

# Examination of the Entrepreneurship Levels of Translation and Interpreting Students in terms of Personal and Social Variables<sup>1</sup>

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## Abstract

Entrepreneurship, which means taking action to do something, is becoming more and more important in the field of Social Sciences every day. There is a need for individuals who are willing to take opportunities, responsible for what they do, able to take risks, and do not hesitate to add new perspectives to the field. This study examines the entrepreneurship levels of the students studying in the department of Translation and Interpreting at Selçuk University in terms of personal and social variables. The personal and social variables taken into consideration in this study give an insight about what a successful translator-to-be and/or an interpreter-to-be should be like. The research is conducted by taking into consideration the junior and senior students of the department. In order to examine the entrepreneurship levels of the students, a 51-item measurement tool named "Entrepreneurship Scale for Students of Foreign Languages" is used, and some additional information about the students' personal and social characteristics are collected in the research. The study finds that there is no significant difference in the entrepreneurship levels of the students studying in the department of translation and interpreting at Selçuk University when other variables are taken into account, except for the gender variable. When the gender variable is analyzed, it is noteworthy that a significant difference in entrepreneurship levels has been detected between male and female students: female students are more entrepreneurial than male students. The reason why female students are more entrepreneurial than male students may be related to the fact that women tend to be more intuitive and self-regulated, which are still found to be some of the most important factors for university students' entrepreneurial activities.

**Keywords:** Social Sciences, Translation and Interpreting, Entrepreneurship, Translator as an Entrepreneur, Interpreter as an Entrepreneur

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## **Introduction**

Entrepreneurship is one of civilization's demands. When characterized in terms of change, innovation, and initiatives, entrepreneurship is a viable paradigm. The broad definition of entrepreneurship has a more universal meaning than the restricted definition, which focuses on businesses (Bjerke, 2013). According to the definition, entrepreneurship is primarily linked to company and market competitiveness (Davidsson, 2008). The concept's significance has gradually grown over time. Early research in this field sometimes connected entrepreneurship to particular characteristics such as taking risks (Knight, 1921), invention, a focus on success, domination (Schumpeter, 1934), knowledge and entrepreneurial inquiry (Hayek, 1941), or motivation toward success (Saygın & Karadal, 2017).

Entrepreneurship is a type of behavior that is common among people who own and manage their own businesses (Küçükaltan, 2009). These businesses may be in the early stages of development, or they may be more established. Regardless of their stage, entrepreneurs are always creative and take initiative in their work. They are also responsible for turning their ideas into real activities, and they are often the ones who see the potential in new projects.

Entrepreneurs are creative thinkers who act to bring new ideas, technology, and products to life. They take opportunities and look for chances to benefit. Throughout the process of trial and error, new concepts lack validation and new solutions arise. Entrepreneurship suggests the unforeseen, and it has a connection to future projection. Entrepreneurship requires taking risks and preparing for failure. An entrepreneur might be motivated by several things in addition to success and profit. Entrepreneurs can also be inspired by their drives to succeed and their desire for independence.

## **Importance of Entrepreneurship in the Department of Translation and Interpreting**

The field of translation and interpreting is one of those specific fields where business skills are crucial. It is now challenging to categorize translation and interpreting as traditional professions. The department of translation and interpreting equips students for the dynamic world of professional endeavors. The difficulty of the translating and interpreting professions results from both the difficulty of the work performed by these professions and the fashion in which the industry operates. The adherence of translators and interpreters to entrepreneurial resources is undeniable as they offer these services as providers (Gouadec, 2007; Ratten, 2023).

In the 1990s, as a result of globalization and the growth of the Internet, many translators and interpreters started their own businesses (Ho, 2011). Almost 88% of Irish professional translators, according to Cronin's 2003 research, worked from home nearly 20 years ago. Another example involves translation companies in Barcelona. In Barcelona, 80% of translation agencies used freelance translators to complete their job in 2010 (Kuznik, 2010). The majority of European language service providers are relatively small, according to a more recent research study regarding the topic (ELIA et al., 2019), which suggests that most businesses outsource their translation and interpreting needs to freelancers. Therefore, graduates from the Department of Translation and Interpreting are likely to work for themselves, which emphasizes the significance of entrepreneurship in the translation and interpreting industry.

EMT (2017) has adopted a new method to describe what a translator or interpreter has to know in order to function well in light of the rising self-employment of translators and interpreters. The skill to understand clients and negotiate through project management and quality assurance are some examples of the skills that translators and interpreters should possess (EMT, 2017:11). This backs up the argument that the topic of entrepreneurial education for potential translators and

interpreters is intimately tied to the translation and interpreting skills (EMT, 2017).

### **Entrepreneurship Education**

Many economic and social problems are believed to be solved by education (Zhumbei et al., 2023). Productivity, competitiveness, social equality, good citizenship, technology, knowledge, and the efficacy of democratic procedures are all included in education. Entrepreneurship awareness and a career-oriented attitude are typically acquired throughout the university years. One of the objectives that higher education institutions should pursue is entrepreneurship education (Bozkurt and Alparslan, 2013). Graduates from these higher education institutions should be active, innovative problem solvers who are specialists in their disciplines.

According to several researchers (Laukkanen, 2003; Shattock, 2005; Overwien et al., 2024), entrepreneurship education in this context should be understood as a variety of steps taken by universities in the academic field, from teaching students about entrepreneurship to supporting students' entrepreneurial endeavors. Because of advancements in civilization and the market, consecutive generations of college graduates should exhibit entrepreneurial skills for their smooth transition to the workforce. Graduates should therefore be able to successfully discover their potential in the labor market even in the absence of employment offers that match their educational profile.

It seems that the US is setting the standard for entrepreneurial education. The number of colleges and universities providing entrepreneurship courses increased from a small number in the 1970s to over 1,600 in 2003, as Kuratko (2003) notes in his study. Also, many universities in Australia are now offering entrepreneurship programs, while in the UK, business and entrepreneurship development has been identified as one of the four strategic priorities for British universities (Kirby, 2004).

## **Entrepreneurship in terms of personal and social variables**

Entrepreneurial individuals can use their skills to generate value for themselves and the entire society if they show the capability and motivation to take the initiative, find and present original ideas, turn these ideas into actions, and accept responsibility for their fulfillment. When it comes to entrepreneurship, university students are of interest. In general, it is hoped that some students would use their entrepreneurial skills to launch their own businesses, starting a path toward independence, self-employment, and creating jobs for others. Numerous research articles (Abdallah, 2011; Koby, 2013; Sidiropoulou, 2017) and possibly even more career guides or reviews (Alianelli, 2006; McKay, 2017) discuss translator and interpreter entrepreneurship and entrepreneurship education. This suggests that the possibility that students' translation and interpreting skills become more practical than theoretical, is likely to increase in parallel with their entrepreneurial intuition levels. Therefore, intuition plays a key role in entrepreneurship and can be linked to new venture ideation (Baldacchino et al., 2023; Suprpto et al., 2024).

A starting point should be chosen to develop the relevant curriculum and measure the extent of changes in learning or attitudes towards entrepreneurship education (Falk and Alberti, 2000; Dar et al., 2024). This requires an awareness of the social variables affecting the students' entrepreneurship levels in order to meet their demands in entrepreneurship education. In order to build courses and programs that are successful, it may be helpful to understand the entrepreneurial skills of the Department of Translation and Interpreting students while also paying attention to some personal and social variables related to the study.

In studies on entrepreneurship, there are some factors that affect entrepreneurial behavior. These factors are individual, social and environmental. The impact of intent on the scope of initial activities may depend on students' individual backgrounds and the environment in which they operate. For instance, given that

they have been shown to affect entrepreneurial self-efficacy or entrepreneurial intention, gender and family entrepreneurship background are some personal and social variables that are frequently examined in research (Kolveid, 1996; Gornall and Strebuaev, 2024). In addition, several researchers have talked about the value of role models, particularly parents, while establishing a business (Brockhaus and Horwitz, 1986; Scherer et al. 1989; Scherer et al. 1990).

For this reason, in this study, the gender, family income, educational status of parents, the population of the region in which the students grew up, and the number of siblings of the students have all been given special attention. The study advances our knowledge of how social variables affect the way students studying at the Department of Translating and Interpreting perceive entrepreneurship, adding to the body of general literature on entrepreneurship.

## **Method**

The study aims at examining the entrepreneurship levels of translation and interpreting students in terms of different variables. The research seeks answers to the following sub-problems:

- 1.) Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their gender?
- 2.) Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their families' income levels?
- 3.) Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their mothers' educational status?
- 4.) Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their fathers' educational status?
- 5.) Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to the population of the regions they grew up in?
- 6.) Do the entrepreneurship levels of the translation and interpreting students at

Selçuk University differ according to the number of siblings?

The study has been carried out with the descriptive survey model, which is one of the descriptive research methods. In general, the survey model aims at revealing the results by describing a current or past situation without making any changes, and no intervention is made in the process (Karasar, 2002). In the study, independent t-test and one-way analysis of variance techniques have been used in order to determine the effect of the gender, the income status of the families, the educational status of the parents, the population of region where the students grew up, and the number of siblings on the student's entrepreneurship levels.

### Population and Sample

Our population in this research is Selçuk University. Our sample group consists of the students of Selçuk University School of Foreign Languages, Department of Translation and Interpreting. In order to have the opportunity to increase the number of samples, the probability sampling method has been used in the research. The probability sampling method, which is one of the probabilistic sampling methods, aims at representing the population better (Kılıç, 2013).

Personal and social variables addressed for 154 students studying in the Department of Translation and Interpreting are given in the tables below.

**Table 1.** Gender distribution of the students participating in the research

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Female | 112       | 72,54 %        |
| Male   | 42        | 26.79 %        |

**Table 2.** Family income status of the students participating in the research

| Family Income Status  | Frequency | Percentage (%) |
|-----------------------|-----------|----------------|
| 5.000 TL or less      | 29        | 18,95 %        |
| 5.000 TL - 8.000 TL   | 53        | 34,64 %        |
| 8.000 TL - 15.000 TL  | 51        | 33,33 %        |
| 15.000 TL – 20.000 TL | 7         | 4,57 %         |
| 20.000 TL and above   | 11        | 7,18 %         |

**Table 3.** Educational status of the mothers of the students participating in the study

| Educational Status of the Mothers | Frequency | Percentage (%) |
|-----------------------------------|-----------|----------------|
| Primary School                    | 60        | 39,21 %        |
| Middle School                     | 28        | 18,30 %        |
| High School                       | 39        | 25,49 %        |
| Undergraduate                     | 7         | 4,57 %         |
| Graduate                          | 16        | 10,45 %        |

**Table 4.** Educational status of the fathers of the students participating in the research

| Educational Status of the Fathers | Frequency | Percentage (%) |
|-----------------------------------|-----------|----------------|
| Primary School                    | 39        | 25,49 %        |
| Middle School                     | 26        | 16,99 %        |
| High School                       | 48        | 31,37 %        |
| Undergraduate                     | 9         | 5,88 %         |
| Graduate                          | 29        | 18,95 %        |

**Table 5.** Population of the regions where the students participating in the study grew up

| Population      | Frequency | Percentage (%) |
|-----------------|-----------|----------------|
| 200.000 or less | 25        | 16,33 %        |



|                   |    |         |
|-------------------|----|---------|
| 200.000-500.000   | 22 | 14,37 % |
| 500.000-1.000.000 | 20 | 13,07 % |
| 1.000.000 or more | 86 | 56,20 % |

**Table 6.** Number of siblings of the students participating in the research

| Number of Siblings | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Only child         | 16        | 10,45 %        |
| 1 sibling          | 34        | 22,22 %        |
| 2 siblings         | 46        | 30,06 %        |
| 3 or more siblings | 57        | 37,25 %        |

### Measurement Tools

The Entrepreneurship Scale for Foreign Language Students has been developed by Köksal and Yürük (2022) in order to determine the entrepreneurship levels of the students. This scale consists of 51 items. The scale consists of 4 dimensions:

- 1.) Courage
- 2.) Innovation
- 3.) Productivity
- 4.) Diligence

Cross statements have been used in order to determine the accuracy of the scale. The statements in the scale, which has a five-point Likert feature, have been scored between 1 and 5. High scores obtained from the scale indicate high entrepreneurship levels of the students, and low scores indicate low entrepreneurship levels of the students participating in the research. The construct validity of the scale has been tested by performing confirmatory and exploratory factor analysis. The reliability ratios of the scale on the basis of dimensions are as follows:

- 1.) Courage: 0.919
- 2.) Innovation: 0.851
- 3.) Productivity: 0.805
- 4.) Diligence: 0.729.

In addition, it has been observed that the data show an acceptable level of agreement with the four-factor model ( $\chi^2/sd= 2.15$ ; CFI=0.82; NFI=0.70; SRMR=0.58; GFI=0.81; AGFI=0, 74; RMSEA=0.044; NNFI=0.75).

The internal consistency coefficient calculated by the Cronbach-alpha method for the dimensions of the scale is 0.875.

### **Data Collection and Analysis of the Data**

The scale developed by Köksal and Yürük (2022) was applied face-to-face in classrooms by the researchers themselves. Before applying, necessary information and necessary time was given to the students to be able to answer the questions comfortably. The students belonging to junior and senior classes were not compelled to participate in the research. Therefore, the research is based on volunteerism.

Standard deviation and arithmetic mean values have been examined in determining the entrepreneurship levels of the students. In the analysis process carried out with the SPSS 21.0 program, the first attention has been paid to whether the scores show a normal distribution in order to determine which of the parametric or non-parametric tests are used. Therefore, the skewness and kurtosis values of the measurements in the research process have been determined. For a normal distribution, these values should be in the range of  $\pm 1$  (George and Mallery, 2010; Yılmaz and Sünbül, 2003). It is observed that the calculated normality, homogeneity and skewness values ( $0.08 < \text{Skewness} < 0.98$ ) meet the normal distribution assumptions. For this reason, t-test and ANOVA from Parametric Analysis techniques have been used in the study.

## Results

**Table 7.** Scores of the translation and interpreting students from the entrepreneurship scale

| Entrepreneurship | n   | Min. | Max. | X      | Ss    | Weighted Mean | Result |
|------------------|-----|------|------|--------|-------|---------------|--------|
|                  | 154 | 110  | 251  | 205.22 | 24.54 | 4.02          | High   |

As seen in Table 7, Translation and interpreting students got 205.22 points out of the whole scale. When this mean is divided by the number of items, it shows that the students have a weighted mean of 4.02. According to the 5-point Likert rating range, this finding shows that the translation and interpreting students have higher levels of entrepreneurship.

**Table 8.** Comparison of the entrepreneurship levels of translation and interpreting students by gender

| Group  | n   | Mean   | Ss   | t      | p     |
|--------|-----|--------|------|--------|-------|
| Female | 112 | 208.39 | 1.92 | -2.452 | 0.015 |
| Male   | 42  | 197.43 | 4.99 |        |       |

Having the t test been conducted to compare the entrepreneurship levels of the translation and interpreting students according to their gender status, it has been observed that the entrepreneurship levels of the female translation and interpreting students and the male translation and interpreting students are different from each other [t value = -2,431 p<0.05]. Accordingly, the female students have higher entrepreneurship scores than the male students.

**Table 9.** Comparison of the entrepreneurship levels of translation and interpreting students according to their family income

| Family Income         | n  | x      | Ss    | F     | p     |
|-----------------------|----|--------|-------|-------|-------|
| 5.000 TL or less      | 32 | 207,00 | 4,25  | 1.139 | 0.341 |
| 5.000 TL - 8.000 TL   | 53 | 207,92 | 2,84  |       |       |
| 8.000 TL - 15.000 TL  | 51 | 199,72 | 3,50  |       |       |
| 15.000 TL – 20.000 TL | 7  | 204,14 | 15,44 |       |       |
| 20.000 TL and above   | 11 | 213,18 | 8,42  |       |       |

After the one-way analysis of variance (ANOVA) test, which has been conducted to compare the entrepreneurship levels of the translation and interpreting students according to their family income status, no significant difference was found between the entrepreneurship scores of the translation and interpreting students [F-value = 1.139  $p>.05$ ].

**Table 10.** Comparison of the entrepreneurship levels of translation and interpreting students according to their mother's educational status

| Educational Status of the Mothers | n  | x      | Ss   | F     | p     |
|-----------------------------------|----|--------|------|-------|-------|
| Primary School                    | 64 | 207,93 | 2,81 | 0.784 | 0.537 |
| Middle School                     | 28 | 198,57 | 5,18 |       |       |
| High School                       | 39 | 205,89 | 4,53 |       |       |
| Undergraduate                     | 7  | 200,57 | 5,02 |       |       |
| Graduate                          | 16 | 206,37 | 5,19 |       |       |

After the one-way analysis of variance (ANOVA) test was conducted to compare the entrepreneurship levels of the translation and interpreting students according to their mother's educational status, no significant difference was found between the entrepreneurship scores of the translation and interpreting students [F value = 0.784  $p>0.05$ ].

**Table 11.** Comparison of the entrepreneurship levels of translation and interpreting students according to their father's educational status

| Educational Status of the Fathers | n  | x      | Ss   | F     | p     |
|-----------------------------------|----|--------|------|-------|-------|
| Primary School                    | 41 | 207,41 | 3,85 | 1.182 | 0.321 |
| Middle School                     | 26 | 201,23 | 4,83 |       |       |
| High School                       | 49 | 204,30 | 3,60 |       |       |
| Undergraduate                     | 9  | 193,44 | 9,01 |       |       |
| Graduate                          | 29 | 210,89 | 4,04 |       |       |

After the one-way analysis of variance (ANOVA) test was conducted to compare the entrepreneurship levels of the translation and interpreting students according to their father's educational status, no significant difference was found between the entrepreneurship scores of the translation and interpreting students [F value = 1.182  $p > 0.05$ ].

**Table 12.** Comparison of the entrepreneurship levels of translation and interpreting students according to the population of the regions where they grew up

| Population        | n  | x      | Ss   | F     | p     |
|-------------------|----|--------|------|-------|-------|
| 200.000 or less   | 25 | 205,76 | 3,87 | 0.764 | 0.516 |
| 200.000-500.000   | 22 | 208,90 | 4,74 |       |       |
| 500.000-1.000.000 | 20 | 210,70 | 4,82 |       |       |
| 1.000.000 or more | 87 | 202,87 | 2,89 |       |       |

After the one-way analysis of variance (ANOVA) test was conducted to compare the entrepreneurship levels of the translation and interpreting students according to the regions where they grew up, no significant difference was found between the entrepreneurship scores of the translation and interpreting students [F value = 0.764,  $p > 0.05$ ].

**Table 13.** Comparison of the entrepreneurship levels of translation and interpreting students according to the number of siblings

| Number of Siblings | n  | x      | Ss   | F     | p     |
|--------------------|----|--------|------|-------|-------|
| Only child         | 16 | 199,12 | 8,09 | 1.433 | 0.235 |
| 1 sibling          | 34 | 208,20 | 3,72 |       |       |
| 2 siblings         | 47 | 209,59 | 3,02 |       |       |
| 3 or more siblings | 57 | 201,54 | 3,47 |       |       |

After the one-way analysis of variance (ANOVA) test was conducted to compare the entrepreneurship levels of the translation and interpreting students according to the number of siblings, no significant difference was found between the entrepreneurship scores of the translator and interpreting students [F value = 1.433,  $p > 0.05$ ].

## Discussion

Entrepreneurship requires skilled people to create innovative and meaningful contributions to the economy and civil society. As a political goal, encouraging the growth of entrepreneurship in university students makes a lot of sense, but there is currently little research on how students improve their skills to be successful entrepreneurs.

According to the findings of this study, translation and interpreting students at Selçuk University have high levels of entrepreneurship. The study begins with the idea that the impact of intention on the scope of initial activities may be affected by the students' individual backgrounds as well as the environment in which they engage. As a result, the gender of the students, their family income, the educational status of the students' parents, the population of the region where the students grew up, and the number of siblings of the students have all been examined. This study is important for the literature since there is no other study measuring the entrepreneurship levels of translation and interpreting students.

Firstly, the sub-problem "Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their gender?" is asked for the research. It is found that the entrepreneurial levels of female translation and interpreting students and male translation and interpreting students differ. Female students outperform male students in terms of entrepreneurship.

When the literature on this question is reviewed, identical and different results are found. According to a study on college age career interests, girls are over 30% less likely than boys to seek entrepreneurial careers (Wilson et al. 2004). Male university students have better general entrepreneurial self-efficacy and entrepreneurial goals than female students, according to research (Wilson et al. 2007). The reasons put forward for explaining these findings are similar to those given in male-dominated fields, such as women's lack of firsthand experience as successful entrepreneurs and a shortage of female role models (Coleman and Robb, 2012). In this study, however, it has been observed that female students tend to become more entrepreneurial than male students. Some other studies support the research results. Gender is a variable that draws much attention in entrepreneurship analyses. Female entrepreneurs often report levels of innovation equal to or higher than that of male entrepreneurs (Molina, 2020).

Secondly, the sub-problem "Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their families' income levels?" is asked for the research. Considering the results received to compare the entrepreneurship levels of the translation and interpreting students according to their family income status, no significant difference is found between the entrepreneurship scores of the translation and interpreting students. Some studies show that entrepreneurs coming from families with high income and low income both pursue entrepreneurship, but in a different way. The difference lies in the fact that entrepreneurs from families with high income tend to pursue entrepreneurship opportunities, while the entrepreneurs from poorer families tend to be necessarily

motivated. High income families provide entrepreneurs with financial resources, and it allows them to seek out opportunities (Molina, 2020).

Another study conducted by Albert et al. (2023) shows that low and medium income households have more or less similar opportunities as high-income households, but the difference lies in the fact that these households have more difficulties in access to external financial resources. For low and medium income households there is more difficulty in accessing banks, family and friends because these sources increase their precautionary savings.

Thirdly, the sub-problem “Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their mothers' educational status?” is asked for the research. Considering the results obtained to compare the entrepreneurship levels of the translation and interpreting students according to their mother's educational status, no significant difference is found between the entrepreneurship scores of the translation and interpreting students.

However, some studies show that individuals with high entrepreneurial self-efficacy have higher exposure to entrepreneurship through self-employed family members working in a small business (Frazier and Niehm, 2008). According to Moen et al. (1997), a mother's professional activity has the capability to affect a child's choice of career in entrepreneurship. In addition, the findings of Schindehutte, Morris and Brennan (2003) state that mothers who are entrepreneurs have a significant impact on the childhood experience of their children and that there is a positive impact.

Fourthly, the sub-problem “Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to their fathers' educational status?” is asked for the research. Considering the results obtained to compare the entrepreneurship levels of the translation and interpreting students according to their father's educational status, no significant difference is found between the entrepreneurship scores of the translation and interpreting students.



According to another study conducted by Tumati and Kumar (2023), there is no significant relationship between the father's profession and the child's opinions on perceived entrepreneurial support. However, a related study shows that entrepreneurial families encourage behaviors that are important for entrepreneurial success and develop positive attitudes towards entrepreneurship (Van Auken et al., 2006), and the presence of a parent in an entrepreneurial career seems to increase entrepreneurial self-efficacy (Scherer et al., 1989).

Fifthly, the sub-problem “Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to the population of the regions they grew up in?” is asked for the research. Considering the results obtained to compare the entrepreneurship levels of the translation and interpreting students according to the regions where they grew up, no significant difference is found between the entrepreneurship scores of the translation and interpreting students.

However, some other studies show that entrepreneurs favor greater market potential (Glaeser et al., 2010), and large markets benefit from economies and provide greater incentives for entrepreneurship by creating externalities (Acs et al., 2008a). Macke et al. (2018) state that cities are known for giving chance to creativity and innovation, and they offer entrepreneurial interest. Product or service consumption levels are generally higher in cities than in rural areas, which help business firms in exploring new entrepreneurial opportunities.

According to a study conducted by Tavassoli et al. (2021), the self-employment rate increases significantly with the population of the city, but the effect is modest. As the population of the city increases by 10 percent, the self-employment rate also increases. This implies that big cities seem to be moderately friendlier to entrepreneurs.

Lastly, our sixth sub-problem “Do the entrepreneurship levels of the translation and interpreting students at Selçuk University differ according to the number of siblings?” is asked for the research. Considering the results obtained to compare the

entrepreneurship levels of the translation and interpreting students according to the number of siblings, no significant difference is found between the entrepreneurship scores of the translator and interpreting students.

However, another research shows that the number of siblings affects the availability of potential sources of borrowing and thus the likelihood of successfully financing a new business. In countries where financial markets are underdeveloped, a person with more siblings is less likely to face credit restrictions and therefore more likely to become an entrepreneur. If private businesses have difficulty obtaining loans from banks or other financial institutions, having more siblings can increase borrowing resources for a potential entrepreneur (Li and Wu, 2018).

## **Conclusion**

There remains no doubt that entrepreneurship is a path to economic empowerment for women. This is especially true in developing countries, where women face obstacles to employment in the formal sector, and entrepreneurship is an obvious way to avoid low-paying jobs. When the gender variable is analyzed, it is noteworthy that a significant difference in entrepreneurship levels has been detected between male and female students studying in the department of translation and interpreting at Selçuk University in Türkiye.

There is no significant difference in the entrepreneurship levels of the students studying in the department of translation and interpreting at Selçuk University when other variables are taken into account, except for the gender variable. The reason why female students are more entrepreneurial than male students may be related to the fact that women tend to be more intuitive/courageous and more self-regulated, which are still found to be some of the most important factors for university students' entrepreneurial activities. The results obtained from the scale support the finding that self-regulation skills can help place individuals on entrepreneurial life paths before they engage in actual entrepreneurship.

Finally, this article does not rely on the rich qualitative data we have collected along with our quantitative data. Future research should begin to integrate quantitative and qualitative data in such a way as to inductively explore new factors that can predict the development of entrepreneurship and improve the education of entrepreneurship in the department of translation and interpreting, while testing existing hypotheses and taking previous findings into account. Our findings are merely a drop in the bucket. Consequently, more study needs to be conducted on this topic.

### **Suggestions**

A larger group of translation and interpreting students can be formed in order to study the entrepreneurship levels of the students.

Qualitative method can also be used together with the quantitative method in order to determine the entrepreneurship levels of translation and interpreting students from a different point of view.

Whether the translation and interpreting students have any previous work experience can also be considered as a sub-problem in future studies.

Before collecting the data, some detailed information about entrepreneurship can also be given to students.

Based on the results obtained, a new course related to entrepreneurship can also be added to the Department of Translation and Interpreting curriculum as an elective course.

### **Ethics Committee Approval**

This study was conducted with the approval of Selçuk University School of Foreign Languages Scientific Research and Publication Ethics Board (Decision: 2022/05 Dated: 17/10/2022).

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## APPENDIX

Entrepreneurship scale developed by KÖKSAL & YÜRÜK (2022)

|   | <b>WHAT IS<br/>ENTREPRENEURSHIP<br/>HIP TO YOU?</b>                                                                                   | <b>Definitely<br/>agree</b> | <b>Agree</b> | <b>Undecided</b> | <b>Disagree</b> | <b>Definitely<br/>disagree</b> |
|---|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------|------------------|-----------------|--------------------------------|
| 1 | <b>Starting a business related to one's field by one's own means, instead of working with a salary for someone or an institution.</b> |                             |              |                  |                 |                                |
| 2 | <b>Serving as a foreign language teacher in public or private educational institutions.</b>                                           |                             |              |                  |                 |                                |
| 3 | <b>Being able to take risks by taking field related steps even small ones.</b>                                                        |                             |              |                  |                 |                                |

|   |                                                                                                                                                |  |  |  |  |  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 4 | <b>Being able to engage in commercial activities related to the language in which he/she is educated if the business intelligence is high.</b> |  |  |  |  |  |
| 5 | <b>Developing and selling online applications related to foreign languages by using their technological knowledge.</b>                         |  |  |  |  |  |
| 6 | <b>Starting private courses to give foreign language education.</b>                                                                            |  |  |  |  |  |
| 7 | <b>Engaging in tourism related activities.</b>                                                                                                 |  |  |  |  |  |
| 8 | <b>Being not afraid but courageous while doing something related to the field.</b>                                                             |  |  |  |  |  |
| 9 | <b>Working in different countries by receiving</b>                                                                                             |  |  |  |  |  |



|    |                                                                                                   |  |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | <b>international certificates.</b>                                                                |  |  |  |  |  |
| 10 | <b>Investing in self-development related to one's field.</b>                                      |  |  |  |  |  |
| 11 | <b>Being able to work in different areas related to one's field.</b>                              |  |  |  |  |  |
| 12 | <b>Being able to produce creative ideas by taking the risk of failure related to one's field.</b> |  |  |  |  |  |
| 13 | <b>Presenting one's own ideas and putting them into practice.</b>                                 |  |  |  |  |  |
| 14 | <b>Being able to express oneself easily.</b>                                                      |  |  |  |  |  |
| 15 | <b>Works that a person is willing to do and strives to do.</b>                                    |  |  |  |  |  |
| 16 | <b>Making progress in life related to one's field.</b>                                            |  |  |  |  |  |

|    |                                                                                                                        |  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 17 | <b>Taking a new step that will change the life of the person related to the field and introducing new products.</b>    |  |  |  |  |  |
| 18 | <b>Starting and developing a business.</b>                                                                             |  |  |  |  |  |
| 19 | <b>Being open to innovations, planning by considering the pros and cons of any business and managing this process.</b> |  |  |  |  |  |
| 20 | <b>Contributing to the development of people related to the field and making investments for the future.</b>           |  |  |  |  |  |
| 21 | <b>Being open to self-learning and self-development.</b>                                                               |  |  |  |  |  |

|    |                                                                                                                                                       |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 22 | <b>Planning new projects and putting them into practice.</b>                                                                                          |  |  |  |  |  |
| 23 | <b>Transforming opportunities related to the field of entrepreneurship into new values with different interpretations and views.</b>                  |  |  |  |  |  |
| 24 | <b>Investing in the field of interest to establish one's own business to benefit financially.</b>                                                     |  |  |  |  |  |
| 25 | <b>Developing strategies according to the needs related to the field and taking the possible risks considering the positive and negative aspects.</b> |  |  |  |  |  |
| 26 | <b>Exhibiting stability in studies related to ambitions,</b>                                                                                          |  |  |  |  |  |

|    |                                                                                                                                                           |  |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | <b>enthusiasms, and field.</b>                                                                                                                            |  |  |  |  |  |
| 27 | <b>Being able to dominate the digital world and producing digital ideas related to the field.</b>                                                         |  |  |  |  |  |
| 28 | <b>Taking different actions by taking financial, psychological, and social risks and benefiting financially by putting the necessary time and effort.</b> |  |  |  |  |  |
| 29 | <b>Being able to establish a business by assuming all risks for profit.</b>                                                                               |  |  |  |  |  |
| 30 | <b>Organizing events in which economic opportunities related to the field are transformed into new values.</b>                                            |  |  |  |  |  |

|    |                                                                                                                   |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 31 | <b>Opening new business areas related to the field by standing on one's own feet.</b>                             |  |  |  |  |  |
| 32 | <b>Being able to find the strength to be successful in one's field.</b>                                           |  |  |  |  |  |
| 33 | <b>The whole of innovations and further studies made in one's own fields.</b>                                     |  |  |  |  |  |
| 34 | <b>Going out of the ordinary and taking risks.</b>                                                                |  |  |  |  |  |
| 35 | <b>Taking risks by embarking on an adventure related to the field.</b>                                            |  |  |  |  |  |
| 36 | <b>Having the logic of the private sector.</b>                                                                    |  |  |  |  |  |
| 37 | <b>Benefiting financially by putting all kinds of ideas, even the simplest, unimportant thoughts into action.</b> |  |  |  |  |  |

|    |                                                                                                                                                                             |  |  |  |  |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 38 | <b>The sum of the efforts made to find what is better for oneself than the current situation.</b>                                                                           |  |  |  |  |  |
| 39 | <b>The sum of ideas that anyone with any knowledge or education has come up with to benefit financially in accordance with today's conditions.</b>                          |  |  |  |  |  |
| 40 | <b>Drawing a new roadmap by bringing together various branches, ideas or information related to the field.</b>                                                              |  |  |  |  |  |
| 41 | <b>Being able to do one's own job to acquire the necessary economic competence to obtain the elements such as food, drink and shelter necessary to continue one's life.</b> |  |  |  |  |  |

|    |                                                                                                                    |  |  |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 42 | <b>Starting one's own business without being under the management of someone else.</b>                             |  |  |  |  |  |
| 43 | <b>Having the courage, self-confidence, and creative ideas.</b>                                                    |  |  |  |  |  |
| 44 | <b>Being able to discover one's own world in the field.</b>                                                        |  |  |  |  |  |
| 45 | <b>Steps taken to make a profit or benefits.</b>                                                                   |  |  |  |  |  |
| 46 | <b>Being able to evaluate the opportunities encountered in the field after graduating from the related school.</b> |  |  |  |  |  |
| 47 | <b>Being able to ignore the current ordinary ideas and taking steps that will make a difference in the field.</b>  |  |  |  |  |  |
| 48 | <b>Bringing new ideas to life by filtering them</b>                                                                |  |  |  |  |  |

|    |                                                                                            |  |  |  |  |  |
|----|--------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | <b>through reason and logic.</b>                                                           |  |  |  |  |  |
| 49 | <b>Being able to evaluate all kinds of opportunities related to the field.</b>             |  |  |  |  |  |
| 50 | <b>Entering the business world by putting new ideas contributing to the existing ones.</b> |  |  |  |  |  |
| 51 | <b>Being able to see the possibilities related to the field from a broad perspective.</b>  |  |  |  |  |  |