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A Comparison of Syrian Migrant Students in Turkey and Germany: Entrepreneurial Tendencies and Career Expectations

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Abstract: Entrepreneurship has been an intriguing issue as an indicator of economic development and social welfare particularly being focused on last decades. Furthermore, the issue of immigration has attracted considerable attention in recent years. Nowadays, the quality of the workforce and its training processes are not getting only progressively important but as well the participation of migrants in the labor market will be a great problem in the future. Migrant's entrepreneurial tendencies and career expectations designation are the main objectives of this research. This research was designed as a comparative qualitative model, and the structured written interview technique was used in order to collect the data. Randomly sampling study groups were formed according to methods of maximum diversity. The sampling group was formed by the participation of 12 Syrian migrant high school students who live and get trained in Altindag, a district of Ankara, Turkey and 13 Syrian migrant high school students who live and get trained in Kreuzberg, a district of Berlin, Germany. The collected data were analyzed by content analysis technique. The results of the research reveal that immigrant students have a high level of entrepreneurship in Germany, the nonetheless low level of the expectations of future career prospects in Turkey. Thus, the absences of sociocultural and economic areas where they will use entrepreneurial tendencies are a serious obstacle to them. Moreover, participants argue that they do not want to stay in Turkey anymore, and most of them intend to emigrate to Europe or another country if they can do so. Unlike Germany, many of the participants in Turkey neither know what they want to be nor how they want to live in the future and nor have they made any career planning.

Keywords: *Entrepreneur, Entrepreneurial Tendencies, Career Expectations, Migrant Students.*

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Introduction

It is a fact that many countries have to confront the immigrant problem as a result of increasing wars, hunger, famine, global warming and various natural disasters in the recent times. The wave of migration, which is from Syria to Turkey and from there to Europe and especially to Germany, will remain an important agenda for many years. The immigrant phenomena are regarded as a social problem that is becoming increasingly widespread in the western countries and also in other societies where immigrants are involved. Immigrants have to adapt to the society as soon as possible, although this adopting mission seems to be the responsibility of the immigrated country, actually; this compliance responsibility is mostly in the immigrant him/herself (Brettell and Hollifield, 2014; Borjas, 2011).

Each nation has its own preferences, anticipations, beliefs and work styles. In the literature generally emphasize that the younger generations commonly tend to make a quick impact, while the older generations tend to believe in the purpose of the organization (Habermas, 2015). Although it is difficult to identify and develop the work and entrepreneurial skills of middle and older generations, the work to be carried out for the younger generation is important for the society. Identifying entrepreneurial trends in younger generations and raising awareness about entrepreneurship, and even providing them with a positive orientation to their future careers, should be the primary goal of social systems (Kuratko, 2016). Entrepreneurship can change an immigrant's lifestyle positively. With the entrepreneurship tendencies found at an early age in pupils, societies cannot only ensure the adaptation of immigrants, but they can also increase general welfare (Shane, 2003; Todres, 2016).

Although there are some studies on immigrants in the literature, these were conducted to determine the general situation of migrants (Alba and Nee, 2009; Grant and Buckwold, 2013; Kao and Tienda, 2005; Lee, 2007; Lerner et al, 2005; Storen, 2004; Traynor, 2015; Yeates, 2009). This study makes reference to immigrants' harmony and future position in society. Integration of migrants and participation in employment within society are important. The

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entrepreneurial tendencies of migrants enable them to make a difference in society. It is also remarkable that migrants have the potential to operate for the benefit of society. This work is a pioneer in the field. It is believed that this work will be a basic reference for other studies on immigrants in the future. Entrepreneurship and career prospects discussed in the following sections.

Entrepreneurship

Entrepreneurship, which compounds the primary active in economic improvement, has a special awareness in terms of adding to private and social benefit. The thought of entrepreneurship, represented in various forms, in essence, could be described as building jobs to make interests. It is likely to describe entrepreneurship as the work of installing a new organization and getting the enterprise to organize remarkable socioeconomic devices and take the risk of bankruptcy (Shaphero, 1975). Hisrich (1990), described entrepreneurship as the duration of shaping something different with attention by assigning the essential experience and effort, considering the accompanying financial, emotional, and political risks, and obtaining the resulting awards of pecuniary and individual well-being.

In the early days, the concept of entrepreneurship was determined as to constitute a business and venture risks, afterward; the concept was enlarged by interjecting innovative doctrines, modifying these opinions into commodities and services, and combining marketing efforts (Zhao, 2005). Therefore, to maintain the investment process originated from the innovative ideas, to appraise of opportunities, to risk of devices, to handle advantage of opportunities and sequentially the formulation of a value is one of the most significant components that bring a person entrepreneurial character and distinguish him from other individuals in community (Allen, 2015). Entrepreneurship is the formulation of the new form of knowledge, combined the opportunity to examine existing types of equipment or the production of opportunity (Hisrich and Peters, 2002). Additionally, entrepreneurship includes a method of inaugurating and advancing business procedures (Bridge and O'Neill, 2012).

Entrepreneurship is not only an economic activity in which the business idea is successfully applied, but it is also treated as a personality based on the need for success. The entrepreneurship of the students has an intense effect on the family and the society they grow up in. Student entrepreneurship is the product of the essence of being a part of society and ability to exist in society (Grant and Buckwold, 2013). Entrepreneurial students have not only intense career pressures from the outside, but they also have personalities who guide their careers internally. Entrepreneurship observed in students is a dynamic structure, including self-confidence, innovation and the need to succeed. Moreover, risk taking, an important component of your entrepreneurship, is a phenomenon that is often encountered in young entrepreneurs. Principally, risk-taking individuals can make significant differences in both learning and business lives. The recent efforts to support entrepreneurship and increase entrepreneurial tendencies in students are mostly limited to the determination of the personality traits of students (Sharma and Chrisman, 2007; Gartner, 2007).

Entrepreneurship is a phenomenon that needs to be supported, especially for younger generations. Student entrepreneurship is important in terms of the general order and economic prosperity of the society (Shaphero and Sokol, 1982). It is striking that there is an increasing number of migrants in western societies, and this figure should be managed positively and most of the immigrants who migrated from Syria to the west are composed of children and youthful people. It should not be overlooked that young immigrants have to enter the education system and push their employment areas within a few years (Traynor, 2015). Furthermore, setting the entrepreneurial characteristics of immigrant students will prevent them from being seen as a burden on the taxpayers and the community (Drucker, 2014; Baumol, 1996).

It is widely accepted that immigrants exhibit adventurous personality traits. Entrepreneurship, in a way, is perceived as adventurism, but it inherently pays considerable risk. Historically, immigrants have shown entrepreneurial tendencies to adapt easily and as quickly as possible to the countries they have migrated to. Many immigration experiences have shown that immigrants first learn the language of the countries they emigrate to, and then actively engage in economic actions (Zahra, 1993; Yeates, 2009). However, this does not apply to Syrian immigrants who are escaping from an intense civil war environment and also the majority of immigrants do not even know how to read and write with latin letters. The fact that the problems stemming from the special situation of the Syrian immigrants are too great makes them difficult to adapt to the societies. When entrepreneurship is called an individual ability that can be improved and sustained, it can also be a means by which immigrants can lead to active involvement in social and economic outcomes (Kirzner, 2015; Zimmer, 1986; Traynor, 2015).

The most important indicator of immigrants' adaptation to the communities they live in progressively is the increasing variety of economic activities and social interactions among the other societies. With entrepreneurship, immigrants are able to create new and unique jobs in the countries where they emigrate, and they can develop innovative ideas in the organizations they work with (Fidan and Balci, 2016). It is known that immigrants who migrated to different countries and come from the same origin do not behave in an alike way. Especially well-trained migrants contribute to positively the artistic, social and economic development of the countries they are migrating to, while migrants who are under-educated or illiterates are not able to adapt to the society. Firstly, by the identification of improvable skills, positive qualities, tendencies and other anticipations in immigrants will have developed all aspects of social welfare and

security (Brettel and Hollifield, 2014). At this point, it has been determined that the entrepreneurship in the pupils is mostly related to the quality of the education they receive and the children who are raised with a 'questioning educational approach' are more entrepreneurial in their lives and in adult life. Recent studies on immigrants who have migrated to Europe have shown that these migrants are experiencing great trauma, and their full integration into Europe can last for many years. Most immigrants need basic education because they are not trained, but this does not show that they are not entrepreneurs (Berry, 1997; Portes and Sensenbrenner, 1993; Alba and Nee, 2009).

Entrepreneurial Tendency

When entrepreneurship literature is examined that entrepreneurial personality characteristics and tendencies are also being significant in order to understand the concept of entrepreneurship. In this context, entrepreneurs can be considered as individuals, who have unique personality features that are prone to start a business. Moreover, individual characteristics need to be taken into account in terms of the relationship between entrepreneurs and their abilities. There are also some findings in the literature regarding the tendency of entrepreneurship that has been overlooked. From the past to present, awareness of entrepreneurship as a tendency has increased and a trend towards "propensity" models has also emerged. Entrepreneurship tendency can be examined under five factors which can be expressed as 'need for achievement', 'need for independence', 'creativity tendency', 'risk taking' and 'self-control' (Lachman, 1980; Caird, 1991; Fidan and Balci, 2016).

Need for achievement. Entrepreneurial people are highly motivated, energetic and have a lot of working capacities. With their high motivation and elevated achievement needs, they show their desire to be a leader. Individuals with a high need for achievement are 'future oriented', 'trust in their own skills', 'having an optimistic view', 'task oriented', 'managing time with an effectively', 'result focused', 'highly energetic', 'determined and insisted to reach their goals despite difficulties', 'having a responsibility', and 'willing to work long hours when necessary'. For immigrants who struggle with their hardships throughout their lives, the need to 'achieve' ensures that they look confident in the future. Especially those with high achievement needs will adapt more easily to innovations (Phillips and Gully, 1997; Covington, 2000; Borjas, 2011).

Need for independence. Entrepreneurial individuals prefer independence, always being one step ahead and mostly working independently. Individuals with a high need for independence have the following characteristics: 'independence', 'desire to work solely', 'better self-expression', 'individual working style', 'individuality', 'indifference towards group pressure', 'attractiveness', 'insistence', 'determination'. Particularly immigrants who can speak the language of the country they are immigrating to, are eager to establish a new and free life in these countries. Independence and freedom for immigrant students are existence beyond individualization (Burns and Gimpel, 2000; Orpen, 1985; Kuratko, 2016).

Creativity. While an entrepreneurial person constitutes creative solutions, on the one hand, to solve the problems; on the other hand, it tends to see aspects of life in every angle (Baltaci ve Balci, 2017). The innovation trends and need to succeed in entrepreneurial people can aid to develop new services, products, and even process improvements. Individuals who have a tendency to creativity have the following characteristics: 'able to produce original and creative ideas', 'having strong predictions', 'change orientation', and 'versatility' (Grant and Buckwold, 2013). Historical experiences have shown that entrepreneurial migrants can be highly creative. Besides, it is necessary to be creative to be able to adapt to the collective living and to cause a change in the society. Educational systems are responsible for identifying and enhancing creative personality traits within the cultural heritage of immigrant students. Creativity in the literature is not seen as a later acquirable talent, however, creativity characteristics can be enhanced via education. With this transformative feature, the education system can create the type of people that the economy and social structure demand (Ward, 2004; Florida, 2003).

Risk taking. Being able to take risks are chiefly associated with 'decision-making processes. Entrepreneurial individuals evaluate tolerable results and some other opportunities before they take risks. Risk taking seems like an adventurous internal reckoning process, but individuals with risk have the following characteristics: 'personal commitment', 'awareness of own capacity', 'analytical thinking', 'rational decision making' and 'goal orientation'. Immigrants who left the country they lived in before, are taking a lot of serious risks in any case such as death, etc., and also they can diligently set up a brand-new life and work in the countries which they do not know in the past. It becomes easier to understand the magnitude of the risks they receive when each year an increasing number of immigrants are thought to have died, disappeared or even sold as a slave while reaching Europe or various parts of the world. The integration of immigrants who can take such high risks into the working life is very important for fragile economies and social structures (Fidan and Ozturk, 2015a; Lee, 2007; Brockhaus, 1980).

Self-control. Locus of control is defined as the belief that the individual controls what events he or she lives (Strauser et al, 2002). Individuals are in a common expectation that their situation, actions, and events are under the control of their own or others. There is a robust belief that those with an internal locus of control are the source of their personal successes and failures. Individuals who have an external locus of control think that controlling the occurrence of events is always outside of themselves, including luck, fate, other powerful people, and believes that they direct the behaviors and lives of the large and complex forces by surrounding them (Spector, 1988). Individuals with an internal locus of

control, many of whom take on the responsibilities of events and are accountable for all consequences of success or failure in any condition (Jamali, 2009).

It is important for individuals to self-control for the continuation of society. Most immigrants do not know the working and living rules and values of the countries they are new to. Migrants are not exposed to any adapting activities as well as effective education that facilitates their integration into the work or social life by the authorities (Balci et al, 2012). It is inevitable that the immigrants who have not yet internalized the written and oral rules and contracts existing in society continue their former aspects of life. By using a comprehensive and effective education is not allowed to any danger or threat from migrants to society. Integration with their collective and business life can be ensured by training to immigrants and especially to immigrant students. In this way, internal control mechanisms can be established (García et al, 2002; Berry, 1997; Lerner et al, 2005).

Career and Career Expectancy

Historically, the concept of career has developed as an understanding of the relationship dimension between the employee and the employer, which often requires a long-term and also high-level commitment. The expression of 'career' is mainly the proceeds and actions engaged by an individual throughout a lifetime, principally those related to that person's vocations. The concept of career is constantly composed of the jobs retained, titles gained and work accomplished over a prolonged session of time, rather than just referring to one position. In spite of laborers in any cultures and economy's room with one job pending their career, there is an augmentation propensity to laborer replacement jobs more often than not. Career is a pre-planned and governable phenomenon, and in many cases, career management starts before work. Education nowadays provisions more than ever to determine the career of a person. At this point, the concept of career expectancy of the person comes to the forefront (Brooks and Betz, 1990; Bartol, 1976; Judge, 1994).

There are some elements that determine the career life of an individual. Some of these elements are the ability and qualities perceived by an individual, motivation, and requirements, values, attitudes and behaviors, and relationships to the environment. In essence, career expectancy is related to the period that started at the age of growth and lasted from the age of elderly. In the formation of this expectation, individuals have a particular period in their natural abilities and maturation periods that interact with the external environment which they live in. At the same time, the career expectancy of a person is associated with his entrepreneurial abilities and his education (Arastaman, 2013; Hall, 1996; Patton and McMahon, 1999; Remennick, 2003).

There are a few types of research in the literature on migrant career planning, management or expectancy. It is impossible for many immigrants with a particular education and occupation to do their old work in guest countries. It is also noted that a small number of immigrants find employment suitable for their education. A new and comprehensive career plan for immigrants is needed more than ever. It should be the most important goal of society to ensure that immigrants take a place as an active and productive individual rather than a passive consumer in guest countries. Career plans to be made for immigrant students, and their enterprising participation in economics and social life can be achieved. Career plans should be developed in a way that is consistent with the individual expectations of the students and the expectations of the society and the economy (Storen, 2004; Yeung et al, 2016).

Hereby, based on the opinions of the literature that living in distinctive societies may have unusual personality traits, this study aims to "examine the tendency of entrepreneurship according to the citizens of the same country who live in different countries." Studies on immigrant entrepreneurship seem to focus mostly on the negative effects of immigrants. In previous studies, the entrepreneurial levels and trends of immigrant students were not investigated and there is also no current study of migrants' career expectations or career orientations. It is important to investigate immigrants, especially immigrant students, who live in different countries and have the same roots. Studies on immigrant students mostly focus on their difficulties. It is important to study different issues such as migrants' careers and entrepreneurship. Though, there are no published studies that deal in the concepts of career expectation and entrepreneurship tendency at the same time. This study endeavors to discover the nature of the relationship between concepts. In addition, reducing the deficiencies of the field is a different purpose. This study deals with a topic that has never been examined before. It is hoped that this work will close a huge gap in the field. With this feature, this work is a pioneering work in the field. It is believed that this research is a guide for future research on immigrants. In this study, the views of the Syrian students who migrated to different countries were examined. In this context, students' entrepreneurial tendencies and career expectations were analyzed. On account of this motive, the investigation proposals leading this study were as follows:

1. Are the entrepreneurial tendencies of the Syrian immigrant students in Turkey and Germany differing?
2. Are career expectancies of Syrian immigrant students differentiated in Turkey and Germany?

Method

Model

This research utilizes a comparative qualitative survey model (structured written interview technique) on account of exposition the views of immigrant students who lives in Germany and Turkey in circumstances of what is their entrepreneurial tendencies and career expectations. The comparative qualitative research model is based on the migrant students and it aims to deeply determine the entrepreneurial tendencies and career prospects. In qualitative research, it is preferential to investigate the fact in its inherent surroundings and to unearth, commentate and give meaning to the fundamental phenomenon. The main intent in a phenomenological research is to portray the significance attributed by individuals to the experiences regarding a phenomenon or a notion. In other words, individual experiences are deductible to phenomena to characterize their cosmical extract (Cresswell, 2007).

Participants

The study group was conducted in two distinct samples that were created separately from the two different countries' universes. Randomly sampling study groups were formed according to methods of maximum diversity. In order to ensure the reliability of the research and to increase the diversity of the data, the participants should be from Syria and pre-condition having the same mother tongue. The first sampling group was formed by the participation of 12 Syrian migrant high school students who live and get trained in Altindag, a district of Ankara, Turkey and second sampling group was formed by the participation of 13 Syrian migrant high school students who live and get trained in Kreuzberg, a district of Berlin, Germany. This status facilitates acquisition ideal data dimensions, derogate data detriments and saturating the predicaments in the most efficient way. The student who had been living as immigrants in Germany and Turkey was volunteered to participate in this research. To put in another way, the origin (students) required by the research was selected indiscriminately on a willing ground by the furthest alteration sampling approach to detect the significant mutual models (Patton, 2002; Fidan and Ozturk, 2015b). Personal information of the students interviewed was presented in Appendix.

Instruments

The data for this research were gathered with using two dissimilar scales advanced by the researcher. Firstly, the measuring instruments, prepared in Turkish, was translated into Arabic, German and English by translators who are distinctive from each other and mother tongue of native immigrants. Both instruments have been tested on different migratory students who did not participate in the research primarily in Germany and Turkey. The final form of the scales is given in the preliminary application result. 'Entrepreneurship-based comparative qualitative interview scale' consists of four questions that measure the entrepreneurial tendencies of the participants and this scale is prepared in German, Turkish and Arabic languages. 'Career expectation-based comparative qualitative interview scale' consists of two questions, in which participants' career expectations are measured, and this scale is also prepared in German, Turkish and Arabic languages.

Individual and personally interviews were conducted by the researcher. The interview was conducted by voice recording and note taking with permission from the participants. The questions were asked in different ways when they were not understood by the participants. During the interview, it was welcomed that the voice of the six students who did not want their voice to be recorded and that some of the cues would not be written by the researcher. In this case, students who volunteered to participate in the survey were included in the study group. In addition, in order to fulfill the participant confirmation from qualifications of credibility conditions, deciphering texts was explained to participants, and it was proved that the participants informed that the deciphering texts matched each other. It was seen that some participants gave more than one opinion about the same question.

Data Analysis

In the scope of the research, the data obtained by the researcher in the form of voice record was, firstly, poured out to text and ready for content analysis. In this context, the data was encoded; Themes, categories, and subcategories were created; Finally, the findings were interpreted. The data obtained as a result of the interviews were analyzed by content analysis technique. Content analysis is a common technique used to consistently and neutrally specify the properties of social connection and make a deduction precisely. Two different work plans have been made to identify the differences between entrepreneurship tendencies and career expectations and the changes in the countries where immigrants live. The data obtained from the Syrian immigrant students in Germany and Turkey, which were obtained without working in separate processes, has all been resolved together. The data set was first transcribed in writing then the data is encoded. In after, the themes were generated from the encoded data. The process is repeated for each data set. Shenton (2004) reports that renewal of coding by distinctive codes will increase the reliability of the research. The data set at this point was re-coded by the three distinct self-governing coders and the themes were reconstructed, unlike the researcher. The internal consistency coding control is based on the idea of a consensus between autonomous coders, and the 'consensus' should be at least 80% (Miles and Huberman, 1994). In this research, the consensus among independent coders was calculated as 84%.

Findings

This study focused on the future of immigrants and examined the entrepreneurship tendencies and career expectations of Syrian immigrant students, and the following findings were reached.

Findings of Entrepreneurial Tendency

According to findings, the tendency of entrepreneurship appears to be gathered in five themes when the answers of the participants are analyzed. These themes are: "need for achievement, need for independence, creativity, risk taking, and self-control."

Table 1. Migrant student' views regarding the 'Need for achievement' theme of entrepreneurial tendencies.

Themes	Categories	Syrian Migrant Students in	
		Germany	Turkey
		f	f
Need for achievement	Future-oriented	8	2
	Trust in their own skills	10	3
	Having an optimistic view	13	2
	Task oriented	8	2
	Managing time with an effectively	6	1
	Result focused	9	1
	Highly energetic	8	3
	Reaching their goals	7	2
	Responsibility	7	2
	Willing to work long hours	8	4

According to table 1, 'having an optimistic view' in the 'need for achievement' theme of participants' tendency towards entrepreneurship has been determined in Germany (n = 13) while in Turkey (n = 2). In addition, the opinion of "Trust in their own skills in Turkey (n = 3) has also been determined in Germany (n = 10). Some of the answers of the students who participated in the research are given below:

"In Turkey, unlike Syria, there is not only a hot war. For immigrants, life is very difficult. I do not have an optimistic expectation of the future here. I have no career expectations either. Both nations are Muslims, but there is an important cultural difference between the Turks and the Syrians. Not knowing a language is a serious problem, which negatively affects my entrepreneurial qualities..." (T3: Female, from Damascus, age:15).

"It is different from what I expected in Germany, but I am more hopeful about coming here. I am more aware of myself and focused on the future. I feel more energetic and result-focused nearby. The social and economic environment here has allowed further advancement of entrepreneurial features" (G6: Female, from Aleppo, age:14).

"We lived in very hard conditions in war, in the middle of the war zone. At that times, coming to Germany was always in my dreams. I was very surprised when I came here. The conditions here are worse than Turkey. People are very prejudiced, and it is very difficult to fit in here. I am still optimistic under these circumstances. I am hopeful in the future. I want to live and to work here. I am expecting a lot of career opportunities nearby. I want to be a doctor. I will never return to Syria." (G1: Male, from Damascus, age: 16).

Table 2. Migrant student' views regarding the 'Need for independence' theme of entrepreneurial tendencies.

Themes	Categories	Syrian Migrant Students in	
		Germany	Turkey
		f	f
Need for independence	Independence	10	2
	Desire to work alone	3	3
	Better self-expression	2	2
	Individual working style	2	1
	Individuality	3	2
	Indifference towards group pressure	12	11
	Attractiveness	4	2
	Insistence	5	2
	Determination	9	4

As it is clear from Table 2, 'independence' in the 'need for independence' theme of participants' tendency towards entrepreneurship has been determined in Germany (n = 10) while in Turkey (n = 2). Furthermore, the opinion of indifference towards group pressure' in Turkey (n = 11) has been determined in Germany (n = 12). Some of the answers of the students who participated in the research are quoted below:

"I do not have an independent life in Turkey. I feel restricted myself. I am under serious pressure in the region and school where we live. I learned to deal with these pressures. We are increasingly isolated and lonely in the society. As a result of this oppression, intense violence and radicalizing behaviors are observed both, myself and my friends..." (T9: Male, from Homs, age:16).

"Germany did not offer us 'golden opportunities. Here too, we are experiencing serious insulation. The only difference that distinguishes Germany from my life in Syria and Turkey is that I feel more independent nearby. Although I see serious pressure on the social system and the school here, I have faith in myself. I always look optimistic about the future, and I know that I will do very good work in Germany and be part of the system..." (G2: Male, from Ar Raqqa, age:17).

As it can be seen from Table 3, 'versatility' in the 'creativity' theme of participants' tendency towards entrepreneurship has been determined in Germany (n = 9) while in Turkey (n = 4). Plus, the opinion of 'able to produce creative ideas in Turkey (n = 3) has been determined in Germany (n = 9). Furthermore in Table 3, 'rational decision making' in the 'risk taking' theme of participants' tendency of entrepreneurship has been seen in Germany (n=10), while in Turkey (n=4). Participants' opinion of 'external locus of control' has been released in Germany (n = 2) while 'internal locus of control' opinion was determined in Germany (n = 11). Some of the answers of the students who participated in the research are as follows:

Table 3. Migrant student' views regarding the themes of entrepreneurial tendencies.

Themes	Categories	Syrian Migrant Students in	
		Germany	Turkey
		f	f
Creativity	Able to produce creative ideas	9	3
	Having predictions	7	2
	Change orientation	6	2
	Versatility	9	4
Risk taking	Personal commitment	8	6
	Awareness of own capacity	9	3
	Analytical thinking	8	2
	Rational decision making	10	4
	Goal orientation	8	3
Self-control	Internal locus of control	11	2
	External locus of control	2	10

"I went to temporary schools, both in Germany and in Turkey. There are many immigrants in Turkey. For this reason, the opportunities available to these immigrants are also limited. We did not expect the similar education; we received in Syria, but we knew that it is very difficult to establish a life in Turkey. Education in Germany requires a freer mind. Active participation in creative thinking and lectures is often supported. So, here in Germany, we are more entrepreneurial than we are entrepreneurs. We are guided in different ways so that we can make a more rational decision in Germany. We also need to implement internal auditing. In here, rules are applied more strictly than in Turkey, so you understand your own capacity better. In the education system, analytical thinking and target-oriented teaching are being implemented. A system for employment has been established, and we are gradually adapting to this system...." (G1, Male, from Damascus, age:16).

I have lived and worked in various cities in Turkey for about three years. It is truly hard to show our entrepreneurial characteristics here. Once Turkey is already a crowded country and Syrian and Iraqi immigrants, it is sincerely getting crowded. There are few alternatives for immigrants. What will change if we study? I cannot be comfortable here because of external pressure from the family and from the community. I am studying at a level far below my own capacity. I have a religious education, and I would like to take a vocational education that I can continue my life instead of such an education. However, unfortunately, there is a lot of unemployment here, so making a difference and finding a good job is very difficult. As for I honestly, want to go to Germany or other western countries. I truthfully want to the war end..." (T10, Female, from Hama, Age:15).

Finding of Career Expectancy

According to findings, the career expectancy appears to be gathered in two themes when the answers of the participants are analyzed. These themes are: "no hope in sight and always have hope".

Table 4. Migrant student' views regarding the themes of career expectancy

Categories	Syrian Migrant Students in	
	Germany	Turkey
	f	f
No hope in sight	3	10
Always have hope	10	2

Table 4 shows the data on career expectations. The responses to the career expectation appear to be collected in two categories. Participant's observation of 'no hope in sight' was observed in Turkey (n = 10) while it has been observed in Germany (n = 3). Similarly, it is noteworthy that the 'always have hope' view is in Germany (n = 10) while in Turkey (n = 2). The examples selected from the participant's views are in the following:

"There is no serious difference between Turkey and Syria. We speak only different languages, and our cultures are a bit distinctive. However, it is very difficult to be a career prospect in Turkey. We do not want to keep our life here. We want to emigrate to Europe. So I do not want to invest here or settle here and create any career plan here..." (T7, Male, from Aleppo, Age:16).

"Western, and especially Europe, has attracted attention in every period of history. I say why I stay in Turkey while everyone wants to go to Europe. I would like to go to Europe, unlike; I am adapting to Turkey as a foreigner, and I want to continue my career there. However, I know that the hostile environment in Europe is waiting for me..." (T8: Male, from Homs, Age:16).

"Being in Germany is my biggest dream. Living here, working in the foreground and becoming a German citizen... these are incredible indeed. I will have a very bright career in Germany in the future. I work a lot here, and the State supports me. Especially entrepreneurial activities are very hopeful. I am evaluating my ideas and getting professional help for career planning. This must be the understanding of the social state. What more can a person want..." (G7: Female, from Homs, 16).

Conclusions, Discussions, and Recommendations

Immigrants who have migrated to Europe for various reasons are on the agenda of the longstanding public sphere. Building walls and fences or closing the borders cannot solve the European immigration problem. Clearly, these unfamiliar methods cannot solve the problem, but they emerge new ones. This study focuses on the future of immigrants. This study examines the entrepreneurship tendencies and career expectations of Syrian immigrant students, and the following conclusions have been reached. When the research findings are examined, it can be determined that there are differences in certain issues between Germany and Turkey. If the participant responses are examined in depth, the main reason will also emerge. Immigrants from Syria to Turkey intend to migrate to Europe if they intend to live in this country. They do not want to integrate the society or the economy because they think they live here temporarily. They live in small families and work in unregistered physical jobs. It can be determined that the participants are not in the optimism for the future (Kao and Tienda, 2005; Waters and Jiménez, 2005).

The criticisms of the education system in Turkey are that the education system is mostly constructed in a way that is far from individual creativity and restricts the talents of the individual. However, the German education system is often criticized for being objectivity and employment-oriented in the student orientation phase. Immigrant students eventually do not know any foreign language. Even if countries take different measures to overcome language problems, it is likely that this problem will not be overcome shortly due to the intensity of immigration in both countries (Clyne, 2003). Immigrant students do not want to learn and integrate the languages and cultures of the countries they are temporarily staying in, especially Turkey because they want to go to the western countries. Conversely, this does not preclude participants from exhibiting entrepreneurial tendencies.

Entrepreneurship requires being a self-governing individual. Entrepreneurs are creative to the extent; they feel autonomous and create unique differences (Grant and Buckwold, 2013). It is especially important that the participants in Germany feel freer, as well as apathetic towards the dynamic repression of the community they live in and the other groups. The participants in Turkey do not feel free and express that they are indifferent towards group pressures directed against them. Although it is observed that the participants living and studying in Germany are more confident and more committed to them, this is not the case in Turkey. Like in Germany, the participants feel themselves under

pressure in Turkey, which is prejudicial to the main reasoning country and thinks that they are undergoing various discriminations in Turkey. This view of the participants means that entrepreneurial tendencies are more in Germany.

Entrepreneurship is a peculiarity of innovative individuals, who are multifaceted and creative thinkers. Participants living in Germany, unlike those living in Turkey, seem to have different characteristics of creativity and versatility. Unlike the questioning nature of the German education system or the dynamic nature of the Turkish education system, the formation of this situation can be explained as the feeling of immigrant students belonging to the community they live in. In order to be able to explain creativity and versatility in a meaningful way between countries, one should focus on participation rather than education systems. It is important to explain this radical differentiation of immigrant students in the educational system of these two countries which is so short (Batjargal, 2005; Kuratko, 2016).

The rethinking of the findings of participants' entrepreneurial tendencies is of importance in determining the divergence of entrepreneurship characteristics among countries. The more observable the rational decision-making characteristics of participant individuals in Germany than in Turkey can be interpreted as the way in which the people concerned are influenced by the social conditions they are in. The German collective system is mainly focused on raising reasonable individuals and producing economic structures that can employ such individuals. In addition, the Turkish social system, in general, promotes a structure that supports enthusiastic beginnings and focuses on both rational decision processes as well as emotional processes. There is no significant difference in the logical decision-making processes between the two countries. Even so, this distinction between the answers of the Syrian immigrant students participating in the research is important. It can be interpreted that the participants living in Germany acted on the belief, they would stay in this country, and they made more rational decisions (Simon, 1979; Davidson, 1991; Forbes, 2005).

Entrepreneurship depends heavily on controlling the individual and the environment in which he lives. Internal control includes not only self-control but also a distinct emotional state management. Participants' responses to the 'locus of control' are of interest. It is important that the participants living in Germany have in large part more internal control mechanisms, and that the participants living in Turkey mostly employed external control mechanisms. The individuals who work for internal control mechanisms want to adjust themselves according to the group they live in. If rules and laws in a society are applied in a clear way, the number of individuals with internal control increases in that society. The individuals who employ external control mechanisms in a society, aim to impose their own rules. The externality of control is, in a sense, a reflection of the flexibility of social rules. Individual 'locus of control' is an educatable phenomenon. At this point, the Syrian immigrant students in the German education system exhibit a high degree of internal control behavior as a natural result. In addition, it is also common than Turkey, which is experiencing an extraordinary period of social system and intensive immigration prefers external control to the migrant students' outputs (Judge and Bono, 2001; Lefcourt, 2013; Hiroto, 1974).

While the career expectations of participants in Germany are quite high and future-oriented, the same is not the case in Turkey. Participants living in Germany show more entrepreneurial traits. As a natural consequence of this, career expectations are also rising. Participants living in Germany are hopeful in the future, to a certain extent, being away from the war in Syria and experiencing their achievements in modern life. The career expectations of the Syrian immigrant students who live in Turkey and participate in the research are quite pessimistic. Participants in Turkey have left the situation to stream, rather than planning a career or entering into a career prospect for the future. Immigrant students in Turkey are so pessimistic in terms of their career prospects that they generally perceive Turkey as an intermediate stopover from being seen as a permanent living place. Consequently, while the Syrian immigrant students who participated in the survey showed a high level of entrepreneurship tendency and career expectancy in Germany, these two cases are low in Turkey (Kidd, 1998; Patton and McMahon, 2006; Gibbons and Shoffner, 2004).

Especially in the last period, increasing far-right movements and anti-immigrant rhetoric in the whole of Europe makes it difficult to manage the immigrant problem. Even in Turkey, which historically approaches migrants with open-door-politics, immigrants become a serious social and economic problem. It is inevitable that the problem of immigration is such a great public influence. Besides, it is important that both countries accept more immigrants than are expected. This is not a planning mistake, on the contrary; it is an unprepared situation. Integration of immigrants and entry into the labor market can take a long time. In this process, it is important that migrants' careers and entrepreneurial tendencies are supported. However, there is still a need for a specific immigrant education plan. An urgent migration plan should be made and the number of emigrants in both countries should be gradually reduced. It is important that the whole of Europe is involved in this process so that the immigration problem is managed more pragmatically.

The results of this research reveal new data which not found in the literature before. Immigrants in Turkey are not happy with being in this country, whereas they are not satisfied with being in Germany. But, this study has some limitations. The research is limited to the views of Syrian immigrant students studying at the high school in Berlin-Kreuzberg, Germany and Ankara-Altindag, Turkey. The interviews conducted within the scope of the research were made during the fall semester of 2016. In addition to the inspections conducted, this study has been applied to the people of migrant students, and it relies on the self-reports of certain participants. Social and economic changes and unforeseen circumstances in the education system may alternate the views of the research's and up-to-date of the research may be invalidated. For this reason, it can be considered important that the research is tested with

longitudinal studies in distinct years. Different conclusions may remain in studies in which cross papers and distinctive groups are exercised. Furthermore, data collected from participants may contribute researchers with further refined and expanded perspectives. It may be proposed to handle comparable studies with different demographic and implement variables. It may be advisable that future investigations focus on situations such as integration of migrants and acceptance by the community. The different task for forthcoming research is an evaluation of the inter-relationships between migrants and cultural behavior constructs. Moreover, the diversity of school types, other migrant groups, and various countries will expand the studies outgrowths.

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Appendix 1. Personal information of the Students interviewed

No	Participants	Country	Gender	Age	Birthplace
1	G1	Germany	Male	16	Damascus
2	G2	Germany	Male	17	Ar Raqqa
3	G3	Germany	Female	15	Aleppo
4	G4	Germany	Male	17	Damascus
5	G5	Germany	Female	15	Aleppo
6	G6	Germany	Female	14	Aleppo
7	G7	Germany	Female	16	Homs
8	G8	Germany	Male	16	Aleppo
9	G9	Germany	Male	14	Homs
10	G10	Germany	Female	15	Hama
11	G11	Germany	Male	16	Damascus
12	G12	Germany	Female	17	Damascus
13	G13	Germany	Male	15	Ar Raqqa
14	T1	Turkey	Female	16	Hama
15	T2	Turkey	Male	14	Homs
16	T3	Turkey	Female	15	Damascus
17	T4	Turkey	Male	15	Aleppo
18	T5	Turkey	Female	14	Aleppo
19	T6	Turkey	Female	16	Aleppo
20	T7	Turkey	Male	16	Aleppo
21	T8	Turkey	Male	16	Homs
22	T9	Turkey	Male	16	Homs
23	T10	Turkey	Female	15	Hama
24	T11	Turkey	Female	17	Damascus
25	T12	Turkey	Male	16	Damascus