

# An Investigation of the Relationship Between Social Entrepreneurship Levels of Pre-Service Primary School Teachers and Their Social Values

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## Abstract

This study seeks to investigate the relationship between social entrepreneurship levels of pre-service primary school teachers and their social values. The research was designed in descriptive survey model. The research was conducted with the participation of 488 pre-service primary school teachers. "Social Entrepreneurship Scale" developed by Konaklı and Göğüş (2013) and "Multi-dimensional Social Values Scale" developed by Bolat (2013) were used as the data collection tools. The data were analyzed through descriptive statistics and t-test while the unrelated samples were analyzed through one-way analysis of variance. Also, the relationship between the variables was analyzed by using regression analysis. The results of the analyses reveal that there is a statistically significant difference among the pre-service primary school teachers' social entrepreneurship and social values scale scores in terms of the variables of gender and class. When the rest of the variables are considered, there is a statistically insignificant difference among the scores. The relationship between social entrepreneurship levels of the participants and their social values scores is statistically significant. The social entrepreneurship score of an individual and their social values score are correlated. As the social entrepreneurship score increases, so does the score of social values. When one analyzes – by using regression coefficient – the level of impact social entrepreneurship creates on the variable of social values; in other words, how definable the social values become by means of social entrepreneurship, it can be observed that there is a medium-level variability, i.e., social entrepreneurship is a medium-level significant predictor of social values.

**Keywords:** Social Entrepreneurship, Social Values, Primary School Teachers, Pre-Service Teachers

## 1. Introduction

As the structure of modern-day societies undergo a dramatic change due to the developments in science and technology, the economic value and social importance of entrepreneurs and entrepreneurship increase since they are a part of this change. Entrepreneurs have pioneered life-saving, productivity-boosting changes and contributed remarkably to our life styles and welfare. With the recognition of what the social enterprises have achieved in terms of initiating and sustaining social changes instead of pursuing profit or any financial output, the number of social enterprise centers has increased in the world-ranking universities within the last decade (Akkan and Süygün, 2016). What differentiates social entrepreneurship from commercial entrepreneurship is the fundamental element of social value creation (Austin, 2006).

The literature on social entrepreneurship reveals that this concept has been defined in various ways. Aslan, Araza and Bulut (2012) state that defining the subject area of social entrepreneurship is complicated by the paradox that the etymology of the word creates. Another element that obscures any definition is the question concerning which institutional or organizational activities of creating social values can be described as social entrepreneurship. According to another definition, "social entrepreneurship is innovative, social value creating activity that can occur within or across the nonprofit, business, and public sectors" (Austin, 2006).

Social entrepreneurship can be defined both as a number of activities performed by non-profit organizations in order to raise finance or create social value and social responsibility practices performed by for-profit organizations (Özdevecioğlu and Cingöz, 2009).

Social entrepreneurship requires creating "social value of some kind, recognizing and exploiting opportunities to create this value, employing innovation, tolerating risk and declining to accept limitations in available resources" (Peredo and Mclean, 2006). Mair and Marti (2006) state that social entrepreneurship is "a process that catalyzes social change and addresses important social needs." Alvord and others (2004) describe social entrepreneurship as activities that can find solutions to social problems and produces societal transformation. Social entrepreneurship "combines business principles with a passion for social impact" and it exhibits three main characteristics: social innovation, accountability, sustainability (Wolk, 2008).

Social entrepreneurs have initiated transformations of some kind by changing social conventions for centuries. An American citizen named Bill Drayton called these activities social entrepreneurship in 1980, and by this way he created social awareness. Therefore, he paved the way for inspiration and further cooperation among people who realized their potential (Denizalp, 2007). Earning profit and making money has been a by-product for social entrepreneurs. Their actual desire is to create value and impact (Harding, 2004). In other words, a social entrepreneur is a legal entity who participates in an enterprise process for philanthropy and the

benefit of society (Tan et. al. 2005).

Social entrepreneur is a person who acts as an agent of change and takes action regardless of limitations in resources in order to create and sustain social value. Social entrepreneurs, like business entrepreneurs, “establish new organizations, implement innovative programs, and organize or distribute new services” (Sharir and Lerner, 2005). Additionally, social entrepreneurs are regarded as individuals who are highly-motivated and self-confident, creative and innovative, quick decision-makers (Karasakal, Aksu and Demircili, 2013). Dees (2001) lists the fundamental roles of social entrepreneurs as follows (as quoted in Karaca, 2015):

- Adopting goals of creating and sustaining social value and pursuing that mission,
- Creating opportunities to serve that mission,
- Designing and implementing innovative, compatible, learning-centered processes,
- Acting open-mindedly without being limited by the current resources and creating new resources,
- Exhibiting accountability and transparency against any concern about the outcomes.

Social entrepreneur is a person who addresses problems boldly and in an unprecedented manner, makes a difference by means of creativity, persistence, sensibility, and realism, wins the trust of people by recognizing society’s flaws (Denizalp, 2007).

According to Thompson (2002) social entrepreneurs:

- identify a needs gap and relate this gap to an opportunity,
- unite and motivate others to build essential networks,
- find necessary the resources,
- overcome obstacles and the inherent risks,
- introduce systems for risk-management (as quoted in Özdevecioğlu and Cingöz, 2009).

It can be observed that creating social value is occasionally emphasized when it comes to the prominent traits of social entrepreneurs. According to Kümbül and Güler (2010), in any social enterprise, social and economic values are created simultaneously. However, it is the social value that constitutes the focal point. According to Peredo and McLean (2006), social entrepreneurship is exclusively and prominently creating social value. Social values regulate the interaction among the individuals. “Whether they were established by the former generations or during our age, [social values] become a pre-requirement for peace and cooperation among individuals. Peace and cooperation constitute the foundation of the society” (güngör, 2008; as quoted in Bolat, 2013). Social values are already available for individuals when they are born. Then the individual learn, adopt, practice, and transfer these values. With the process of socialization, individuals are indoctrinated into the society’s fundamental values, norms, customs, and practices (Güven, 1999). Because an individual is educated with these values, their decisions usually comply with those of the society. Therefore, it is safe to state that social values reflect the shared feelings and opinions of members of a certain group or community. Everything in social life is perceived through the lens of these values.

Fichter (2002) lists the reasons why social scientists are interested in values as follows:

- Values require the consensus of the majority of people;
- Values are taken seriously by individuals in terms of securing society’s welfare and meeting social needs;
- Individuals make self-sacrifice for higher values.

Therefore, an individual must have social values in order to be a good social entrepreneur. Those who stick to social values are the ones who conform to the society and desire social harmony. This is conforming to social advancement and needs. Accordingly, social entrepreneurship plays an important role in the process of creating social values. Social entrepreneurship also makes an indispensable contribution to improvement and prevention activities both for today’s society and future generations. The advancement of social entrepreneurship is a building block of social progress and improvement. For this reason, one must be introduced to the spirit of social entrepreneurship at a young age. This introduction is to be made teachers. It is important that teachers raise awareness about social entrepreneurship at a very early educational stage. In this regard, the aim of this study is to determine pre-service primary school teachers’ levels of social entrepreneurship and social values and to investigate the relationship between these two.

### *1.1 Aim of the Study*

The aim of this study is to investigate the relationship between social entrepreneurship levels and social values levels of pre-service primary school teachers. In accordance with this aim, this research tries to answer the following questions:

1. Is there a significant difference among the social entrepreneurship and social values scores of pre-service primary school teachers in terms of gender, class, mother’s level of education, father’s level of education, mother’s job sector, father’s job sector, membership in any NGO, participation in any social project, and membership in any student community?
2. What is the nature of the relationship between social entrepreneurship levels of pre-service primary school teachers and their social values?

### 3. Does social entrepreneurship predict pre-service primary school teachers' social values?

## 2. Methodology

This study, which investigates the relationship between social entrepreneurship levels and social values levels of pre-service primary school teachers, was designed in associational model. associational research identifies the relationship (or association) between variables. Correlational research and causal-comparative research are two examples of associational research (Büyüköztürk et. al, 2014).

### 2.1 Study Group

The study group of the study was determined by means of convenience sampling method. Convenience sampling is collecting data from subjects who are conveniently accessible for the researcher (Büyüköztürk et. al, 2014). The research was conducted with the participation of 488 pre-service primary school teachers (juniors and seniors) from Adnan Menderes University, Gaziosmanpaşa University, Bülent Ecevit University, and Niğde Ömer Halis Demir University. Demographic characteristics of the participants are presented in the following Table 1.

Table 1. Demographic Characteristics of the Participants

Gender	Male	125
	Female	363
Class	Junior	275
	Senior	213
Mother's Level of Education	Illiterate	44
	Primary school	248
	Secondary school	73
	High school	69
	Undergraduate	49
Father's level of Education	Postgraduate	5
	Illiterate	6
	Primary school	189
	Secondary school	83
	High school	115
Mother's Job	Undergraduate	87
	Postgraduate	8
	Unemployed	384
	Public agent	45
Father's Job	Private sector	48
	Self-employed	11
	Unemployed	60
	Public agent	144
NGO membership	Private sector	149
	Self-employed	135
Social project	Member	34
	Not a member	454
Student community	Participated	112
	Not participated	376
Student community	Member	63
	Not a member	425

### 2.2 Data Collection Tool

“Social Entrepreneurship Scale” developed by Konaklı and Göğüş (2013) and “Multi-dimensional Social Values Scale” developed by Bolat (2013) were used as the data collection tools. Validity and reliability of “Social Entrepreneurship Scale” were measured by means of confirmatory factor analysis, which is similar to the one conducted by Konaklı and Göğüş (2013), and it has been observed that the scale has three factors. The dimensions of the scale, which has twenty-one items, are ‘self-confidence’, ‘individual creativity’, and ‘risk taking’. As a result of the test for measuring the reliability of this scale, Cronbach Alpha value is .88. As for “Multi-dimensional Social Values Scale”, the confirmatory factor analysis indicates six sub-dimensions. It has forty-two items and the sub-dimensions are family values, scientific values, profession-related values, religious values, traditional values, and political values. As a result of the test for measuring the reliability of this scale, Cronbach Alpha value is .82.

### 2.3 Data Analysis

The data of the research were analyzed using SPSS 20.0 program. The analysis was conducted through descriptive statistics and t-test while the unrelated samples were analyzed through one-way analysis of variance. Also, the relationship between the variables was analyzed by using regression analysis.

## 3. Results

The results of the research have been presented as sub-titles in this chapter.

### 3.1 Results of the First Sub-problem

In accordance with the sub-goal of the research, the social entrepreneurship and social values scores of pre-service primary school teachers were analyzed according to a number of variables. The results have been presented below.

Table 2. t-test results of pre-service primary school teachers in terms of gender

	Gender	N	$\bar{X}$	t	p
<b>Social Entrepreneurship</b>	Male	125	85,12	2,51	<b>0,01</b>
	Female	363	82,20		
<b>Social Values</b>	Male	125	167,18	2,26	<b>0,02</b>
	Female	363	162,02		

There is a statistically significant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of gender [ $t(486) = 2.51, p < .05$ ]. Similarly, there is a statistically significant difference among the social values scores in terms of gender [ $t(486) = 2.26, p < .05$ ]. The scores obtained from both scales are in favor of males. In other words, the male participants obtained higher scores from social entrepreneurship and social values scales than females.

Table 3. t-test results of pre-service primary school teachers in terms of class

	Class	N	$\bar{X}$	t	p
<b>Social Entrepreneurship</b>	3	275	81,35	3,52	<b>0,00</b>
	4	213	85,02		
<b>Social Values</b>	3	275	159,47	4,50	<b>0,00</b>
	4	213	1168,35		

There is a statistically significant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of class [ $t(486) = 3.52, p < .05$ ]. Similarly, there is a statistically significant difference among the social values scores in terms of class [ $t(486) = 4.50, p < .05$ ]. The seniors participating in the research obtained higher social entrepreneurship and social values scores than the juniors. It is possible that the reason behind this difference is due to the fact that seniors take interactive classes such as community service and teaching in practice.

Table 4. ANOVA results of pre-service primary school teachers in terms of mother's level of education

	Level of Education	N	$\bar{X}$	F	p
<b>Social Entrepreneurship</b>	Illiterate	44	82,00	0,170	0,974
	Primary school	248	82,98		
	Secondary school	73	83,08		
	High school	69	83,74		
	Undergraduate	49	82,27		
	Postgraduate	5	83,60		
<b>Social Values</b>	Illiterate	44	161,12	0,910	0,474
	Primary school	248	164,57		
	Secondary school	73	163,63		
	High school	69	163,58		
	Undergraduate	49	168,40		
	Postgraduate	5	163,34		

There is a statistically insignificant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of mother's level of education [ $F(5-482) = .170, p > .05$ ]. Similarly, there is a statistically insignificant difference among the social values scores in terms of mother's level of education [ $F(5-482) = .910, p > .05$ ]. After post-hoc comparisons, none of the pairs indicated significant difference in terms of school.

Table 5. ANOVA results of pre-service primary school teachers in terms of father's level of education

	Level of Education	N	$\bar{X}$	F	p
<b>Social Entrepreneurship</b>	Illiterate	6	82,67	0,509	0,769
	Primary school	189	81,98		
	Secondary school	83	83,92		
	High school	115	83,72		
	Undergraduate	87	83,14		
	Postgraduate	8	82,88		
<b>Social Values</b>	Illiterate	6	162,83	0,190	0,966
	Primary school	189	162,92		
	Secondary school	83	164,61		
	High school	115	164,30		
	Undergraduate	87	161,89		
	Postgraduate	8	163,63		

There is a statistically insignificant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of father's level of education [ $F(5-482) = .509$   $p > .05$ ]. Similarly, there is a statistically insignificant difference among the social values scores in terms of father's level of education [ $F(5-482) = .190$   $p > .05$ ]. After post-hoc comparisons, none of the pairs indicated significant difference in terms of school.

Table 6. ANOVA results of pre-service primary school teachers in terms of mother's job

	Sector	N	$\bar{X}$	F	p
<b>Social Entrepreneurship</b>	Unemployed	384	83,29	1,877	0,133
	Public agent	45	83,89		
	Private sector	48	80,67		
	Self-employed	11	77,09		
<b>Social Values</b>	Unemployed	384	164,53	1,967	0,118
	Public agent	45	158,22		
	Private sector	48	160,54		
	Self-employed	11	155,09		

There is a statistically insignificant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of mother's job [ $F(3-484) = 1.877$   $p > .05$ ]. Similarly, there is a statistically insignificant difference among the social values scores in terms of mother's job [ $F(3-484) = 1.967$   $p > .05$ ]. After post-hoc comparisons, none of the pairs indicated significant difference in terms of school.

Table 7. ANOVA results of pre-service primary school teachers in terms of father's job

	Sector	N	$\bar{X}$	F	p
<b>Social Entrepreneurship</b>	Unemployed	60	81,68	0,748	0,524
	Public agent	144	84,02		
	Private sector	149	82,32		
	Self-employed	135	82,73		
<b>Social Values</b>	Unemployed	60	160,20	0,759	0,518
	Public agent	144	164,88		
	Private sector	149	162,49		
	Self-employed	135	163,34		

There is a statistically insignificant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of father's job [ $F(3-484) = .748$   $p > .05$ ]. Similarly, there is a statistically insignificant difference among the social values scores in terms of father's job [ $F(3-484) = .759$   $p > .05$ ]. After post-hoc comparisons, none of the pairs indicated significant difference in terms of school.

Table 8. ANOVA results of pre-service primary school teachers in terms of NGO membership

	Membership Status	N	$\bar{X}$	t	p
<b>Social Entrepreneurship</b>	Member	34	83,65		
	Not a member	454	82,89		
<b>Social Values</b>	Member	34	159,74		
	Not a member	454	163,61		

There is a statistically insignificant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of NGO membership [ $t(486) = .373$ ,  $p > .05$ ]. Similarly, there is a statistically insignificant difference among the social values scores in terms of NGO membership [ $t(486) = .99$ ,  $p > .05$ ].

Table 9. ANOVA results of pre-service primary school teachers in terms of participating in a social project

	Participation in a social project	N	$\bar{X}$	t	p
<b>Social Entrepreneurship</b>	Participated	112	84,39	1,54	0,124
	Not participated	376	82,52		
<b>Social Values</b>	Participated	112	161,06	1,25	0,212
	Not participated	376	164,02		

There is a statistically insignificant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of participating in a social project [ $t(486) = 1.54, p > .05$ ]. Similarly, there is a statistically insignificant difference among the social values scores in terms of participating in a social project [ $t(486) = 1.25, p > .05$ ].

Table 10. ANOVA results of pre-service primary school teachers in terms of student community membership

	Student community membership	N	$\bar{X}$	t	p
<b>Social Entrepreneurship</b>	Member	63	84,57	1,222	0,222
	Not a member	425	82,71		
<b>Social Values</b>	Member	63	162,59	0,292	0,770
	Not a member	425	163,46		

There is a statistically insignificant difference among the pre-service primary school teachers' social entrepreneurship scores in terms of student community membership [ $t(486) = 1.22, p > .05$ ]. Similarly, there is a statistically insignificant difference among the social values scores [ $t(486) = 0.770, p > .05$ ].

### 3.2 Results of the Second Sub-problem

The correlation analysis results have been presented in the following table in order to explain the nature of the relationship between social entrepreneurship levels of pre-service primary school teachers and their social values. Table 11 presents descriptive statistics and correlations with regard to the relationship between social entrepreneurship and social values.

Table 11. Descriptive Statistics and Correlations with Regard to the Relationship between Social Entrepreneurship and Social Values

Variables	$\bar{X}$	Standard deviation	1	2
<b>1. Social Entrepreneurship</b>	82,95	11,28	1	
<b>2. Social Values</b>	163,34	22,04	0,695**	1

\*\* $p < .01, n = 488$

Table 11 indicates the correlations between variables. As it is seen in the table, the relationship between social entrepreneurship and social values is positive and statistically significant ( $r = .695, p < .05$ ). It can be deduced from the correlation coefficient that the relationship is above medium level and close to high level. Accordingly, as the social entrepreneurship score increases, so does the score of social values.

### 3.3 Results of the Third Sub-problem

The question of how much of the social values variability can be explained through social entrepreneurship levels of pre-service primary school teachers has been answered via linear regression analysis. The results from 488 students are summarized and presented in Table 12.

Table 12. Regression Analysis Results Showing the Relationship between Social Entrepreneurship and Social Values

Variables	B	Standard Error B	Beta	t	p
Social Entrepreneurship	50,824	5,334	.695	9.528	.00

$R = .695, R^2 = .483$

$F(1,487) = 453.16, p = .000$

Table 12 indicates that the relationship between social entrepreneurship and social values is close to high level, as it is also seen in the results of the second sub-goal ( $r = .695$ ). When one analyzes – by using regression coefficient – the level of impact social entrepreneurship creates on the variable of social values; in other words, how definable the social values become by means of social entrepreneurship, it can be observed that there is a medium-level variability ( $r^2 = .483, p < .001$ ). 48% of the social values can be explained by social entrepreneurship. In this respect, social entrepreneurship is a significant variable for explaining social values.

## 4. Conclusion and Suggestions

This study, which investigates the relationship between social entrepreneurship levels and social values levels of pre-service primary school teachers, was conducted with the participation of 488 pre-service teachers from four different universities. The study was established on three sub-goals. The data were analyzed by means of appropriate analysis methods. The findings of the research lead us to the following conclusion:

There is a statistically significant difference among the pre-service primary school teachers' social entrepreneurship and social values scale scores in terms of the variables of gender and class. A study conducted by Cansız (2007) confirms this finding. Male pre-service teachers' social entrepreneurship scale and social values scale scores are higher than those of female pre-service teachers. There is an insignificant difference among the pre-service primary school teachers' social entrepreneurship and social values scores in terms of their parents' level of education. There is an insignificant difference among the pre-service primary school teachers' social entrepreneurship and social values scores in terms of mother's job. However, Uygun and Er (2016) state in their study that the diversity in the jobs of teachers' mothers affect two sub-dimensions of social entrepreneurship process: self-confidence and tolerance. According to this study, teachers with unemployed mothers tend to be more tolerant than teachers in other groups. There is an insignificant difference among the pre-service primary school teachers' social entrepreneurship and social values scores in terms of father's job. The study by Uygun and Er (2016) confirms that there is an insignificant difference among social entrepreneurship qualities in terms of job and institution. In addition to that, there is an insignificant difference among the pre-service primary school teachers' social entrepreneurship and social values scores in terms of NGO membership and participating in a social project. The relationship between social entrepreneurship levels of the participants and their social values scores is statistically significant. It can be deduced from the correlation coefficient that the relationship is above medium level and close to high level. Accordingly, as the social entrepreneurship score increases, so does the score of social values. In another study where social entrepreneurship is a significant predictor, Koçak and Özdemir (2015) investigate the relationship between social entrepreneurship and school management and state that the relationship between these two variables is medium level. This result proves that social entrepreneurship plays an important role in creating values and other educational matters. In a study which emphasizes the importance of social entrepreneurship, Akar and Aydın (2015) touch upon the necessity of creating suitable conditions for encouraging social sensibility, problem-solving skills, and taking action during social project development and community service lessons. When one analyzes – by using regression coefficient – the level of impact social entrepreneurship creates on the variable of social values; in other words, how definable the social values become by means of social entrepreneurship, it can be observed that there is a medium-level variability, i.e., social entrepreneurship is a medium-level significant predictor of social values. 48% of the total variance of social values can be explained by social entrepreneurship. Turan and Aktan (2008), who state that social education is important for all of the stakeholders, show that student exhibit positive attitude towards the values they deem necessary. They also emphasize that relational values occupy an important place in students' lives. The values that students consider indispensable to social life are to be content with what you have, acceptance and tolerance, compliance with workplace rules and instructions, willingness to cooperate, compromising facts verbally in order not to hurt people's feelings, opting for cooperation instead of competition, objectivity, responsibility, perseverance, sticking to professional principles, and recognizing the importance of social values.

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