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The effect of critical thinking disposition on entrepreneurship levels: A study on future teachers

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Abstract

The aim of this research is to study the relations between Critical Thinking Dispositions and entrepreneurship levels of future teachers and to evaluate them in terms of some demographic variables. Relational scanning model were used in this study. The California Critical Thinking Disposition Inventory (CCTDI) developed by Facione, Facione & Giancarlo (1998) and adapted to Turkish by Kökdemir (2003), Entrepreneurship Scale (ES) developed by Yılmaz & Sünbül (2009) were used as the data collection tool. The sample of this study is formed by 548 pre-services from Science, elementary school, mathematics, social studies Education, Department of Faculty of Education. In order to analyze the data, ANOVA, independent group t-test, Pearson correlation coefficient analysis, regression analysis were used. Between scales has been found a positive correlation. It has been seen that critical thinking dispositions have a significant effect on entrepreneurship levels. There are statistically significant differences on gender, high school and department variables in terms of CCTDI. Also, statistically significant differences were determined on grades in terms of ES.

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1. Introduction

Entrepreneurship is a comprehensive concept which is an substantial element of all economies in the world. Entrepreneurs are crucial to make contributions to the nations through creating new economic activity. It strengthens

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competition between developed economies and has potential economic benefits for society as a whole (Soriano, 2011). Entrepreneurs procure job opportunities for the unemployed, endorse innovation and creativity. Although the origin of the term “entrepreneur” has been traced to famous economist and author Richard Cantillon in 1755, entrepreneurship is still broadly discussed by many scholars. The definition has gone beyond merely creating new businesses (Gartner, 2010) and transformed into a process of seeking opportunities which includes creative, innovative and risk taking individuals, intentions and environmental factors (Stevenson & Jarillo, 1990; McKenzie, Ugbah & Smothers, 2007). Entrepreneurism is to create a value by engendering a novelty, using creative skills or by finding a new production, service, source, technology or markets in other ways (Bird, 1989). In this context it can be seen that in entrepreneurship concept factors like: novelty, alteration, flexibility, dynamism, taking risks, creativity and focusing on improvement are affective (Korkmaz, 2000). Successful entrepreneurs possess characteristics such as desire for success, creativity, enthusiasm, risk taking, self confidence, locus of control, vision, persuasiveness, adaptability, determination, assertiveness, optimism, imagination, other motivational factors and personal values (Khan, 1986; Raposo, Do Paço & Ferreira, 2008). As it is seen, entrepreneurship requires a unique personality and a mind-set.

Decision making has gained a major significance in the age of information. The way of thinking has been debated over the years and critical thinking abilities came forward in the literature. The term critical thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome, evaluating the outcomes of thought processes, how good a decision is or how well a problem is solved (Halpern, 1998). Critical Thinking can be defined as an effective, organized and operative cognitive period enabling us to improve understanding our own thoughts and others ideas and our skill to explain the opinions (Chaffe, 1994). According to various researches, evidence show that individuals are able to gain critical thinking abilities through proper guidance. Therefore, future teachers’ thinking abilities can be enhanced if it is possible to consider notions such as looking for novel approaches and reject myths (Pithers & Soden, 2010).

Considering the fact that entrepreneurship has evolved from mere business meaning into creating innovative ideas and processes, teachers might also benefit from the concept. Considering all these changes, it is necessary that countries should rearrange their educational programs. In this context, in Turkey as well, the updated teaching programs encourage critical thinking, creative thinking, communication, research- questioning, problem solving, information technologies, entrepreneurship and using Turkish language correctly and effectively with an approach that puts the students in focus point (MEB, 2005). One of the basic skills in primary school programs, entrepreneurship is one of the key factors for individuals to reach information, use and apply information in new situations (Aytaç, 2006). Along with this, the entrepreneurship skills of students are related to the personal and occupational qualifications and entrepreneurship skills of their teachers (Bacanak, Ülküdü & Öner, 2012).

2. The Aim of the Research

The aim of this research is to study the relations between critical thinking dispositions and entrepreneurship levels of future teachers and to evaluate them in terms of some demographic variables.

3. Hypotheses

Hypothesis 1: Critical thinking dispositions levels of teacher candidates differentiate according to the varieties of gender, department, class, and graduated secondary school.

Hypothesis 2: Entrepreneurship levels of teacher candidates differentiate according to the varieties of gender, department, class, and graduated secondary school.

Hypothesis 3: Critical thinking dispositions have a significant effect on entrepreneurship Levels of teacher candidates.

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