of this study, indicating that it influences entrepreneurial intention by 79%. This result demonstrates that students who are aware of the role

of entrepreneurship in the economy and society have a higher entrepreneurial intention.

The second important result is that students who have entrepreneurship education in their curriculum have high levels of entrepreneurial knowledge and intention to engage in entrepreneurial activity. This study confirmed that the model of socio-demographic characteristics, entrepreneurial knowledge and entrepreneurial intention is sufficient to explain the factors influencing international students' entrepreneurial intentions. This result is in line with the studies that show that entrepreneurial competence has a positive effect on entrepreneurial intention [Kusumawijaya, Astuti, 2021; Liao, Nguyen, Caputo, 2022; Tu, Song, Hanh, 2021]. Studies on the entrepreneurial intentions of international students show that many factors influence these intentions. Factors such as entrepreneurial education, experience and resource access are important, as well as cultural and labour market conditions. These results provide valuable insights for understanding international students' entrepreneurial intentions and designing entrepreneurship support programmes [Turker, Sonmez Selcuk, 2009]. This study shows that entrepreneurial knowledge, demographic variables and entrepreneurship education are key factors affecting international students' intentions to become entrepreneurs. Therefore, policymakers and curriculum preparers should consider these factors to encourage more students to become entrepreneurs.

This study revealed that international students have a strong self-perception of entrepreneurial intention. Also, it was revealed that their entrepreneurial intentions were more influenced by their entrepreneurial knowledge. It proves that entrepreneurial knowledge is the most important variable affecting students' entrepreneurial intention. In the study conducted on female students in China, it was stated that students with entrepreneurial intentions had more work experience, interest in technology or entrepreneurial knowledge. In this study, no difference was found between boys and girls [Tessema, 2012; Zhou, Ruan, Yang, 2015].

Support currently provided at universities for entrepreneurship should be investigated and students should be informed on this subject. In order to increase the level of entrepreneurial knowledge, seminars, programmes or semester courses should be planned to inform students about finding creative business ideas, opening a business, basic business management issues. One of the obstacles faced by entrepreneurship is the lack of financing [Fayolle, Degeorge, 2006; Sharma et al., 2023]. Information about international resources on this subject can also be provided in the lessons. Students can make presentations about entrepreneurship support in their own countries.

In future publications, research into the adequacy of entrepreneurship education can be conducted on international students. Satisfaction with the education can be investigated. This study can be repeated with the same dimensions on graduates. ■

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