In The Context Of The Masculinity Cultural Dimension Of Hofstede, Entrepreneurial Metaphors Of The Faculty Of Economics And Administrative Sciences' (Feas) Students Taking Entrepreneurship Course

Dr. Dursun BOZ
Kütahya Dumlupınar University, Social Sciences Institute, dursunboz@hotmail.com, Kütahya/Turkey

Assoc. Prof. Dr. Cengiz DURAN
Kütahya Dumlupınar University, Faculty of Economics and Administrative Sciences, Department of Business Administration, cengiz.duran@dpu.edu.tr, Kütahya/Turkey

ABSTRACT

The purpose of this study is to designate "Entrepreneurial" metaphors of the Dumlupınar University FEAS Students that have taken Entrepreneurship Course. The research has been applied on a volunteer basis to the Dumlupınar University FEAS Students in Kütahya that have taken Entrepreneurship Course in 2017-2018 academic year. Within the research, voluntary students have been given open ended questionnaires in the form of "An entrepreneur is like……………………………, because…………………………………..". In accordance with the qualitative research design, content analysis has applied to the obtained questionnaire data. In the responses, it has been ascertained that students produced metaphors in 8 different categories for the theme of "Entrepreneurial". In the examination of produced 201 metaphors according to gender variables, it has been determined that the metaphors which female students has produced have feminine characteristics, and the metaphors which male students has produced have masculine characteristics.

Keywords: Entrepreneur, Metaphor, Entrepreneurial Metaphors, Masculinity/Femininity

JEL Codes: M00, M13

1. INTRODUCTION

Metaphor, in the meaning of trope, is expressed as "*a word used differently from its original meaning as a result of a relevancy or analogy; using a word or concept in a way to have a different meaning apart from its admitted meaning*" in the dictionary of Turkish Language Association. In Turkish, *istiare* is used to describe metaphor. Instead of the concept of metaphor, trope and *istiare* can be used. However, using *istiare*, which depicts analogic, is more suitable to describe metaphor. Since it is important usually for analogic to be the known and tangible, we can reach to the unknown and abstract one starting from here. To ensure this, stories, tales, similes and examples are used (Sofı, 2015:2).

Metaphor (Phenomenology); is an element used to describe something via something else by simulating. It is a concept used differently from its original meaning as a result of a relevancy or analogy. It is also known as name alteration. The art of metaphor is done with intent to dynamise the narration and to invigorate the word used. It provides vitality, beauty, elegance, strength, depth or breadth to the word used (Morgan, 1998: 454). In this context, metaphor is a matter of concepts and thinking something via something else, neither a word nor explaining linguistic expressions. By definition, it is conceptual and used widely both in colloquial language and thought. Contrary to entrenched views, metaphor is not a tool anymore in which just creative, literary insights used, it is a valuable and cognitive magic which neither poets, philosophers, scientists, artists nor ordinary people can think and experience (Lakoff-Johnson, 2010: 14).

2. LITERATURE REVIEW

Metaphor was originally developed in 1980 as "cognitive, vertical view to metaphor" in Lokoff and Johnson's work "Metaphors We Live By". While this concept was accepted as the art of speech and used in limits of literature and linguistics studies until 1980, it has become the center of

interdisciplinary studies by the influence of "Contemporary Metaphor Theory" suggested by Lokoff and Johnson in 1980 (Döş, 2010: 607).

In the most common sense, metaphor can be expressed as "*explaining something via something else*" or "*explaining an unfamiliar phenomenon via a familiar phenomenon by simulating*". Metaphor is an element that strengthens a concept, which will be stated, by adding linguistic richness to narration, and provides a person to quickly apprehend the general idea that image points out. Most of the time, the meaning that a concept tries to give may not be able to express the full meaning. By the help of metaphor, language might be able to open up a horizon for simile, making a broader reference and pointing out. Hence, conceptual frame of the connotation in mind expands by means of metaphor (Türker, 2009:19). A great deal of philosophers state metaphor as "trying to depict something via simulating it to something else" and say that it stands for simile, trope or *istiare* in Turkish literature (Sekman, 2002: 210).

With the metaphor, the distinction between what is said and what is intended to say can be removed by revealing hidden feelings and thoughts (Zaltman and Zaltman 2008: 43). Metaphor (Phenomenology) focuses on the facts that we notice but we do not understand deeply. It is an important part of our everyday life because we use perceptions, events, and tendencies in our environment with concepts. However, this familiarity does not mean that we fully understand the facts. Metaphors provide an appropriate research ground to find out the facts that sometimes we are familiar with and sometimes we do not understand (Yıldırım and Şimşek, 2005: 72).

Metaphor; is to temporarily use the meaning of a word as a substitute for another word. It is to temporarily assign another similar meaning to a word, entity or concept by giving another entity's name which is akin to it or by removing a word's real name; to use a word's meaning in a way to overshadow its original meaning through similarities; to give a name belonging to something else as a name to something else (Saruhan, 2005:1). Metaphor indicates the experience encountered that effects the thought representing something with its other aspect (Zaltman, 2004: 257). Metaphor is used when people want to discover something and understand it. Metaphor, which new generation theorists explains with some speculative concepts, reveals some aspects of some concepts (Yob, 2003:133-134). Metaphor is to schematize a person's perceptions, attitudes and behaviors, and events and concepts in his subconscious in his own way. The meaning that a person attributes to a concept or a fact is kept in the memory usually in the form of concept labels or in the form of analogous codes (Doğan, 2017:723).

Metaphorical expression has been started to use by ancient philosophers, many philosophers in the history of philosophy have used metaphor to better express themselves and this has proceeded till today. More importantly, in the fields of thought in which abstract subjects are dealt with, it has been imperative that philosophers need metaphors to express their thoughts more clearly. It is possible to see traces of the use of the art of metaphor by Islamic philosophers. Ghazali, Ibn al-Arabi and Mevlana often used metaphors to describe their thoughts (Kutluay, 2009:12). In daily life, we can use metaphorical thinking to develop new perspectives, to say something new, to discover new worlds. Because of these claims, when appropriate, *istiare* can be processed metaphorically, but not every metaphor is to be evaluated as an *istiare* (Lakoff and Johnson 2005:11).

3. DATA AND METHOD

In order to form the dataset in the study, national and international researches on the metaphor have been examined. Studies of Lakoff and Johnson (2003), Yob (2003), İşcan (2005), Anık (2006), Aydın (2006), Jensen (2006), Çelikten (2006), Semerci (2007), Gürer (2008), Uğurlu (2008), Saban (2009), Korkmaz (2009), Botha (2009), Aydın and Pehlivan (2010), Çapan (2010), Doğan and Üngüren (2010), Döş (2010), Sarı (2010), Coşkun (2010), Sürgevil and Budak (2010), Afacan (2011), Saban (2011), Geçit and Gençer (2011), Gündüz et al. (2011), Güveli et al. (2011), Hacıfazlıoğlu et al. (2011), Eraslan (2011), Soydan (2011), Özsoy (2011), Bayraktaroğlu et al. (2011), Yüce and Demir

(2011), Korkut and Owen (2012), Gömleksiz et al. (2012), Karaırmak and Güloğlu (2012), Ünal (2012), Sadık and Sarı (2012), Sosyal and Afacan (2012), Akbaş and Gençtürk (2013), Erbay and Özbek (2013), Kaya (2013), Tortop (2013), Çalışkan (2013), Özbaş and Aktekin (2013), Özdemir and Akkaya (2013), Üye (2013), Aslan (2013), Özpolat (2014), Eren et al. (2014), Babacan (2014), Kaya (2014), Karaçam and Aydın (2014), Giren and Durak (2015), Doğan (2015), Zembat et al. (2015), Atik et al. (2016), Ayhan et al. (2016), Ekici (2016), Güler et al. (2016), Şenel (2016), Kayhaoğlu and Kırıktaş (2016), Temel et al. (2016), Duran and Dağlıoğlu (2016), Çelik and Arı (2016), Judge (2016), Tarasti (2016), Doğan (2017), Kaya (2017), He and Yang (2017), Kent and Lane (2017), Lynch and Fisher (2017), Tang et al. (2017), Tay (2017), Thibodeau et al. (2017), Tobing (2018), Drouillet et al. (2018), Neilson (2018), Briner et al. (2018), Burgers et al. (2018), Craig (2018), Şahin and Sabancı (2018) have been reviewed. As a result of the reviews, it has been determined that sentence completion and open ended sentences are used in the researches for determining metaphor. In the end, a form, in which "An entrepreneur is like……………………………….……,because…………….………………………….." was written, was delivered to students and they were informed about the study and asked to fill the forms on a volunteer basis. For the research, content analysis that are frequently used in qualitative researches has been used. This method is an application in which the coding made within certain rules is divided into smaller categories with some words of text (Büyüköztürk et al., 2010). The metaphors created by the students in the study have been examined, the inappropriate ones have been eliminated and the metaphor categories have been created.

4. FINDINGS AND DISCUSSION

Of the 250 volunteer students who participated in the research, 201 metaphor for "Entrepreneurial" has been obtained. According to the produced metaphors, the students' demographic information of is presented in Table 1, the frequency information in Table 2, and the distribution according to the departments in Table 3.

Table 1: Demographic Information

The Students' Departments	Female	Male	Total	Percentage %
Business 1	14	10	24	11.94
Business 2	30	18	48	23.89
Business 3	17	8	25	12.43
Business 4	28	11	39	19.40
Economics	26	15	41	20.40
Politics and International Relations (PIR)	12	12	24	11.94
Total	127	74	201	100.00

According to Table 1, when we examined the distribution of the students according to their departments; it has been observed that 11.94% of the students are Business 1st grade, 23.89% are Business 2nd grade, 12.43% are Business 3rd grade, 19.40% are Business 4th grade, 20.40% are Economics and 11.94% are Politics and International Relations.

Table 2: High Frequency Metaphors

Name of metaphor	Female	Percent %	Male	Percent%	Total	Percent %
Animal Metaphors	22	53.65	19	46.35	41	20,40
Vocational Metaphors	25	64.10	14	35.90	39	19,40
Societal Role Metaphors	25	65.78	13	34.22	38	18,91
Human&Nature Metaphors	10	62.50	6	37.50	16	7,96
Courage&Risk Metaphors	8	53.33	7	46.67	15	7,46
Technology Metaphors	12	92.30	1	7.70	13	6,47
Well-Known Person Metaphors	7	58.33	5	41.67	12	5,97
Other Metaphors	18	66.67	9	33.33	27	13,43
Total	127		74		201	100,00

According to Table 2, of the 201 metaphors, 127 (63.18%) were produced by female students, 74 (36.82%) were produced by male students. Of the animal metaphors, 53.65% were produced by

female students, 46.35% by male students. Of the vocational metaphors, 64.10% were produced by female students, 35.90% by male students. Of the societal role metaphors, 65.78% were produced by female students, 34.22% by male students. Of the human and nature metaphors, 62.50% were produced by female students, 37.50% by male students. Of the courage and risk metaphors, 53.33% were produced by female students, 46.67% by male students. Of the technology metaphors, 92.30% were produced by female students, 7.70% by male students. Of the well-known person metaphors, 58.33% were produced by female students, 41.67% by male students. Of the other metaphors, 66.67% were produced by female students, 33.33% by male students.

When we examined gender variable of the produced metaphors according to proportional representation rate; in the categories of vocational metaphors, societal role metaphors, technology metaphors and other metaphors, it has been seen that female students show positive significant difference in comparison with male students. When we examined gender variable of the produced metaphors according to proportional representation rate; in the categories of animal metaphors, human and nature metaphors, courage and risk metaphors and well-known person metaphors, it has been seen that male students show positive significant difference in comparison with female students. This difference can be assessed by the culture's masculinity / femininity dimension. In his research that he performed in 40 countries with more than 100.000 IBM workers, Hofstede (1980) has determined that culture has four dimensions (power distance, uncertainty avoidance, individualism and masculinity). As fifth dimension, he has added time orientation, which includes long-term and short-term perspectives, in his researches in Asia (Hofstede, 1994).

Table 3: Distribution of Metaphors by Departments

Metaphor's Distribution	Business1	Percentage %	Business2	Percentage %	Business3	Percentage %	Business4	Percentage %	Economics	Percentage %	PIR	Percentage %	Total	General Percentage %
Animal Metaphors	1	2.43	11	26.83	13	31.71	9	21.95	4	9.76	3	7.32	41	100
Vocational Metaphors	2	5.12	8	20.52	3	7.69	7	17.95	14	35.90	5	12.82	39	100
Societal Role Metaphors	6	15.79	12	31.58	1	2.63	8	21.05	6	15.79	5	13.16	38	100
Human&Nature Metaphors	6	37.50	3	18.75	0	0.00	2	12.50	3	18.75	2	12.50	16	100
Courage&Risk Metaphors	1	6.67	2	13.33	3	20.00	1	6.67	3	20.00	5	33.33	15	100
Technology Metaphors	4	30.77	3	23.08	1	7.69	3	23.08	1	7.69	1	7.69	13	100
Well-known Person Metaphors	1	8.33	5	41.67	1	8.33	4	33.34	1	8.33	0	0.00	12	100
Other Metaphors	3	11.11	4	14.81	3	11.11	5	18.52	7	25.93	5	18.52	27	100
Total	24		48		25		39		39		26		201	

Distribution of the produced metaphors by departments is presented in Table 3. When we examined the produced metaphors according to proportional representation rate on the basis of departments; it has been observed that Business 1st grade students mostly produced 37.50% of human and nature metaphors, Business 2nd grade students mostly produced 41.67% of well-known person metaphors, Business 3rd grade students mostly produced 31.71% of animal metaphors, Business 4th grade students mostly produced 33.34% of well-known person metaphors, Economics students mostly produced 35.90% of vocational metaphors and PIR students mostly produced 33.33% of courage and risk metaphors. When we examined department variable of the mostly produced metaphors according to proportional representation rate; the metaphors that PIR and Business 1st, 2nd, 3rd and 4th grade

students have produced have shown masculine characteristics. On the other hand, the metaphors that economics students have produced have shown feminine characteristics.

Categorical Analysis of Entrepreneurial Metaphors

The metaphors obtained by the answers of the students participating in the research are categorized and discussed under 8 titles.

Animal Metaphors

The students have produced a total of 41 metaphors in the category of animal metaphors. The fact that these metaphors are often carnivorous and predatory animals creates a perception that being an entrepreneur is difficult. Some of the participants' responses in this category are as follows;

An entrepreneur is like a wolf, because; wolves are clever and careful enough (Participant 08, Male, Age 20).

An entrepreneur is like a lion, because; it paddles its own canoe and never hopes for help from anybody (Participant 15, Male, Age 21).

An entrepreneur is like a caretta caretta, because; it has courage to survive by overcoming hundreds of difficulties from the moment of hatching to it's arrival to sea (Participant 34, Male, Age 28).

An entrepreneur is like a coyote, because; it sees and uses the opportunities that nobody has noticed (Participant 39, Female, Age 22).

An entrepreneur is like a fox, because; it is open-eyed and it sees and uses opportunities beforehand (Participant 43, Female, Age 23).

An entrepreneur is like a deer passing in front of lions, because; he takes the risk albeit the people above him that can tear him apart in sector (Participant 49, Female, Age 21).

An entrepreneur is like a crocodile, because; just as a crocodile catches its prey suddenly without being seen in the water, an entrepreneur catches the job opportunities and ideas that he notices (Participant 58, Female, Age 20).

An entrepreneur is like a honey bee, because; it is never lazy and works all the time (Participant 182, Female, Age 20).

Vocational Metaphors

The students have produced a total of 39 metaphors in the category of vocational metaphors. The fact that these metaphors are professions which requires creativity and innovativeness creates a perception that being an entrepreneur is difficult. Some of the participants' responses in this category are as follows;

An entrepreneur is like a painter, because; just as a painter transfers the works, which he decided and dreamed, into the canvas, an entrepreneur brings the works into life (Participant 40, Male, Age 22).

An entrepreneur is like an artist, because; he needs to take risk and avoid banality (Participant 63, Female, Age 21).

An entrepreneur is like a driver in the traffic, because; he needs to know where to stop, where to accelerate and where to be cautious (Participant 104, Male, Age 21).

An entrepreneur is like a screenplay writer, because; he creates a nonexistent story and exhibits it (Participant 112, Male, Age 22).

An entrepreneur is like an advertiser, because; he gains a place by advancing with new jobs, ideas and steps (Participant 128, Female, Age 22).

An entrepreneur is like an pilot, because; his job is too risky but the salary is satisfying (Participant 166, Male, Age 22).

An entrepreneur is like a boxer, because; he never afraids of the punches he'll face (Participant 179, Male, Age 23).

An entrepreneur is like an artist, because; an artist is always pursues new and authentic works (Participant 180, Female, Age 20).

Societal Role Metaphors

The students have produced a total of 38 metaphors in the category of vocational metaphors. The fact that these metaphors consist of protective and leading roles emphasizes that an entrepreneur has coordination skills, follows the ideas he has generated, and ponders. Some of the participants' responses in this category are as follows;

An entrepreneur is like a person who devotes his life to his job, because; he always struggles to do good jobs (Participant 17, Female, Age 19).

An entrepreneur is like an exemplary student, because; he never skipped any homework given, presented the idea of fruit yogurt and patented it (Participant 35, Female, Age 23).

An entrepreneur is like a leader, because; he finds an idea or discovers and goes after it (Participant 36, Male, Age 23).

An entrepreneur is like a mother, because; just as a mother senses that her child is in danger, an entrepreneur also senses the danger beforehand (Participant 77, Female, Age 20).

An entrepreneur is like a father, because; like entrepreneurs, fathers earn money for their families and take care of their households in the best way (Participant 81, Female, Age 21).

An entrepreneur is like a little kid, because; he always asks questions, searches and has curiosity for learning (Participant 106, Female, Age 22).

An entrepreneur is like a mischievous child, because; he is always in a enterprising mood until he gets what he wants (Participant 129, Male, Age 23).

An entrepreneur is like a little child, because; he is always hungry for knowledge and thinks that knowledge has no limits (Participant 150, Male, Age 21).

Human and Nature Metaphors

The students have produced a total of 16 metaphors in the category of human and nature metaphors. In general, that people abide by the obligatory natural and environmental conditions to keep living is related to these metaphors. Human, who meets his own needs from nature and is also a part of ecosystem, sometimes buckles under the unruly rules of nature. Human, who is in relation with nature because of his necessities, has centralized himself by ignoring nature. This centralization has provided people with warrant to get involved in nature, and people has interfered directly. With this interference and the assumption that an entrepreneur has areas which he will dominate, disrupting natural life has been ignored. These metaphors creates the perception that these stem from the areas disrupted in natural life. Some of the participants' responses in this category are as follows;

An entrepreneur is like a human body, because; everything in the body has to proceed neatly and systematic (Participant 11, Female, Age 20).

An entrepreneur is like sky, because; it has a broad space and target audience (Participant 26, Male, Age 21).

An entrepreneur is like a mountain, because; the entrepreneur has to be heavy, business life never approves being reckless (Participant 86, Male, Age 20).

An entrepreneur is like soil, because; always new ideas grow in it (Participant 147, Female, Age 19).

Courage and Risk Metaphors

The students have produced a total of 15 metaphors in the category of courage and risk metaphors. In general, these metaphors are closely related with the entrepreneur's risk and courage in the process of enterprise. It has been observed that many entrepreneurs, who have changed the course of history, have taken risk and been courageous. Some of the participants' responses in this category are as follows;

An entrepreneur is like courage, because; someone without courage gives up in the face of difficulties, never wins (Participant 5, Female, Age 21).

An entrepreneur is like a fearless warrior, because; he loves taking risk and fights without fear (Participant 42, Female, Age 22).

An entrepreneur is like someone who loves taking risk, because; apart from other people, an entrepreneur takes every kind of risks to reach the objective he determined (Participant 171, Female, Age 21).

An entrepreneur is like a fearless warrior, because; he acts courageously by taking the chances, despite the consequences (Participant 198, Male, Age 23).

Technology Metaphors

The students have produced a total of 13 metaphors in the category of technology metaphors. In general, these metaphors are related with the entrepreneur's catching up with the speed of change. Entrepreneurs who keep pace with the speed of change and go beyond the demands and expectations of customers survive. Technology is one of the active weapons of an entrepreneur since dynamism is of vital importance for the entrepreneur. Metaphors have been produced about technology due to these active weapons. Some of the participants' responses in this category are as follows;

An entrepreneur is like google, because; it is quick, practical and systematic, and we can find whatever we look for (Participant 1, Female, Age 19).

An entrepreneur is like technology, because; there is a personality inside waiting to explode and improving itself (Participant 20, Female, Age 20).

An entrepreneur is like a radar, because; he is sharp-sighted, he sees opportunities and utilizes them (Participant 54, Female, Age 20).

An entrepreneur is like a production machine, because; without machines working, there would be no manufacture and earning profit (Participant 119, Female, Age 24).

Well-Known Person Metaphors

The students have produced a total of 12 metaphors in the category of well-known person metaphors. In general, these metaphors are related to the entrepreneur's passion, vision, making right decisions, being open to learning and doing his job with love in the process of enterprise. Some of the participants' responses in this category are as follows;

An entrepreneur is like Steve Jobs, because; he did revolutionary innovations in the field of mobile phones (Participant 30, Male, Age 21).

An entrepreneur is like Vehbi Koç, because; by expanding his circle of trade, he has brought innovation and advanced his lines of business in sectors such as food, domestic appliances, automotive, etc. (Participant 76, Female, Age 21).

An entrepreneur is like Ryan and Casey Corporation, because; they built the world's largest cargo company, UPS, with a bicycle and $100 (Participant 111, Male, Age 27).

An entrepreneur is like Gamze Cizreli, because; she has been successful in the service sector as a lady (Participant 133, Female, Age 22).

Other Metaphors

The students have produced a total of 27 metaphors in the category of other metaphors. These metaphors are related to the entrepreneur's attitudes and behaviors and his creative and innovative ideas he has created with the effect of environmental conditions in the process of enterprise. Some of the participants' responses in this category are as follows;

An entrepreneur is like a magnet, because; he knows where to take risk and he predicts when he will be successful, and pulls the success toward himself (Participant 2, Female, Age 18).

An entrepreneur is like a lottery ticket, because; if you win, you will be a millionaire, if you lose, you will be content with what you have (Participant 12, Female, Age 20).

An entrepreneur is like a tyre of the car, because; the car cannot move without the tyre, and there will be no entrepreneurship without the entrepreneur (Participant 151, Male, Age 20).

An entrepreneur is like love, because; once it starts, you can never finish it without concluding it (Participant 181, Female, Age 20).

5. CONCLUSION

People use metaphors when they have trouble expressing something. In this study, "Entrepreneurial" metaphors of the students that have taken Entrepreneurship Course are discussed in 8 categories. It has been determined that 201 students who participated the study on a volunteer basis have produced metaphors. The number of the categorized metaphors are respectively; the number of animal metaphors is 41, the number of vocational metaphors is 39, the number of societal role metaphors is 38, the number of human and nature metaphors is 16, the number of courage and risk metaphors is 15, the number of technology metaphors is 13, the number of well-known person metaphors is 12 and the number of other metaphors is 27. The highest number of metaphors produced by the participants is the number of animal metaphors, 41, while the least number of metaphors is the number of well-known person metaphors, 12. It has seen that the metaphors produced offset the basic characteristics (Topaloğlu, 2006:89) of an entrepreneur, which are the need for achievement, internal locus of control, tendency to take risk, uncertainty tolerance, when compared to self-confidence and innovativeness.

When we examined gender variable of the produced metaphors according to proportional representation rate; in the categories of vocational metaphors, societal role metaphors, technology metaphors and other metaphors, it has been seen that female students show positive significant difference in comparison with male students. When we examined gender variable of the produced metaphors according to proportional representation rate; in the categories of animal metaphors, human and nature metaphors, courage and risk metaphors and well-known person metaphors, it has been seen that male students show positive significant difference in comparison with female students. This significant difference that the male and female students have can be assessed by the masculinity / femininity dimension which Hofstede mentioned in the organizational culture. It seems that the metaphors produced by the male and female students are similar to the studies done. According to Şekerli and Gerede (2011); Masculinity / Femininity; is in the importance that is given to individuals and inter individual relations. The participation of the employees, solidarity, courtesy, equality, compassion and love in relations, which are dominant in the cultures having feminine traits, are in the forefront. In the cultures having masculine traits, autocratical and oppressive manners, passion to promotion, hardihood, importance of competition, ambition to make money ve materialist tendencies can be seen frequently. In their studies, Sargut (2010) alleges that the roles attributed to women are hurdles in the way to entrepreneurship, İpçioğlu (2011) claims that womens who are candidates for entrepreneurship have issues stemming from the culture, Morçin (2013) asserts that women's level

of entrepreneurship is lower, and Öncül et al. (2016) claim that employers and their partners have masculine characteristics.

An entrepreneur is known as the driving force that guides with his attitudes and behaviors in the development of a country. It can be said that this force is not fully developed due to having the communitarian cultural characteristics in our country. The present communitarian culture's tendencies to not to embark on an enterprise are expected to perform permanent changes in behaviors of the students having entrepreneurial potential through entrepreneurial training. In this context, entrepreneurial trainings can be energized through the students having entrepreneurial potential. By the help of this dynamism, a new playground is going to be open for the entrepreneurs who will take risk, see opportunities, be courageous, think innovative and be active in the information based transformation. With this trainings, this playground has to be open for all students in universities since it will contribute to enhance their practical life skills rather than being theoretical.

REFERENCES

AFACAN, Ö. (2011). "Fen Bilgisi Öğretmen Adaylarının Fen ve Teknoloji Öğretmeni Kavramlarına Yönelik Metafor Durumları". Education Sciences, 6(1), 1242-1254.

AKBAŞ, Y., and GENÇTÜRK, E. (2013). Coğrafi bilgi sistemleri kavramına metaforik bakış. Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 21, 179-196.

ANIK, C. (2006). Bilgi sosyolojisine göre bilginin işlevi ve bir model denemesi. Bilig Güz, S, 39, 1-29.

ASLAN, S. (2013). Birleştirilmiş Sınıflarda Görev Yapan Öğretmenlerin "Öğretmen" Kavramı İle İlgili Algılarının Metaforik İncelenmesi &60; br&62; Metaphoric Examination of Perception of Teachers Working in Multigrade Classrooms About "Teacher" Concept. Turkish Studies, 8(6), 43-59.

ATİK, G., ÇELİK, E. G., GÜÇ, E., and TUTAL, N. (2016). Psikolojik danışman adaylarının yapılandırılmış akran grup süpervizyonu sürecindeki metafor kullanımına ilişkin görüşleri. Ege Eğitim Dergisi, 17(2), 597-619.

AYDIN, İ. H. (2006). Bir felsefî metafor "yolda olmak". Dinbilimleri Akademik Araştırma Dergisi, 6(1), 9-22.

AYDIN, İ. S., and PEHLİVAN, A. (2010). Türkçe öğretmeni adaylarının öğretmen ve öğrenci kavramlarına ilişkin kullandıkları metaforlar. Turkish Studies, 5(3), 818-842.

AYHAN, A., DANACI, E. F., and İLHAN, S. Y. (2016). Lisans Öğrencilerinin Türkçe Pop Müziğe Yönelik Düşüncelerinin Metafor Analizi Yoluyla Değerlendirmesi.

BABACAN, E. (2014). Agsl Öğrencilerinin Müzik Kavramina İlişkin Algilari: Metafor Analizi. Eğitim ve Öğretim Araştırmaları Dergisi, 3(1), 124-132.

BAYRAKTAROĞLU, S., KUTANIS, R. Ö., ve TUNÇ, T. (2011). İnsan kaynakları yönetimi bilişsel düzeyde nasıl algılanıyor? Metafora dayalı bir değerlendirme. Eskişehir Osmangazi Üniversitesi İİBF Dergisi, 6(1), 7-29.

BOTHA, E. (2009). Why metaphor matters in education. South African Journal of Education, 29(4), 431-444.

BRINER, S. W., SCHUTZENHOFER, M. C., & VIRTUE, S. M. (2018). Hemispheric processing in conventional metaphor comprehension: The role of general knowledge.Neuropsychologia, 114, 101-109.

BURGERS, C., de LAVALETTE, K. Y. R., & STEEN, G. J. (2018). Metaphor, hyperbole, and irony: Uses in isolation and in combination in written discourse. Journal of Pragmatics, 127, 71-83.

BÜYÜKÖZTÜRK, Ş., KILIÇ-ÇAKMAK, E., AKGÜN, Ö.E., KARADENİZ, Ş. and DEMİREL, F. (2010). Bilimsel Araştırma Yöntemleri, (6.Baskı). Ankara: Pegem Akademi Yayıncılık.

COŞKUN, M. (2010). Metaphors (mental images) of high school students about "climate" concept; lise öğrencilerinin "iklim" kavramıyla ilgili metaforları (zihinsel imgeleri). Turkish Studies, 5(3), 919-940.

CRAIG, C. J. (2018). Metaphors of knowing, doing and being: Capturing experience in teaching and teacher education. Teaching and Teacher Education, 69, 300-311.

ÇALIŞKAN, N. (2013). Kavramsal anahtar modeli ile metafor ve deyim öğretimi. Bilig (Türk Dünyası Sosyal Bilimler Dergisi), 64, 95-122.

ÇAPAN, B. E. (2010). Öğretmen Adaylarının Üstün Yetenekli Öğrencilere İlişkin Metaforik Algıları. Journal of International Social Research, 3(12).

ÇELİK, T., and ARI, G. S. (2017). Bankalarda Örgüt Kültürünün Belirlenmesinde Alternatif Bir Yöntem Olarak Metafor Analizi. İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ DERGİSİ, 31.

ÇELİKTEN, M. (2006). Kültür Ve Öğretmen Metaforları. Administrative Science Quarterly, 25, 606-622.

ÇULHA ÖZBAŞ, B., and AKTEKİN, S. (2013). Tarih Öğretmen Adaylarının Tarih Öğretmenliğine İlişkin İnançlarının Metafor Analizi Yoluyla İncelenmesi. Journal of Theory and Practice in Education (JTPE), 9(3).

DOĞAN, Y. (2015). 100. Yılında öğretmen adayları ve öğrencilerin bakışıyla Çanakkale Savaşları: Bir metafor araştırması. Turkish Studies, 10(3), 369-386.

DOĞAN, Y. (2017). Ortaokul öğrencilerinin çevre kavramına ilişkin sezgisel algıları: bir metafor analizi. Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 18(1), 721-740.

DOĞAN, H. ve ÜNGÜREN, E. (2010). İşletmelerde metafor kavramı ve önemi: yöneticilerin stratejik iletişim ve paylaşım araçları olarak metaforlar ve etkin kullanım yolları. Alanya İşletme Fakültesi dergisi, 2(2), 61-74

DÖŞ, İ.(2010) "Aday Öğretmenlerin Müfettişlik Kavramına İlişkin Metafor Algıları" Gaziantep Üniversitesi Sosyal Bilimler Dergisi. 9(3):607-629.

DROUILLET, L., STEFANIAK, N., DECLERCQ, C., & OBERT, A. (2018). Role of implicit learning abilities in metaphor understanding. Consciousness and cognition, 61, 13-23.

DURAN, A., and DAĞLIOĞLU, H. E. (2017). Okul Öncesi Öğretmen Adaylarının Üstün Yetenekli Çocuklara İlişkin Metaforik Algıları. Gazi University Journal of Gazi Educational Faculty (GUJGEF), 37(3).

EKİCİ, G. (2016). Biyoloji Öğretmeni Adaylarının Mikroskop Kavramına İlişkin Algılarının Belirlenmesi: Bir Metafor Analizi Çalışması. Journal of Kirsehir Education Faculty, 17(1).

ELDEM Ülkü İlgi (2009), " Bilinçaltı Reklamcılık Ve Tüketici Davranışları Üzerindeki Etkisi" Unpublished Postgraduate Thesis, Maltepe Üniversitesi Sosyal Bilimler Enstitüsü Radyo Sinema Tv Anabilim Dalı, İstanbul

ERASLAN, L. (2011). Sosyolojik metaforlar. Akademik Bakış Dergisi, 27, 1-22.

ERBAY, N., and ÖZBEK, E. (2013). Mistik ve Metafizik Bağlamda Bir Yolculuk Üçlemesi&58;"Hüsn ü Aşk-Hacının Yolu-Simyacı" &60; br&62; A Journey Trilogy In The Context Of Mystic And Metaphysic "Hüsn ü Aşk-The Pilgrim's Progress-The Alchemist".Turkish Studies, 8(1), 1355-1375.

EREN Fetah, ÇELİK, İ., and AKTÜRK, A. O. (2014). Ortaokul Öğrencilerinin Facebook Algısı: Bir Metafor Analizi. Kastamonu Üniversitesi Kastamonu Eğitim Dergisi, 22(2), 635-648.

GEÇİT, Y. and GENÇER, G. (2011). Sınıf öğretmenliği 1. Sınıf öğrencilerinin coğrafya algılarının metafor yoluyla belirlenmesi (Rize Üniversitesi örneği). Marmara Coğrafya Dergisi, (23), 1-19.

GİREN, S., and DURAK, E. (2015). Okul Öncesi Öğretmenlerinin Oyuncak Kavramına İlişkin Metaforik Algıları/Early Childhood Education Teachers' Metaphors about Toy Concept. Bartın Üniversitesi Eğitim Fakültesi Dergisi, 4(2), 561-575

GÖMLEKSİZ, M. N., KAN A.Ü., and Ü. ÖNER. (2012). İlköğretim öğrencilerinin sosyal bilgiler dersine ilişkin metaforik algıları. Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 14(2).

GÜLER, M., AĞCA, A., and BOZ, D. İşletme Öğrencilerinin Muhasebe Algılarının Metaforlar Yardımıyla Anlatılması. PressAcademia Procedia, 2(1), 298-309.

GÜNDÜZ, H. B., BEŞOLUK, Ş., and ÖNDER, İ. (2011). Karmaşık sistemlerde liderlik bakışıyla: DNA liderlik. Uluslararası İnsan Bilimleri Dergisi, 8(1), 520-544.

GÜRER, D. (2008). Hz. Yûsuf'un gördüğü rüyanın fusûsu'l-hikem'deki yorumu. Tasavvuf: ilmî ve akademik araştırma dergisi, 9(21), 39.

GÜVELİ, E., İPEK, A. S., ATASOY, E., and GÜVELİ, H. (2011). Sınıf öğretmeni adaylarının matematik kavramına yönelik metafor algıları. Türk Bilgisayar ve Matematik Eğitimi Dergisi, 2(2).

HACIFAZLIOĞLU, Ö., KARADENİZ, Ş., and DALGIÇ, G. (2011). Okul yöneticilerinin teknoloji liderliğine ilişkin algıları: metafor analizi örneği. Eğitim Bilimleri Araştırmaları Dergisi-Journal of Educational Sciences Research, 1(1).

HE, Q., & YANG, B. (2017). A corpus-based study of the correlation between text technicality and ideational metaphor in English. Lingua.

HOFSTEDE, G. (1980), "Motivation, Leadership, and Organization: Do American Theories Apply Broad?",Organizational Dynamics, Surfimer, AMACOM, a division of American Management Associations. All rights reserved. 0090-2616/80/0014-0042/$02.00/0.

HOFSTEDE, G. (1994), "Management Scientists are Human", Management Science, Vol: 40, Issue: 1.

İPÇİOĞLU, İ. (2011) Kadın Girişimcilik, Girişimcilik ve Kobiler: Teori ve Uygulama içinde (Ed: B.Zafer ERDOĞAN), 97-110, Ekin Yayınları, Bursa

İŞCAN, Ö. F. (2005). Siyasal Arena Metaforu Olarak Örgütler ve Örgütsel Siyasetin Örgütsel Adalet Algısına Etkisi. Ankara Üniversitesi SBF Dergisi, 60(01).

JENSEN, D. F. N. (2006). Metaphors as a bridge to understanding educational and social contexts. International Journal of Qualitative Methods, 5(1), Article 4. Retrieved [date] from http://www.ualberta.ca/~iiqm/backissues/5_1/pdf/jensen.pdf

JUDGE, A. (2016). Metaphor as fundamental to future discourse.Futures, 84, 115-119.

KAHYAOĞLU, M., and KIRIKTAŞ, H. (2016). Ortaöğretim Ve Üniversite Öğrencilerinin "Doğa" Kavramına İlişkin Algılarının Metafor Analizi Yoluyla İncelenmesi. Marmara Coğrafya Dergisi, (33), 58-76.

KARAÇAM, S., and AYDIN, F. (2014). Ortaokul öğrencilerinin teknoloji kavramına ilişkin algılarının metafor analizi. Gaziantep University Journal of Social Sciences, 13(2), 545-572.

KARAIRMAK, Ö., and GÜLOĞLU, B. (2012). Metafor: Danışan ve psikolojik danışman arasındaki köprü. Türk Psikolojik Danışma ve Rehberlik Dergisi, 4(37), 122-135.

KAYA, H. E. (2013). İnternet temelli öğrenimde metaforlar ve modeller. Amasya Üniversitesi Eğitim Fakültesi Dergisi, 2(1), 170-193.

KAYA, M. F. (2014). Sosyal Bilgiler Öğretmen Adaylarının Çevre Sorunlarına İlişkin Algıları: Metafor Analizi Örneği (Social Studies Teachers' Perceptions Related To Environmental Problems: A Sample Analysis Of Metaphors). Turkish Studies-International Periodical For The Languages, Literature and History of Turkish or Turkic Volume 9/2 Winter 2014, 917-931.

KAYA, Y. S. (2017). Ögretmen Adaylarinin Matematiksel Örnekleri Algilayislari Üzerine Bir Metafor Analizi/A Metaphor Analysis on Preservice Teachers' Conception of Mathematical Examples. Bartin Üniversitesi Egitim Fakültesi Dergisi, 6(1), 48.

KENT, M. L., & LANE, A. B. (2017). A rhizomatous metaphor for dialogic theory. Public Relations Review, 43(3), 568-578.

KORKMAZ, R. (2009). Metaforik Dönüştürme Biçimleri ve Efendi-Köle Diyalektiği Bakımından Beyaz Kale. Bilig, Summer, 119-130.

KORKUT, F. Ve OWEN D.W. (2012). İyilik Hali Yıldızı Modeli, Uygulanması Ve Değerlendirilmesi. International Journal of Eurasia Social Sciences, 2012(9).

KUTLUAY, Ferhat (2009) "Ütopyalarda Metafor, Yüksek Lisans Tezi, Yüzüncü Yıl Üniversitesi Sosyal Bilimler Enstitüsü", Felsefe Ve Din Bilimleri Anabilim Dalı, Van, pg.3-12.

LAKOFF, G., & JOHNSON, M. (2003). Metaphors we live by. 1980.University Of Chicago Press, ISBN, 226468011.

LAKOFF, G., JOHNSON, M. (2005), "Metaforlar: Hayat, Anlam ve Dil" Çeviren Gökhan Yavuz DEMİR, İstanbul: Paradigma Yayıncılık. pg.11-15

LAKOFF, G. and JOHNSON, M. (2010). Metaforlar, Hayat Anlam ve Dil. (Translator G. Y. Demir). İstanbul: Paradigma Yayınları

LYNCH, H. L., & FISHER-Ari, T. R. (2017). Metaphor as pedagogy in teacher education. Teaching and Teacher Education, 66, 195-203.

MORÇİN, S. E. (2013). Türk kültüründe kadın girişimciliği: Kavramsal bir değerlendirme, Girişimcilik ve Kalkınma Dergisi (8:2), Journal of Entrepreneurship and Development

MORGAN, G.(1998) "Yönetim ve Örgüt Teorilerinde Metafor" Translator Gündüz Bulut, İstanbul: MESS Yayın, pg.424

NEILSON, A. (2018). Considering the importance of metaphors for marine conservation. Marine Policy.

OECD. (2005), "Türkiye'deki Dinamik Küçük ve Orta Ölçekli İşletmelerin Geliştirilmesine ve Finansmanına Yönelik Çerçeve", https:www.oecd.org/turkey/38369169.pdf (Date accessed: 19.05.2018).

ÖNCÜL, M. S., DENİZ, M., & İNCE, A. R. Hofstede'nin Örgüt Kültürü Modelinin Potansiyel Girişimcilerin Yetiştiği Çevresel Özellikler Kapsamında Değerlendirilmesi. JOURNAL OF ACADEMIC APPROACHES, 255.

ÖZDEMİR, S., and AKKAYA, E. (2013). Genel lise öğrenci ve öğretmenlerinin okul ve ideal okul algılarının metafor yoluyla analizi. Kuram ve Uygulamada Eğitim Yönetimi, 2(2), 295-322.

ÖZPOLAT, A. R. (2014). Psikolojik Danışma Ve Rehberlik Bölümü Öğrencilerinin "Psikolojik Danışma" Kavramına İlişkin Sahip Oldukları Metaforlar. Kastamonu Eğitim Dergisi, 22(1), 385-396.

ÖZSOY, S. (2011). Spor Gazetelerinin Başlıklarında Militarist Ve Şiddet İçerikli Metaforlar. Gümüşhane Üniversitesi İletişim Fakültesi Elektronik Dergisi, 1(1).

SABAN, A. (2009). Öğretmen Adaylarının Öğrenci Kavramına İlişkin Sahip Oldukları Zihinsel İmgeler. Journal of Turkish Educational Sciences, 7(2).

SABAN, A. (2011). Prospective Computer Teachers' Mental Images about the Concepts of" School" and" Computer Teacher". Educational Sciences: Theory and Practice, 11(1), 435-446.

SADIK, F., and SARI, M. (2012). Çocuk ve demokrasi: ilköğretim öğrencilerinin demokrasi algılarının metaforlar aracılığıyla incelenmesi. Uluslararası Cumhuriyet Eğitim Dergisi, 1(1), 48-62

SAİM, Ü. Y. E. (2013). Hukuka Harita Metaforu ile Anlamak.Ankara Barosu Dergisi, (1), 149-165.

SARGUT, S. (2010) Kültürlerarası Farklılaşma Ve Yönetim. İmge Kitabevi Yayınları, Ankara

SARI, M. (2010). İlköğretim öğrencilerinde polis kavramının metaforlar aracılığıyla incelenmesi. Polis Bilimleri Dergisi, 12(2), 43-81.

SARUHAN Mufit Selim, İslam Düşüncesinde "İsti'are" (Metafor), Ankara, 2005

SEKMAN, M. (2002), Kesintisiz Öğrenme, 6.ncı Baskı, İstanbul: Alfa Yayıncılık. pg.210

SEMERCİ, Ç. (2007). "Program Geliştirme" Kavramına İlişkin Metaforlarla Yeni İlkğ; Retim Programlarına Farklı Bir Bakış. Sosyal Bilimler Dergisi/Journal of Social Sciences, 31(2).

SOFI Görkem Durmuşoğlu (2015), "Ortaokul Öğrencilerinin Beden Eğitimi ile İlgili Algılarının Metaforik Değerlendirilmesi", Unpublished Postgraduate Thesis, Kırıkkale Üniversitesi Sağlık Bilimleri Enstitüsü, Kırıkkale

SOSYAL, D., and AFACAN, Ö. (2012). İlköğretim Öğrencilerinin "Fen Ve Teknoloji Dersi" ve "Fen Ve Teknoloji Öğretmeni" Kavramlarına Yönelik Metafor Durumları/Metaphors Used By Primary School Students To Describe "Science And Technology Lesson" And "Science And Technology Teacher". Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 9(19).

SOYDAN, M. (2011). Sinema filmi ile ilgili metaforlar: Öğretim üyelerinin sinema filmi algıları. Türkiye Sosyal Araştırmalar Dergisi, 15(3), 9-31.

SÜRGEVİL, O., and BUDAK, G. (2010). İşletmecilikte Yeni Bir Metafor: Kurum DNA'sı. TİSK Akademi. II, 68-87.

ŞAHİN, Ö. Ü. A., and SABANCI, A. (2018). Pedagojik Formasyon Öğrencilerinin Maarif Müfettişlerine İlişkin Algıları: Metafor Çalışması1. e-Uluslararası Eğitim Araştırmaları Dergisi, 9(1), 83-101.

ŞEKERLİ, E. B. and GEREDE, E. (2011), "Kültürün EKY'ye Etkileri ve Türk Pilotların Hofstede Kültür Boyutları Açısından Durumları", "İŞ, GÜÇ" Endüstri İlişkileri ve İnsan Kaynakları Dergisi, Vol: 13 Issue: 1.

ŞENEL, M. (2016). İngilizce Öğretmenliği Bölümü Öğrencilerinin Cep Telefonu İle İlgili Algılarının Metaforlar Aracılığıyla Analizi. Kastamonu Üniversitesi Kastamonu Eğitim Dergisi, 24(4), 1749-1764.

TANG, X., QI, S., WANG, B., JIA, X., & REN, W. (2017). The temporal dynamics underlying the comprehension of scientific metaphors and poetic metaphors. Brain research, 1655, 33-40.

TARASTI, E. (2016). Metaphors, semiotics and futures studies.Futures, 84, 120-123.

TAY, D. (2017). Metaphor construction in online motivational posters. Journal of Pragmatics, 112, 97-112.

TEMEL, Z. F., KANAT, K., ÇOBAN, M. N., and GÖRGÜN, E. (2016). İlkokul Öğretmenleri 1. Sınıf Öğrencileri ve Ailelerinin Okul Öncesi Eğitimi ve Öğretmenini Algılamalarının Metafor Yolu ile İncelenmesi.

THIBODEAU, P. H., HENDRICKS, R. K., & BORODITSKY, L. (2017). How linguistic metaphor scaffolds reasoning. Trends in cognitive sciences.

TOBING, A. P. (2018). Event structure as a basis of semantic processing of familiar metaphors. Cognitive Systems Research,49, 24-32.

TOPALOĞLU, T. (2006). Girişimcinin Motivasyonel ve Bilişsel Kişilik Özellikleri: Girişimci ve Yöneticilerin Öğrenilmiş Gereksinimleri ve Kontrol Odaklarının Kıyaslanmasına Yönelik Bir Araştırma. Postgraduate Thesis. Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü, İşletme ABD, Yönetim ve Organizasyon Programı.

TORTOP, H. S. (2013). Öğretmen Adaylarının Üniversite Hocası Hakkındaki Metaforları ve Bir Değerlendirme Aracı Olarak Metafor. Journal of Higher Education and Science/Yükseögretim ve Bilim Dergisi, 3(2).

TÜRKER, Mehmet (2009), "Mevlânâ'nın Mesnevî'sinde Metaforun Yeri", Yayınlanmamış Yüksek Lisans Tezi, Yüzüncü Yıl Üniversitesi, Sosyal Bilimler Enstitüsü, Felsefe ve Din Bilimleri Anabilim Dalı, Van

UĞURLU, S. B. (2008), Yenişehir'de Bir Öğle Vakti'nde Yapı, Tema ve Metafor. BİLİG Summer / 2008 issue 46: 153-178

ÜNAL, Ö. F. (2012). İnsan Kaynakları Profesyonelinin Değişim Yönetimi Rolleri: Değişim Ajanı Bağlamında Bir Değerlendirme. International Journal of Economic & Social Research, 8(2).

YILDIRIM, A., ŞİMŞEK, H. (2005) "Nitel Araştırma Yöntemleri" Ankara, Seçkin Yayıncılık, pg.75

YÜCE, S. G., and DEMİR, Ö. (2011). Polis adaylarının "demokrasi" kavramına ilişkin algılarının metaforlar aracılığıyla incelenmesi. Polis Bilimleri Dergisi, 13(2), 147-178.

YOB, I. (2003). Thinking constructively with metaphors. A review of B Thayer-Bacon, 2000. Transforming critical thinking: Thinking constructively. New York. Teachers College Press. Studies in Philosophy and Education, 22:127-138.

ZALTMAN, G.(2004) "Tüketici Nasıl Düşünür?" A.Semih KOÇ İstanbul, MediaCat Yayınları, pg.257

ZALTMAN, G., ZALTMAN, L. (2008) "Pazarlama Metaforları" Çeviren: Ümit Şensoy İstanbul, Optimist Yayım Dağıtım, pg.13-43

ZEMBAT, R., TUNÇELİ, H. İ., ve AKŞİN, E. (2015). Okul Öncesi Öğretmen Adaylarının" Okul Yöneticisi" Kavramına İlişkin Algılarına Yönelik Metafor Çalışması. Hacettepe University Faculty of Health Sciences Journal, 2.

www.tdk.gov.tr Date accessed: 19.05.2018