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## Entrepreneurial Orientation of Refugee and Immigrant Students in Higher Education in Türkiye: The Example of Necmettin Erbakan University

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### 1 Introduction

Entrepreneurship is one of the significant tools to address the global challenges of the twenty-first century, to build sustainable development, to create new employment sectors, and to ensure economic recovery (Alan, 2019; Audretsch et al., 2021; Koyuncuoğlu & Tekin, 2021a). In order to encourage more entrepreneurial intentions and trends, many countries have invested significantly in entrepreneurship education at universities (Cui et al., 2021; Wang et al., 2022). Entrepreneurship for students in colleges and universities has become very important not to ensure that every student starts a business or becomes an entrepreneur, but to increase their innovation and entrepreneurship knowledge, develop entrepreneurial skills, and encourage entrepreneurial intentions and desires (Koyuncuoğlu, 2021; Koyuncuoğlu & Tekin, 2021b).

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Considering that university students are the new force for the development of their country, it is crucial for the economic recovery of the country to discover ways to increase their entrepreneurial tendencies and intentions. Factors such as an individual's upbringing and growth experiences affect entrepreneurial intentions (Bird, 1988). Resource theory states that people view a disaster as an opportunity to integrate resources when resources are destroyed after a disaster and engage in entrepreneurial activities after the disaster event (Shepherd & Patzelt, 2017).

It is obvious that researches on entrepreneurship are mostly carried out on university students. When we look at the studies on university students, it is seen that entrepreneurial intentions and tendencies are mostly handled by comparing them with demographic variables (age, gender, educational status, socio-economic status, etc.) or individual variables. Different types of scales are used in studies, and there are studies that have found different results as well as studies with overlapping results (Akçakanat et al., 2014; Çarıkçı & Koyuncu, 2010; Edirisinghe & Nimeshi, 2016; Ikhwan et al., 2020; Koyuncuoğlu & Tekin, 2021b; Krishnan, 2020; Kumar et al., 2013; Kusumawijaya, 2020; Palaniappan & Rafik-Galea, 2009; Türkmen & İşbilir, 2015). However, the number of studies on the entrepreneurial intentions and tendencies of foreign students studying at universities is quite limited.

Immigrant and refugee entrepreneurs can contribute to economic development by reducing unemployment rates, as well as investing the resources needed in terms of both their own countries and the countries they come from, in sectors with significant growth potential in the future (Kloosterman 2003; Thomas & Inkpen, 2013). Immigrant self-employment surveys in the USA report that foreign-educated immigrants have higher rates of self-employment, possibly because domestic employers rate the quality of education of foreign schools as lower than that of local education (Akrofi 2006; Sanders & Nee, 1996). Since the education received abroad, especially in the West, tends to be more valuable than the education received locally (Alberts & Hazen, 2005), educated immigrants returning to their country from the West in general, and from Türkiye in particular, may be more desirable by salaried employers and may even exhibit high entrepreneurial tendencies and behaviors in their home country. In a study conducted by the initiative society SWICE of

the Südwestfalen University of Applied Sciences, the entrepreneurial spirit of foreign students was examined. From the survey study, it has been determined that foreign students have a higher entrepreneurial spirit than their German peers. This research also shows that foreign students are more likely to start a business. While approximately 27.1% of foreign students consider it possible to start a business in one year, this rate is only 1.9% for German students. It is reported that foreign students are 14 times more likely to start a business than their German peers (Agrarzeitung, 2017, p. 1). In Türkiye, however, there is limited research on the dynamics of migration, refugees, and university education and an even more limited understanding of the differences in entrepreneurial propensity and intentions, particularly among immigrant types. Similarly, despite the large number of university immigrants and refugees, all existing entrepreneurship models are specific to immigrants or adult refugees. In this context, it is aimed to examine the entrepreneurial intentions and tendencies of refugee and immigrant students studying in higher education in Türkiye in a relational approach in terms of some variables.

Forced migration reached record levels in 2020, with around 70.8 million people forcibly displaced worldwide. Approximately 41.3 million people were internally displaced, 25.9 million were forcibly displaced outside their country of origin (defined as refugees), and 3.5 million sought asylum in another country (UNHCR, 2020a). About 80% of the displaced population resides in low- and middle-income countries (UNHCR, 2020b). A significant proportion of refugees live in cities where Türkiye hosts the largest refugee urban population (Grant, 2020).

In all this confusion, the mismatch between the educational aspirations of refugees and migrants and the realities of opportunities offered to them is striking (Dryden-Peterson, 2010; Morrice, 2021; Shakya et al., 2012). All over the world, refugees and migrants have difficulties in accessing education, and the difficulties increase as they progress to higher education levels. Globally, 63% of refugee and migrant children are enrolled in primary education, compared to 24% at secondary level. At the tertiary level (Anderson et al., 2009), enrollment is only 3% compared to 37% of refugee and non-immigrant students (UNHCR, 2019). According to 2021 statistics, the number of international students at universities is 224,000 in Türkiye, 990,000 in the USA, 495,000 in England,

350,000 in Germany, 290,000 in Canada, 260,000 in France, and 110,000 in the Netherlands (YTB, 2022).

There is a wide range of studies that have been conducted on the various competencies that people need to be successful in starting and running businesses. However, there is no single standard that can be used to evaluate whether or not individuals have the necessary skills to be successful entrepreneurs (Thébaud, 2010). Tinoco (2008) argues that students should have a variety of entrepreneurial skills, such as self-confidence, vision, and motivation. Olugbola (2017) defined entrepreneurial competence as the ability to manage various aspects of a business, such as economics, marketing, and team building. A study by Mamabolo et al. (2017) focused on the multiple managerial skills that people need to be successful in starting and running a business. These include managerial and technical skills such as financial management, marketing, and leadership (Mamabolo et al., 2017, p. 9). Mavila et al. (2009) discussed the various dimensions of entrepreneurial competence and their impact on technological innovation. Entrepreneurial self-efficacy also significantly influences other behaviors such as entrepreneurial performance and entrepreneurial intention (Elnadi & Gheith, 2021). The importance of entrepreneurial self-efficacy is acknowledged by Tinoco and colleagues as one of the factors that can help people develop their entrepreneurial intentions. Entrepreneurial self-efficacy can help them seize opportunities, organize resources, and establish their companies (Tantawy et al., 2021).

Although the term “entrepreneurial intention” is commonly used, there is not a consensus on its definition (Verzat & Bachelet, 2006). According to Wang and Huang (2022), the concept of entrepreneurial intention refers to a psychological state that helps an individual develop their energy and focus toward a specific goal. According to Thompson (2009) an entrepreneur’s intention is to establish a new venture at a certain time in the future. In the meantime, university students can establish their businesses by developing their entrepreneurial intentions (Li et al., 2021). Li et al. (2021) highlighted two dimensions as purpose intentions and implementation intentions as a measure of entrepreneurial intention. Morris et al. (1994), on the other hand, explained entrepreneurial intention in three stages: intention to take risks, openness to innovations,

and willingness to act on time. Some scholars believe that an entrepreneur's intention is an intrinsic part of their personality and self-motivation (Buchholz & Rosenthal, 2005). According to them, entrepreneurial intention can be revealed by observing opportunities and current problem (Indriyani et al., 2019). Others use entrepreneurial activities and attitudes to measure an individual's entrepreneurial intentions (Pawitan et al., 2017). Developing an entrepreneurial intention is very important in order to start a business. It can help individuals develop their own unique personality and self-motivation (Kusumawijaya, 2020).

The development of an intention is important in order to achieve a specific goal or behavior in Planned Behavior Theory. It can help individuals develop their own unique personality and self-motivation. However, it can additionally delay the implementation of the desired behavior due to various factors. For instance, people might not take certain actions after their intention has been revealed (Gollwitzer, 1999; Lihua, 2022; Tatarko & Schmidt, 2015). In addition to personal experience, other factors such as the environment and demographic factors can also affect an individual's entrepreneurial intentions. Among these factors, researchers focused only on external environment and personal experience (Bilgiseven & Kasmoglu, 2019; Indriyani et al., 2019). Migration, becoming a refugee or going to a different country for any purpose, as an environment and experience for individuals, may be closely related to the entrepreneurial intentions of university students.

Entrepreneurial qualities or dispositions have long been associated with creativity and other related personality traits such as risk taking, initiative, environmental awareness, and self-confidence (Başol et al., 2011; Kailer, 2005; Kailer & Weiß, 2018; Kao, 1989; Mangelsdorf, 1988; Schlabe, 2016). It is also argued that it is vital to nurture these entrepreneurial trends in educational institutions through appropriate programs and to help students identify their creative potential to further develop these trends (Kuratko, 2005; Palaniappan & Rafik-Galea, 2009). Although it is difficult to determine the nature of the entrepreneurial tendency, research shows that the entrepreneurial tendency includes being proactive in seeking new opportunities, finding innovative solutions to problems and opportunities, transforming resources into marketable goods, striving for profit, willingness to take the risk associated

with these characteristics, and, most importantly, entrepreneurship (Cromie, 2000; Chell et al., 1991).

Some studies in the literature show that individual factors have significant effects on entrepreneurial tendency (Bird, 1989; Collins et al., 2004; Scheinberg & MacMillan, 1988; Segal et al., 2005; Jaen et al., 2010). Jaen et al. (2010) stated that openness to change and self-development have an effect on entrepreneurial tendency. Given the increasingly dynamic and competitive contemporary work context, the entrepreneurial trend makes a significant difference for the inclusion of foreign university students in the job market and their professional development. In addition, the entrepreneurial tendencies of foreign students represent an opportunity to form new relationships with the social context, to act to guarantee a comprehensive competence, to make decisions, and to intervene in the business process by focusing on the development of their professional competence and the visibility of the profession. In this context, the aim of the study is to examine the entrepreneurial intentions and tendencies of refugee and immigrant students studying in Turkish higher education in a relational approach in terms of some variables. For this purpose, answers to the following questions were sought in the study.

1. What are the entrepreneurial intentions and tendencies of foreign students?
2. Are the entrepreneurial intentions and tendencies of immigrant and refugee students significantly different according to gender, academic achievement, foreign status, education levels, and professional expectations?
3. Is there a significant relationship between entrepreneurial intentions and tendencies of foreign students?

## 2 Method

This study is a descriptive study to examine the entrepreneurial tendencies and intentions of immigrant and refugee students studying in higher education institutions. Quantitative scale applications and analyses were carried out in order to obtain direct and in-depth information about the

entrepreneurial intentions and tendencies of the students. In addition, a questionnaire was applied by the researcher in order to obtain data on the socio-demographic, familial and academic qualities of the students. The ethics committee permission document required to collect the data used in this study were obtained with decision number 2022/144 of the Ethics Committee of Necmettin Erbakan University dated 08.04.2022.

In the study, purposeful sampling was taken to determine the entrepreneurial tendencies and intentions of foreign and immigrant university students. In purposive sampling, the researcher determines the participants who have the most appropriate and desired characteristics for the research purposes as the sample with his own judgment (Balcı, 2004). While determining refugee and immigrant students, all participants in the study universe were tried to be reached. A positive response was received from 202 participants in order to carry out the research, and these students were included in the study group of the research. The immigrant and refugee students in the sample are studying at different faculties of Necmettin Erbakan University in the 2021–2022 academic year. In the determination of the study group, it was taken into account that the sample taken was suitable for the purpose of the research and that it was accessible. In addition, voluntary participation in the study was taken as basis.

## 2.1 Data Collection Tools

In the study, the “Entrepreneurial Intention” scale developed by Linan and Chen (2009) was used to collect data from immigrant and refugee university students. The validity and reliability of the scale developed by Linan and Chen (2009) was tested on samples from countries such as Spain, Taiwan, and Türkiye with very different cultural and social characteristics. The Turkish version of the form is a five-point Likert-type scale and consists of one dimension. This dimension consists of six statements that measure entrepreneurial intention. The fact that the Kaiser-Meyer-Olkin value of the Entrepreneurial Intention scale is higher than 0.50% (Cokluk et al., 2012) and that the Bartlett’s globality test value is at a significant level indicates that the scale is suitable for immigrant and

refugee university students. Explanatory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) performed on the scale data confirmed the one-dimensional structure. According to the Cronbach Alpha analysis performed on the sample of refugee and immigrant university students, the reliability coefficient of the measurement tool was calculated as 0.87. These findings show that the measurement tool has a high reliability for immigrant and refugee students.

In order to determine the entrepreneurial tendencies of immigrant and refugee university students in the study, it was arranged according to a five-point Likert-type scale (1-Strongly Disagree to 5-Strongly Agree) and consists of 41 statements. In the creation of the entrepreneurship tendency scale used in the research, the study of Summers (1998) and Brice (2002) at the international level and Avşar (2007) in Türkiye were used. In this context, the entrepreneurship tendency scale was adapted to Turkish by examining the study of Avşar (2007). EFA and CFA analyses performed on the entrepreneurship tendencies scale of immigrant and refugee students used in the research revealed six dimensions. The total variance explained by immigrant and refugee student participants is 64.01%. The sub-dimensions of the entrepreneurial tendencies scale are “desire to succeed (ambition)”, “determination”, “practical intelligence”, “innovation”, self-confidence, and independence. However, the scale is also used as one-dimensional. High scores obtained from the scale indicate a high level of entrepreneurial tendency. According to the Cronbach Alpha analyses performed on the sample of refugee and immigrant university students, the reliability coefficients of the sub-dimensions of the entrepreneurship tendencies scale vary between 0.81 and 0.95. These findings show that the entrepreneurship tendencies scale has a high reliability for immigrant and refugee students.

## 2.2 Data Analysis Techniques

Parametric statistical techniques were used because the scores of immigrant and refugee students from the scales of entrepreneurial tendencies and intentions met the assumptions of normal distribution. In this context, whether the scores obtained from the entrepreneurship tendencies



and intentions scales of the participant students differ in terms of various variables were tested with t-test, analysis of variance, and multiple regression analysis. The interviews to be held in order to get the participant students' views on the factors affecting the entrepreneurial tendency and intention were analyzed by content analysis.

### 3 Findings

In this section, in accordance with the purpose of the research, the findings obtained by comparing the scores obtained from the entrepreneurship tendencies and intentions scales according to the variables of gender, education level, perceived academic success level, foreigner status, and working sector expectation are included. Before the comparison, descriptive information about the scores obtained from these two scales was presented.

According to Table 11.1, the entrepreneurial tendencies and intentions of the migrant and refugee students were calculated as 4.02 ( $\pm 0.85$ ) and 3.76 ( $\pm 0.79$ ), respectively. According to the average scores obtained, the entrepreneurial tendencies of immigrant and refugee students were found to be high, while their entrepreneurial intentions were found to be moderate.

According to Table 11.2, it was found that the entrepreneurial tendencies and intentions of immigrant and refugee students studying in higher education institutions differed significantly according to the gender variable. According to the research findings, it has been observed that female foreign students have significantly higher entrepreneurial tendencies and intentions compared to their male peers.

According to Table 11.3, entrepreneurial tendencies of immigrant and refugee students studying in higher education institutions were found to

**Table 11.1** Descriptive analysis of entrepreneurial intentions and tendencies of migrant and refugee students studying in higher education institutions

	<i>N</i>	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurship tendency	202	1.00	5.00	4.02	0.85
Entrepreneurial intention	202	2.00	5.00	3.76	0.79

**Table 11.2** Comparison of entrepreneurial intentions and tendencies of migrant and refugee students studying in higher education institutions by gender

Gender		<i>N</i>	Mean	Std. Deviation	- <i>t</i> -	<i>p</i>
Entrepreneurship tendency	Female	96	4.25	0.43	3.884	0.000
	Male	106	3.80	1.06		
Entrepreneurship intention	Female	96	3.96	0.57	3.509	0.001
	Male	106	3.58	0.91		

**Table 11.3** Comparison of entrepreneurial intentions and tendencies of migrant and refugee students studying in higher education institutions by education level

		<i>N</i>	Mean	Std. Deviation	<i>F</i>	<i>P</i>
Entrepreneurship tendency	Bachelor degree	127	3.89	0.97	4.396	0.014
	Master's degree	43	4.11	0.51		
	Doctorate	32	4.32	0.56		
	Total	202	4.02	0.85		
Entrepreneurship intention	Bachelor degree	127	3.69	0.85	1.529	0.219
	Master's degree	43	3.91	0.61		
	Doctorate	32	3.84	0.71		
	Total	202	3.76	0.79		

differ significantly according to education level ( $p < 0.05$ ). It has been found that participants with doctorate and master's education have a higher level of entrepreneurial tendency compared to undergraduate students. However, no significant difference was found in entrepreneurial intention according to the variable of education level ( $p > 0.05$ ).

According to Table 11.4, it was seen that the entrepreneurship tendency of migrant and refugee students studying in higher education institutions did not show a significant difference according to their perception of success ( $p > 0.05$ ). On the other hand, there was a significant difference in entrepreneurial intentions according to the success perception variable of the participants. It was found that the participants with high

**Table 11.4** Comparison of entrepreneurial intentions and tendencies of migrant and refugee students studying in higher education institutions according to academic success perception

Overall success in the courses		<i>N</i>	Mean	Std. Deviation	<i>T</i>	<i>p</i>
Entrepreneurship tendency	High	82	4.15	0.77	1.840	0.067
	Medium-low	120	3.93	0.89	1.891	
Entrepreneurial intention	High	82	3.91	0.76	2.199	0.029
	Medium-low	120	3.66	0.79	2.215	

perception of success had a high level of entrepreneurial intention compared to the participants with medium and low perception.

The results of the comparison of the entrepreneurial intentions and tendencies of immigrant and refugee students studying in higher education institutions according to the expectation of the working sector are seen. According to the results of the *F* test, no significant difference was found in the entrepreneurial tendency and intention according to the sector to be studied ( $p > 0.05$ ) (Table 11.5).

The results of the comparison of the entrepreneurial intentions and tendencies of immigrant and refugee students studying in higher education institutions according to their foreign status are seen. According to the *t*-test results, no significant difference was found in entrepreneurial tendencies and intentions according to foreigner status ( $p > 0.05$ ) (Table 11.6).

Table 11.7 shows the results of the regression analysis developed to test the effect of entrepreneurial tendencies of immigrant and refugee students studying in higher education institutions on their entrepreneurial intentions. According to the analysis, the regression model showing the effect of entrepreneurial tendencies, which are independent variables, on entrepreneurial intentions is seen to be significant ( $R = 0.74$ ;  $R^2 = 0.55$ ;  $p < 0.05$ ). Entrepreneurial tendencies of immigrant and refugee students explain approximately 55.5% of the total variance in their entrepreneurial intention scores. This significant difference indicates a high level of effect.

**Table 11.5** Comparison of entrepreneurial intentions and tendencies of migrant and refugee students studying in higher education institutions according to labor sector expectations

	Sector	<i>N</i>	Mean	Std. Deviation	<i>F</i>	<i>P</i>
Entrepreneurship tendency	Private	52	4.02	0.78	0.398	0.754
	Public	48	4.10	0.89		
	Own business	60	3.92	1.09		
	Other	42	4.01	0.40		
	Total	202	4.01	0.85		
Entrepreneurial intention	Private	52	3.76	0.79	0.145	0.933
	Public	48	3.70	0.86		
	Own business	60	3.80	0.92		
	Other	42	3.76	0.46		
	Total	202	3.76	0.79		

**Table 11.6** Comparison of entrepreneurial intentions and tendencies of migrant and refugee students studying in higher education institutions by foreigner status

	Foreigner status	<i>N</i>	Mean	Std. Deviation	<i>t</i>	<i>P</i>
Entrepreneurship tendency	Immigrant	72	4.10	0.83	0.760	0.616
	Refugee	130	3.93	0.88		
Entrepreneurial intention	Immigrant	72	3.61	0.98	0.876	0.545
	Refugee	130	3.83	0.75		

**Table 11.7** Regression analysis results regarding the relationship between entrepreneurial intentions and tendencies of migrant and refugee students studying in higher education institutions

Independent variable	<i>R</i>	<i>R</i> <sup>2</sup>	Beta	<i>F</i>	<i>p</i>
Entrepreneurship tendency	0.747 <sup>a</sup>	0.555	0.747	251,996	0.000

## 4 Discussion

According to the research findings, entrepreneurial tendencies of immigrant and refugee students were found to be high; on the other hand, entrepreneurial intentions were found to be moderate. These findings were found in Cantwell et al. (2009), Drugău-Constantin (2019),

Graessley et al. (2019), Kuśnierz et al. (2020), Mao et al. (2022), Rydell and Kucera (2021), Watson and Popescu (2021), and Wen and Hu (2019). According to Cantwell et al. (2009), the choice to study abroad is largely a private decision, although it may be influenced by external economic and sociocultural factors. In addition to age, gender, and academic abilities, other factors such as personal attitudes and desires can also affect the decisions and behaviors of foreign students. For instance, entrepreneurial tendencies among foreign students can be influenced by their perceptions of their environment and financial status (Drugău-Constantin, 2019; Rydell & Kucera, 2021; Watson & Popescu, 2021; Wen & Hu, 2019).

According to the research findings, entrepreneurial tendencies and intentions of foreign students differed significantly according to their gender. In the study, it was observed that female students had higher entrepreneurial tendencies and intentions than their male peers. In some of the studies on entrepreneurship characteristics, which are expressed as an individual characteristic in the literature, no significant differences were found according to gender (Sünbül & Yılmaz, 2008), and in some studies, it was seen that men exhibit more innovative and entrepreneurial behaviors compared to women (Arı, 1989; Gupta et al., 2009, 2014; Uddin, 2021). On the other hand, Orsini et al. (2015) and Vallerand et al. (1992) stated in their studies that female students have high entrepreneurial characteristics. These researchers suggested that entrepreneurial intentions and tendencies are closely related to intrinsic and extrinsic motivation. Studies indicate that female students score higher in intrinsic and extrinsic motivation than boys, but have lower values in amotivation (Barkoukis et al., 2008). Also, women entrepreneurs are more likely than men to emphasize economic value creation, goal creation, and social value goals (Yukongdi & Lopa, 2017). There is currently no reliable evidence supporting the existence of psychological differences that explain the gender gap in entrepreneurship. However, it is widely believed that job security and autonomy are positively associated with women's entrepreneurship (Brandstätter, 2011; Zhao et al., 2010). These findings could suggest that women can have entrepreneurial abilities. Despite this, little is known about the exact psychological differences between male and female entrepreneurs.

Other variables examined in the study are about the relationship between students' academic status and perceptions of success and their entrepreneurial intentions and tendencies. According to the research findings, the entrepreneurial tendencies of the students differ according to their academic status and levels. In the study, it was found that foreign students with a doctorate have higher entrepreneurial tendencies compared to undergraduate and graduate students. Again, students with a high perception of academic success have a high entrepreneurial intention compared to their peers with a medium and low perception of success. These findings are similar to those of the studies carried out by Bong (2005), Chen and Lu (2015), Koyuncuoğlu (2021), Luo et al. (2019), Markman and Baron (2003), and Roksa and Whitley (2017). In all these studies, significant high correlations were found between entrepreneurship, academic motivation, academic achievement, and career expectation at different branch and school levels.

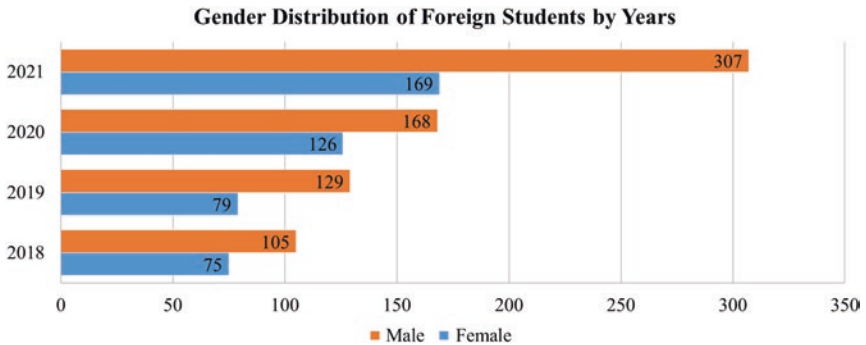
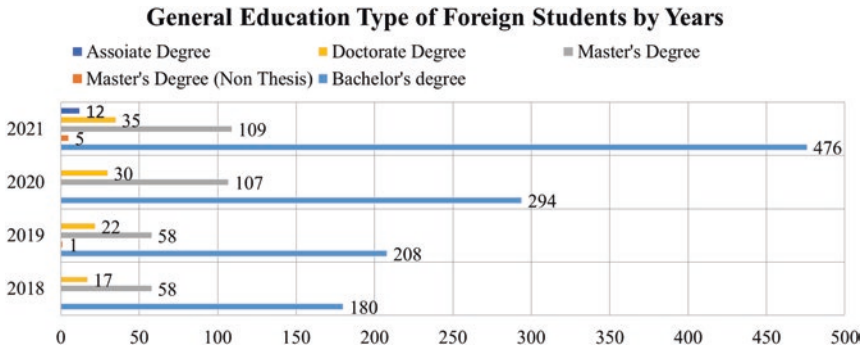
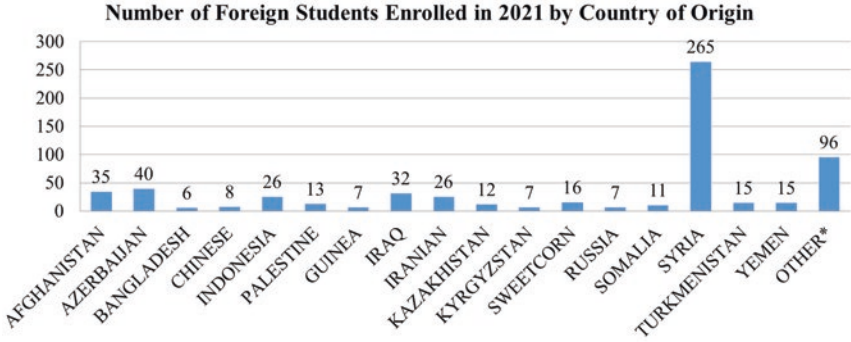
The last finding of the study is about the relationships between the entrepreneurial tendencies of the participating foreign students and their entrepreneurial intentions. According to the findings of the study, entrepreneurial tendencies of immigrant and refugee students were found to be an important explainer of the change in entrepreneurial intentions. Immigrant and refugee students' entrepreneurial tendency affects their entrepreneurial intentions in a high and positive way. These findings are consistent with the findings of studies by Krueger et al. (2000), Liñán et al. (2011), Lortie and Castogiovanni (2015), Mei et al. (2020), Van Gelderen et al. (2006), and Wu et al. (2022). According to the literature, entrepreneurial tendencies and self-efficacy are also crucial explanatory variables in determining the intensity of entrepreneurial intentions and the probability that these intentions lead to entrepreneurial behavior. Existing research has shown that entrepreneurial trends are a key indicator for effectively predicting university students' entrepreneurial intentions and entrepreneurial behavior and also a fundamental prerequisite for potential entrepreneurs to initiate entrepreneurial behavior (Fuller et al., 2018; Ogunleye & Osagu, 2014; Shirokova et al., 2015).

## 5 Conclusion and Suggestions

In this study, which examines the entrepreneurial tendencies and intentions of immigrant and refugee students studying in Türkiye, the entrepreneurial tendencies of the participants were found to be high, while their entrepreneurial intentions were found to be moderate. In the comparative analysis, it was seen that the entrepreneurial tendencies and intentions of immigrant and refugee students differ according to the variables of gender, education level, and academic achievement. Within the scope of this study, when the study groups are examined, it is observed that the rate of foreign students at the undergraduate level is higher than those with doctorate and master's degrees. From this point of view, entrepreneurial tendencies and intentions of immigrant and refugee students can be examined in more equal distributions in terms of education level. Considering the findings of this study, it seems useful to increase entrepreneurship in the education of foreign students and to address the factors that encourage these variables. In addition, it is recommended to conduct qualitative studies that will provide in-depth information on the reasons that affect the entrepreneurial tendencies and intentions of immigrant and refugee students. This study aimed to contribute to both foreign and Turkish literature by examining the relationships between entrepreneurial tendencies and intention in terms of participants' gender, class, and academic expectation variables. However, another important limitation of the study stems from the fact that the participants were university students. The findings in the literature indicate that there are differences between student participants and participants in working life in studies on the examination of entrepreneurship characteristics. For this reason, conducting this study on samples other than foreign students studying at universities, particularly on immigrant and refugee workers, will contribute to both the evaluation of entrepreneurial characteristics and the transformation of this situation into entrepreneurial behaviors and the generalizability of the findings.

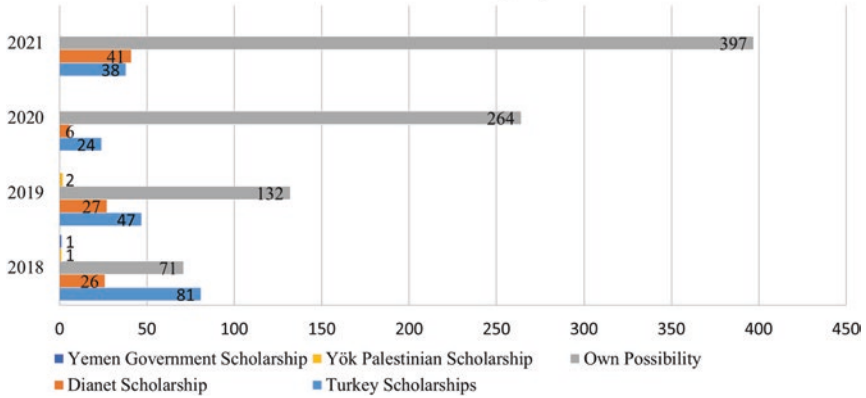
# Appendix

Additional Statistics on Foreign Students at Necmettin Erbakan University

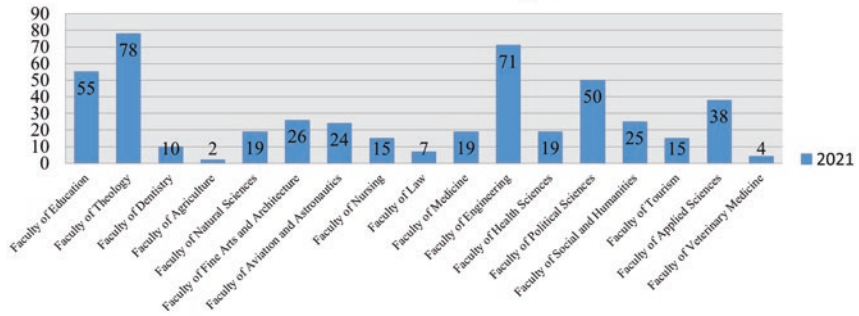




Distribution of Scholarships by Years



Faculties Distribution of Foreign Students



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