

8th International Strategic Management Conference

Evaluating Entrepreneurship Intentions of Vocational High School Pupils Based On Self- Efficacy Concept

Seyfi Top^a , Nurdan Çolakoğlu^b , Serkan Dilek^c , C*

^a *Aydın University İstanbul 34500 Turkey*

^b *Arel University, İstanbul, 34500, Turkey*

^c *Kastamonu University, Kastamonu, 37150, Turkey*

Abstract

In this study entrepreneurship intentions of pupils, who are registered in different programmes of Vocational High School, have been measured. Related literature about the entrepreneurship reviewed and questions of the survey are based on self efficacy concept. Our aim is to interpret the future opinions of pupils about entrepreneurship through self-efficacy. Entrepreneurship lectures have been taught in nature of entrepreneurship and small business management both Faculties and Vocational High Schools in Turkey. The study is applied on the pupils of Business Management, Computer Programming, Cooking and Convenience Food, State and State Management, Hair Care and Beauty programme. We studied the entrepreneurship intentions through programme and pupil profiles. This intentions were benchmarked with theoretic hypotheses and some of attractive results were reached.

Keywords: Entrepreneurship Trends, Self Efficacy, Entrepreneurship Intentions

© 2012 Published by Elsevier Ltd. Selection and/or peer-review under responsibility of the 8th International Strategic Management Conference

1. Introduction

To provide welfare, economic growth, and to sustain development, countries will be realized with the intentions of citizens towards setting up their own businesses how to perceive entrepreneurship (Hindle, 2000:316). Yought are the most important resource and competency in this field. Yet the pupil at the beginning of professional careers who want to choose professions after graduation is in particular an

* *Corresponding author. Tel. + 90-366-280-21-35, +90-535-384-28-72*

Email address: serkan.dilek@gmail.com

important dimension of entrepreneurial intentions. In this context entrepreneurship among young people who started to college is becoming a serious and important consideration in career field (Kennedy et al, 2003:1). In this study self-efficacy approach is used as a supportive theoretical concept. Almost every field of life career such as performance, leadership, relationships, etc. as well as entrepreneurship, the concept of self-efficacy is used as an important approach that explained intention of entrepreneurship (Moen and Allgood, 2009:71). Intention of entrepreneurship is a special issue of business literature. Therefore entrepreneurial intentions not only to take a shape students personalities but also shaping depending on the priority objectives of the changing conditions of life according to their preferences and expectations. Engaging in a new job is defined as a deliberate choice affected by self-interest of individuals (Chen et al, 1998:297).

2. Literature Reviewing

The Concept of Entrepreneurship and Entrepreneur: Entrepreneurs create jobs directly and indirectly both himself/herself and people who are not really entrepreneurs. This dimensions of entrepreneurship in particular refers to a size of a process more than situation (Bygrave, 1989:21). In this sense entrepreneur is defined as a person who creating new business opportunities in the context of establishing an organizational structure which will detect and track these opportunities (Bygrave, 1991:14). In other words entrepreneur is identified as persistently exceeding career, responsibility for designing and carrying out the business by default and creates a noble value, taking risks, facing challenges and obstacles (Johnson, 2001:137). Namely, entrepreneur is a person that firstly to take the initiative of their future into their own hands and self change or self realizing themselves (Top, 2006:53).

Concept of Intent: In individual sense, the intention of entrepreneurship is one of the key issues in expectation that the people who consider to establish their own business on the beliefs of investigating the formation of a new business (Thompson, 2009:669). Entrepreneurial intentions are processes of thought that configured with a both rational thinking or analytical thinking (planned goal-directional behavior) and intuitive thinking (vision) (Boyd & Vozikis, 1994:66). Under this thought of process intention lies in the analysis of opportunities, goals directed by behavior and business plans (Nasurdin et al, 2009:366). In the light of these statements intention is expressed as a function of attitude that constitutes a link between belief and behavior for the future opportunities (Fishbein and Ajzen, 1975:368). Bird (1988:444) defined the intention as an expression of the mind to focus that the method conducting for a person who has specific topic and form of experience. On the other hand intentionality means a state of mind that directs their attention to a particular purpose or in order to accomplish a certain thing (Bird, 1988:442). Briefly, intent is a rational and emotional way of thinking that contains intuitive, task-oriented sense of situation. This sense, intentionality refers to the value of entrepreneurship that establishing a new business as an important variable to understand works of spirit (Katz & Gardner, 1988:431). Intentionality is a broader concept than goal including not only to identify objectives, but also creativity, freedom, self-interest (Bird, 1988:432).

Concept of Self Efficacy: Most research and study on entrepreneurial intentions are devoted question why some people setting up their own businesses and others not. In this process many structural models have been developed that affect entrepreneurial intentions. Although these models are not developed specifically for students, as well as other people but it is used to explain entrepreneurial intentions for the students (Franke & Lüthje, 2004:271). The theoretical models have been developed to aid understanding factors that affecting entrepreneurial intentions (Bird, 1988:25). Despite these different models, also there is small difference between them (Krueger, 2000:22). Within entrepreneurial intentions models, the situational variables model offer a good explanation to start work that affect interact with attitudes or perceptions of intention (Bird, 1988:25). All of these models provide the necessary evidence that play an important role in the construction of the venture (jobs) to promote the feasibility of a first unit in terms of their own self-efficacy. Intentions approach that put forward these models are supported by perceived self-efficacy (Gist & Mitchell, 1992:8). At this point can be said self-efficacy is an important concept that predicting comment and private behavior which proven fitness and vigor of intention (Krueger et al, 2000:424). Shortly as can be seen recent studies from the phenomenon of the self efficacy are being exploited as a factor in determining to estimate intentions (Tien and Shelley 2009:275).

This approach in other dimension aimed at identifying the difference between internal and external environmental factors (Nasurdin et al, 2009:366). Intrinsic factors are related to personality or characteristics that take into factors such as self-confidence, individual's entry risk, the desire for independence and not working at the command of others. External factors affecting individuals refers to social, cultural and economic environment. These environmental factors cover cultural supports, social confidence, appropriate markets, financing, consulting and training into the business networks that is given in this regard (Franke & Lüthje, 2004:272).

Self-Efficacy and internal motivation: Self-efficacy, in essence is a personal belief that developed for individuals (Bandura, 1997:477). This belief for a new venture plays an important role for internal motivation (Herron & Sapienza, 1992:49). These beliefs explain how to respond to difficulties incurred in life to meet the expectations and the challenges being faced, and how to deal the obstacles meeting the face with the long-term. In this context, self-efficacy effects individuals insistence of intentions, accomplishments, enthusiasm, efforts, emotional reactions, goals and preferences (Bandura, 1986:23). On the other hand self-efficacy is a result of learning, feedback, experience for motivation and can also vary over time. The persons that have strong internal motivation see hopeful for the future or overcome previous bad experiences and pessimism upon him or her in order to engage in the preparatory process and relations or environmental facilities such as family, relatives, friends, colleagues that react positively as guiding a supportive mechanism created by culture and making a business plan, such as formulating advantage of the recommendations of an environment (Frugier et al, 2003:3).

Self-Efficacy and Individual Capacity: In other dimensions of self-efficacy implies people's certain specific properties that have a talent available and capacities that can ability to use in the future (Moen & Allgood, 2009:72). Self-Efficacy, in this context, as a perspective in a trio of cognition, environmental and behavior that minds of individuals constantly interacting social learning and takes place as a key

building block (Brice & Spencer, 2007:48). If a person only have self efficacy but not have the required skills, these people can not produce new achievements (Bandura, 1986:391;Top, 2006: 68). In other words, perceived self-efficacy is a belief that people who is being capable of organizing and managing themselves in order to reach or achieve a state of things which are necessary for realizing (Bandura, 1977b:3). If people perceived themselves as an entrepreneurial ability then they become sensitive to opportunities and remain alert to these opportunities and also provide the benefits of such opportunities (Krueger, 2000:6). In a technical dimension of self efficacy reflected by entrepreneurial candidate is the discovery process to support designing his business such as skill, talent and breadth that creating opportunity (Top, 2006:70).

Self-Efficacy and Social Security: Environmental factors comprise support and provided to entrepreneurs in the community such as social confidence, the appropriate markets, financing facilities, into the business networks, and entrepreneurship training (Franke and Lüthje, 2004:272). Impressive environmental factors indicate motivational contribution of the social environment in which individuals holding a place. Impressive social environments also are a by product of their belief have a power that can affect individuals in their decisions establishing the works (Nasurdin, 2009:367). Therefore, the culture as a powerful filter that is shaping perceptions and interpretations of individuals, cognitive structures will take the output and the difference in their behavior than others (Christman, 2002:114). Perceived social security such as families, relatives, friends and colleagues in a supportive and positive approach provides emotional support for entrepreneurial candidates who establishing his or her business. Social security is an important factor in self efficacy approach.

Measurement of Entrepreneurial Intention: Intentions are hypothesize as a function of the desired acceptability and feasibility of work that starting a business (Kennedy et al, 2003:2). Under this hypothesis silent beliefs set to work to be done as an important role in the intentions. Silent behavioral beliefs (beliefs about the consequences of behavior will take place) are used to determine the attitudes towards new behaviors. Mute control beliefs (the success of behavior which tie beliefs about facilitating factors) in this aspect is assumed to determine the perceived behavioral control (Sutton et al, 2003:234)

3.Method

The survey is prepared to measure entrepreneurship intentions and trends of vocational school pupils who taught entrepreneurship lessons. 156 of 311 Pupils in five different programmes of vocational high school answered this survey. 10 survey is eliminated for wrong or fault in filling. So we reached %47 of population by evaluating 146 surveys. We used SPSS 16.00 statistical programme while evaluating results. There are 28 questions in survey to measure self efficacy expectations of pupils from their education and life. Five scaled Likert is used in questions (1: strictly no, 5: strictly yes).

4.Analysis and Findings

Questions are tested with reliability test and Cronbach Alfa is found as 0,88. Therefore survey is found as highly reliable (Nakip, 2006:146). The dispersion of sexes and programmes of pupils are shown in Table 1. %33,6 of students are from Computer Programming, %29,5 of them are from Business Management, %21,2 of them are from Cooking and Convenience Food, %11,6 of them are from Hair Caring and Beauty, %4,1 of them are from State and State Management. It is seen that pupils of these programmes have high probability to go on life as an entrepreneur after graduation. When we look at sexes, %43,8 of pupils are female and %56,2 of them are male in total.

Table:1. The Dispersion of Sexes and Programmes of Pupils

Sexes	Frequency	Percent	Programmes	Frequency	Percent
Female	64	43,8	Computer Programming	49	33,6
Male	82	56,2	Business Management	43	29,5
Total	146	100	Cooking and Convenience Food	31	21,2
			Hair Caring and Beauty	17	11,6
			State and State Management	6	4,1
			Total	146	100,0

4.1. Evaluating of Findings as a Self Efficacy Concept

When we investigate the questions which examine self efficacy and attraction of entrepreneurship (Table 2) the answer “Entrepreneurship is a success expression, I choose it to achieve my dreams” has the highest average (4,16). So entrepreneurship is supported with success and realizing concept. In other words they think entrepreneurship as a new career. The lowest answer is “I choose it because it provides comfortable and luxury life.” with a average of 3,36 (even it higher than 3). So luxury and comfortable life is lowest attractive motivation for entrepreneurship. All of the answers are higher than 3, so all of these factors affect pupils in decision whether to choose or not to choose entrepreneurship.

While measuring Self Efficacy perceptions that express Social Trust we asked “If you decide to set your own business or you have a good idea what will be response of environment” to our pupils. All of the answers are higher than average 3. So environment is seen generally supports pupil’s decision. However the support of family, close friends and teachers are higher than the support of relatives, government and social institutions. So, research shows that family trust is higher than social trust.

All of the questions which aims to measure entrepreneurship capacity and preparations have higher scores than average. So we can say that pupils perceive that preparation about future is a right intention to get success. However looking for friend to find credit has the lowest score and this is the result of weakness in collaboration and partnership culture.

The points that are necessary to make preparations for entrepreneurship intentions are found as extremely high. The answers that support entrepreneurship intentions like a good idea, psycholological preparations, necessary business knowledge, getting related skills have highly results. This shows that there is a positive correlation between expectations and intentions.

Table:2. Mean and Standard Deviations of questions in Survey.

	Mean	Standart Deviation
Self Efficacy and Attraction of Entrepreneurship (internal motivation)		
I Choose Entrepreneurship for providing money and convenience life.	3,62	1,005
Entrepreneurship is a good motivation which provides good social image.	3,71	0,917
Entrepreneurship is a success expression, I choose it to achieve my dreams.	4,16	0,788
I Choose Entrepreneurship because it gives opportunity to spend enough time for me and my family.	3,49	1,045
I Choose Entrepreneurship, because it is good for my developing myself.	3,99	0,835
I choose it because it provides comfortable and luxury life.	3,36	1,022
Self Efficacy and Social Trust Perceptions		
My family support my decision	4,58	0,652
I get enough help from my relatives.	3,53	1,065
My close friends support my decision.	4,27	0,773
My teachers support my decision.	4,14	0,814
Government and social institutions support my decision.	3,60	0,921
Entrepreneurship Capacity Perception.		
First I think about valid business opportunities.	4,18	0,779
I make a plan about business.	4,57	0,497
I look for opportunities to finance and make preparation for it.	4,55	0,600
I search critical factors that are necessary to manage business.	4,66	0,490
I measure risk and move according to it.	4,63	0,576
If I have limited credit opportunities I will look for a friend to make it together.	4,01	0,925
I got technical knowledge about business and get technical support.	4,62	0,529
Entrepreneurship Intentions		
I become ready to be Entrepreneur	4,36	0,596
I follow good business opportunites and have ideas.	4,45	0,576
I get necessary knowledge to manage my business.	4,66	0,516
I try to get necessary skills to manage my business	4,74	0,471
I believe that I will go to success by taking lessons from failures.	4,25	0,810
I continuously learn about my business.	4,46	0,589
I become sure that my project will hold on market.	4,44	0,704
I become sure that my opinion will realize my targets.	4,67	0,527
I become sure that my opinion will be successful.	4,42	0,597
I am sure that one day I will set my business.	4,39	0,728

Benchmarking averages of Entrepreneurship Attraction, Social Trust, Entrepreneurship Capacity Perception, Entrepreneurship Intentions between programmes is given in Table 3. The lowest score in Entrepreneurship Attraction is realized in Cooking and Convenience Food programme while the highest score is seen in Hair Caring and Beauty programme. This result can be interpreted that Hair Caring and Beauty programme pupils have more instinct about setting their own business. But all averages are higher than 3 so this shows that all pupils have a good motivation to set up a business.

Computer Programming pupils have the lowest score in “Social Trust Perceptions” while Business Management pupils have the highest score. But also the averages of Cooking and Convenience Food, Business Management, Hair Caring and Beauty, State and State Management are very near. So pupils of all four programmes have perceived their environment rightly.

Table: 3. Benchmarking Between Programmes

	Entrepreneurship Attraction (Internal motivation)	Social Trust Perceptions	Entrepreneurship Capacity Perception	Entrepreneurship Intentions
Computer Programming	3,6122	3,8694	4,3761	4,3122
Cooking and Convenience Food	3,5430	4,0774	4,5392	4,5806
Business Management	3,8760	4,1395	4,4651	4,5419
Hair Caring and Beauty	3,9314	4,0824	4,5294	4,6176
State and State Management	3,8333	4,0000	4,5000	4,6000

During evaluating Entrepreneurship Capacity perceptions we found that computer Programming pupils have the lowest score and Cooking and Convenience Food pupils have the highest score. Meanwhile Hair Caring and Beauty, State and State Management, Business Management pupils have very near results to Cooking and Convenience Food pupils.

In Entrepreneurship Capacity Perceptions the lowest score is in Computer Programming. Cooking and Convenience Food, Hair Caring and Beauty, State and State Management, Business management averages are all very close to each other.

Finally, we can say that in total Computer Programming pupils have the lowest scores, so it is clear that computer Programming pupils have less intentions to set up their own business according to other programme’s pupils. Though other programmes have close results, Hair Caring and Beauty programme are in front of others.

4.2. Evaluating Entrepreneurship Trends According to Sexes.

Our hypotheses which are below, are evaluated according to sexes of pupils.

H₁: There is difference between male and female pupils in attraction of Entrepreneurship.

H₂: There is difference between male and female pupils in social trust perceptions

H₃: There is difference between male and female pupils in Entrepreneurship capacity.

H₄: There is difference between male and female pupils in Entrepreneurship intentions.

We used Independent Sample “t” test because we have 2 different groups as male and female pupils in our research (Nakip, 2006:274). The results of hypotheses are given in Table 4. According to these results in degree of 0,05 significance there is no difference between male and female according to attraction of entrepreneurship, entrepreneurship capacity and entrepreneurship intentions. However, in social trust we reached significant difference between male and female pupils. The social trust perceptions of female pupils are higher than male pupils. This makes us think that female pupils perceive their environment as more reliable in concept of social trust.

Table:4. Difference According to Sexes.

Independent Samples Test Analysis Results	t	Sig. (2-tailed)
H ₁ : Entrepreneurship Attraction	0,819	0,415
H ₂ : Social Trust Perception	3,597	0,000
H ₃ : Entrepreneurship Capacity	1,493	0,138
H ₄ : Entrepreneurship Intention	1,730	0,086

4.3. Measuring Entrepreneurship Trends According to Programmes.

Data are evaluating according to the hypotheses below.

H₅: There is difference between programmes of pupils according to attraction of Entrepreneurship.

H₆: There is difference between programmes of pupils according to Social Trust Perceptions.

H₇: There is difference between programmes of pupils according to Entrepreneurship Capacity.

H₈: There is difference between programmes of pupils according to Entrepreneurship Intentions.

We have five different programmes including Computer Programming, Business Management, Cooking and Convenience Food, Hair Caring and Beauty, State and State Management. For that reason Anova test is applied (Orhunbilge, 1997). The results are presented in Table 5.

Table:5. The Results of Anova Test.

	F	Sig.
H ₅ : Entrepreneurship Attraction	2,242	0,068
H ₆ : Social Trust Perception	1,404	0,236
H ₇ : Entrepreneurship Capacity Perception	1,072	0,373
H ₈ : Entrepreneurship Intention	3,452	0,010

According to the results of Anova test we found only significant difference between Entrepreneurship intentions. There is no difference between programmes according to entrepreneurship attraction, social trust perception, entrepreneurship capacity.

Conclusion

As a result of this study it is understood that pupils have hesitate about entrepreneurship attraction is a good carrier. Entrepreneurship attraction results are very close to average in every programme. According to this result in Turkey young people do not see entrepreneurship enough attractive in social meaning. So we can say that entrepreneurship have to encourage seriously. According to this analysis with the phenomenon of entrepreneurship the links between internal motivation and expectations is weaker and reflects different career paths for students. In this sense we can say that a belief developing more slowly than the spirit of entrepreneurship.

Pupils show two kind of self efficacy before deciding entrepreneurs. The first one is looking future hopefully or having optimistic and making preparations for entrepreneurship. The second one is respond well to the culture that is created by environmental opportunities such as family, relatives, friends, colleagues that support entrepreneurship.

It is seen that social supports and mother-father actions (conceptual factors) as well as teachers and friend affect self efficacy of pupils. The youngs with more self efficacy have more self confidence and perceive opportunities clear. In This concept self efficacy is evaluated as an important factor which affect future successes and entrepreneurs intention of pupils.

References:

- Bandura, A. (1986), *Social Foundations of Thought and Actions: A Social Cognitive Theory*, Prentice Hall, New Jersey.
- Bandura, A. (1977b) *Self-Efficacy, The Exercise of Control* Freeman, New York.
- Bandura A. (1997), *Self-Efficacy: The Exercise of Control* W.H Freeman and Company, New York.
- Brice, J.R. ve Spencer, B. (2007), "Entrepreneurial Profiling: A Decision Policy Analysis Of The Influence Of Entrepreneurial Self-Efficacy On Entrepreneurial Intent" *Academy of Entrepreneurship Journal*, Vol: 13, No:2, (47-59).
- Bird, B. (1988), "Implementing Entrepreneurial Ideas: The Case for Intention". *Academy of Management Review*, Vol: 13, No:3, (442-453).
- Boyd N.G. ve Vozikis, G.S. (1994), "The Influence of Self-Efficacy on The Development of Entrepreneurial Intentions and Actions". <http://hevrha.haifa.ac.il/~soc/lecturers/heilbrunn/files/1287.doc> (08.07.07)
- Bygrave, W. D. (1989), "The Entrepreneurship Paradigm (I): A Philosophical Look at its Research Methodologies" *Entrepreneurship Theory and Practice*, Vol:14, No: 1, (7-26).
- Bygrave, W.D. ve Hofer, C.W. (1991), "Theorizing About Entrepreneurship", *Entrepreneurship Theory and Practice*, 16, 2, (13-22).
- Chen C.C, Greene, P.G. and Crick, A. (1998), "Does Entrepreneurial Self-Efficacy Distinguish Entrepreneurs From Managers", *Journal of Business Venturing*, Vol:13, (295-316)
- Christman J.J, J.H Chua and P.L Steier, (2002), "The Influence of National Culture and Family Involvement on Entrepreneurial Perceptions and Performance at The State Level", *Entrepreneurship Theory and Practice*, 2002 Summer (113-130).

- Fishbein, M. ve Ajzen, I. (1975), *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*. Reading, MA: Addison-Wesley.
- Franke Nikolaus and Christian Lüthje, (2004), "Entrepreneurial Intentions of Business Students: A Benchmarking Study", *International Journal of Innovation and Technology Management*, Vol:1 (3) (269-288).
- Frugier D, C Verzat, R.Bachelet and A. Hannachi, (2003), "Helping Engineers To Become Entrepreneurs. Attitudes, Behaviours, Beliefs, Skills: What Are The Educational Factors Their Entrepreneurial Spirit?" *Internationalising Entrepreneurship Education and Training Conference*, September, 8th – 10th 2003 Grenoble, France.
- Gist M. E. & T.R Mitchell, T.R. (1992), "Self-Efficacy: A Theoretical Analysis of Its Determinants and Malleability", *Academy of Management Review*, Vol:17, No:2.
- Herron, L, & Sapienza, H.J. (1992), "The Entrepreneur and The Initiation of New Venture Launch Activities", *Entrepreneurship Theory and Practice*, Vol. 17 No.1, (49-55).
- Hindle, K. ve Rushworth, S. (2000), *Global Entrepreneurship Monitor* Hawthorne, Victoria, Swinburne University of Technology Australia,
- Johnson, D. (2001), "What is Innovation and Entrepreneurship? Lessons for Larger Organizations", *Industrial and Commercial Training*, Vol: 33,(4), (135-140).
- Katz, J. ve Gartner, W.B. (1988), "Properties of Emerging Organizations". *Academy of Management Review*, Vol: 13(3), (429–444).
- Kennedy J, Drennan, J., Renfrow, P. ve Watson, B. (2003) "Situational Factors And Entrepreneurial Intentions", An Paper for the Small Enterprise Association of Australia and New Zealand 16th Annual Conference, Ballarat, 28 Sept-1 October
- Krueger, N.F. (2007), "What Lies Beneath? The Experiential Essence of Entrepreneurial Thinking", *Entrepreneurship Theory and Practice*, Vol: 31 3), (123–138).
- Moen, F And Allgood, E, (2009), "Coaching and the Effect on Self-efficacy" *Organization Development Journal*; Winter, 27(4), ABI/INFORM Global (69-83).
- Nakip, M. (2006), *Pazarlama Araştırmaları*, Seçkin Yayıncılık, 2. Basım, Ankara.
- Nasuridin A.M. Noor H.A. & Chew E. (2009), "Examining a Model of Entrepreneurial Intention Among Malaysians Using SEM Procedure", *European Journal of Scientific Research* ISSN 1450-216X Vol.33 No.2 (365-373). <http://www.eurojournals.com/ejsr.htm> (10.01.2010).
- Orhunbilge, N. (1997), *Örnekleme Yöntemleri ve Hipotez Testleri*, Avcıol Basım Yayın, İşletme Fakültesi Yayın No:270, İşletme İktisadı Yayın No:405, İstanbul
- Sutton S. David P. F. Susie J. H. Jo M. Nicholas J. W. Simon G. Wendy H. ve Ann L.K. (2003), "Eliciting Salient Beliefs In Research On The Theory Of Planned Behaviour: The Effect of Question Wording", *Current Psychology: Developmental, Learning, Personality, Social*. Fall, Vol. 22, No. 3, (234–251).
- Thompson E.R. (2009), "Individual Entrepreneurial Intent: Construct Clarification and Development of an Internationally Reliable Metric", *Entrepreneurship Theory And Practice*, May 2009. (669-694).
- Tien, H.L. Shelley Y.F ve Ling-C.L. (2009), The Role of Career Barriers in High School Students' Career Choice Behavior in The Career Development Quarterly; March; 57(3), ABI/INFORM Global (274-287).
- Top, S. (2006), *Girişimcilik: Keşif Süreci*, Beta Yayınları: İstanbul