

Araştırma Makalesi / Research Article

**INVESTIGATION OF ENTREPRENEUR CANDIDATES' WILLINGNESS
TO ESTABLISH A BUSINESS IN TERMS OF PERSONALITY TRAITS¹**

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ABSTRACT

In the contemporary era, entrepreneurship has emerged as a pivotal driver of change and transformation in underdeveloped countries, as well as a key factor in fostering abundance and comfort in developed countries. The term "entrepreneurship" is defined as the capacity to identify and capitalize on opportunities within a given environment, turning these opportunities into tangible projects and subsequently producing products and services. While the entrepreneurial spirit may be genetically inherent, the environment, society, family, and education play a pivotal role in fostering and nurturing this spirit. In particular, education plays a pivotal role in fostering the potential for individuals to flourish in entrepreneurial endeavors. This study aims to examine the personality traits of aspiring entrepreneurs and their aspiration to establish a business, as well as to determine the relationships between these two factors. A survey was conducted among students at Selcuk University, Akşehir Faculty of Economics and Administrative Sciences, Akşehir Vocational School, Akşehir Faculty of Engineering and Architecture, and Akşehir Kadir Yallagöz School of Health. The research findings revealed significant differences between age, gender, parental employment in public institutions, parental business ownership, and general mood, as well as several entrepreneurial personality trait sub-dimensions.

Keywords: Entrepreneur, Entrepreneurship, Business, Personality Traits

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GİRİŞİMCİ ADAYLARIN İŞLETME KURMA İSTEKLERİNİN KİŞİLİK ÖZELLİKLERİ YÖNÜYLE İNCELENMESİ

öz

Günümüzde girişimcilik az gelişmiş ülkelerde değişim ve dönüşümün, gelişmiş ülkelerde ise bolluk ve rahatlığın yapı taşı haline gelmiştir. Girişimcilik, çevredeki olanakları fark ederek bu olanakları projeye çevirme elde edilen projeyi hayata geçirerek ürün ve hizmet üretme becerisi olarak tanımlanmaktadır. Bireylerin girişimcilik ruhu genetik olarak var olabileceği gibi çevre, toplum, aile ve eğitim ile içlerinde olan o girişimcilik ruhunu geliştirme de en önemli etkenler arasında yer almaktadır. Özellikle eğitim ile birlikte bireylerin girişimcilik alanlarında başarılı olma ihtimalleri artmaktadır. Bu çalışmanın amacı; girişimci adayların sahip oldukları kişilik özellikleri ve işletme kurma isteklerini, girişimcilik eğilimlerini incelemek ve bunlar arasındaki ilişkileri belirlemeye çalışmaktır. Bu amaçla, Selçuk Üniversitesi, Akşehir İktisadi ve İdari Bilimler Fakültesi, Akşehir Meslek Yüksekokulu, Akşehir Mühendislik ve Mimarlık Fakültesi, Akşehir Kadir Yallagöz Sağlık Yüksekokulu öğrencilerine anket yapılmıştır. Araştırma sonucunda, öğrencilerin yaş, cinsiyet, anne ve babanın kamu kurumunda çalışması, anne ve babanın kendi işlerine sahip olup olmaması ve kişinin genel ruh hali ile bazı girişimci kişilik özellikleri alt boyutları arasında anlamlı farklılıklar olduğu tespit edilmiştir.

Anahtar Kelimeler: Girişimci, Girişimcilik, İşletme, Kişilik Özellikleri

INTRODUCTION

While it was once challenging to comprehend and resolve the dimensions of the global community, the advent of evolving technology and information has rendered the world a vast and intricate entity. Consequently, the world we perceive as immense has become a domain that necessitates investigation. The advent of the 21st century has witnessed a discernible acceleration in the pace of development and advancement across the globe. During this period, numerous countries have established new industries. In the context of this nascent industry, there has been a concerted effort to cultivate and reinforce an entrepreneurial mindset. An entrepreneurial individual is defined as a person who is able to perceive their environment, identify needs, and transform these needs into viable business ideas. This individual is also capable of assembling the necessary resources to implement these ideas, is not afraid of taking risks, is open to innovation, and is able to think creatively. Although the spirit of entrepreneurship is innate, it is necessary to provide support for this ability from family, the environment, and education.

The current era has been designated as the "age of technology and science." It is within the domain of business that this technology is utilized to the greatest extent and where the greatest demand for information exists. The workforce within the enterprises is trained in universities, which represent the final stage of their education and where they gain access to all the necessary equipment. Those who have completed their education will be the future business founders, businessmen, or employees. The success of entrepreneurs in a society and the growth of the number of entrepreneurs depends on the potential entrepreneurs who receive entrepreneurship education and have the desire to become entrepreneurs. At this juncture, it is crucial to direct students with an inclination towards entrepreneurship towards entrepreneurial pursuits.

The capacity of a society to adapt to global changes and enhance its welfare is directly proportional to the vigor of the entrepreneurial spirit within that society. The entrepreneurial spirit is shaped by an individual's personality traits, which are influenced by a variety of factors, including family, education, and society. Therefore it is crucial to examine the personal characteristics of university students, which are influenced by various factors, including



education, family, and other elements. These characteristics, in turn, have a bearing on the entrepreneurial tendencies of individuals, which play a pivotal role in ensuring social development. A considerable number of researchers have conducted studies investigating the relationship between personality traits and entrepreneurial tendencies. Some of these studies show that personality traits are related to entrepreneurial tendencies (Wang and Wong, 2004; Kılıç, Keklik and Çalış, 2012; Korkmaz, 2012; Solmaz, Aksoy, Şengül and Sarıışık, 2014; Yüksel, Cevher and Yüksel, 2015; Aksel and Bağcı, 2016; Kılıçlı, 2018; Yılmaz and Sözcü, 2019; Dağlar, 2020). The formation of entrepreneurial personality traits in individuals begins with family and continues with education. The education received by university students affects their entrepreneurial tendencies and can contribute to the realization of their entrepreneurial desires. Consequently, they can increase the level of welfare by offering new products and services to the society they live in. At this juncture, it is crucial to examine the relationship between personality traits and entrepreneurial tendencies of individuals.

The objective of this study is to examine the personality traits of individuals aspiring to become entrepreneurs and to determine the relationship between their desire to establish a business and their personality traits. The initial phase of the study involved the establishment of a conceptual framework. The subsequent sections present the research methodology and the findings, respectively.

1. CONCEPTUAL FRAMEWORK

1.1. Entrepreneurship

Entrepreneurship is a crucial concept for numerous individuals in the contemporary era, particularly for those pursuing studies in business and those engaged in business ownership. Entrepreneurship education is typically provided at the academic level within business faculties. Individuals with entrepreneurial potential are demonstrably more likely to achieve greater success in their business lives by receiving such education (Fidan and Çiftçi, 2010: 58). The term "entrepreneurship" is typically considered from two distinct vantages. In the first perspective, enterprise is defined in a concrete sense as the financial, legal, and technical fields where factors of production are brought together with

the aim of producing or marketing services or goods, and services or goods are produced as a result of production. The other perspective takes a more abstract view of the term "enterprise." In this perspective, the term "enterprise" or "entrepreneurship" encompasses the endeavors of entrepreneurs in establishing a company and the challenges they face (Küçük, 2011: 33, 34).

An entrepreneur is defined as an individual who identifies business opportunities in their environment, analyzes these opportunities, transforms them into business plans, assumes risk, transforms their creative thinking into commercial success, organizes resources to achieve this goal, and has the ability to market the product or service produced as a result. This definition posits that the entrepreneur is an actor who shapes the supply-demand dynamics by influencing the exchange of all goods and services within the economic system (Tutar and Küçük, 2003; Akın, 2010: 78). Although there is diversity among these definitions, it is possible to state that all authors share certain common themes. These common themes include aspects such as recognizing opportunities, starting a new business, and developing new products (Bozkurt Çetinkaya, 2011: 5). The concept of entrepreneurship can be defined as a process of creating value through the taking of financial, physical, and social risks and the expenditure of the necessary time and effort. An entrepreneur is an individual who identifies and exploits opportunities that are often overlooked or unperceived by others. The entrepreneur, whose primary objective is to generate profit, assumes the risk of procuring factors of production and directing them to the production process. (Akpınar, 2009: 14).

Since the early 1980s, the concept of entrepreneurship has experienced a major revival around the world. During this period, the influence of conservative political forces grew in the United States, while in Europe the role of the private sector in responsibility, self-reliance and economic development was more strongly emphasized. Small business was recognized as an engine of economic growth, and this period saw a tremendous surge of interest in entrepreneurship. In addition, factors such as the collapse of Europe and the Soviet Union in the early 1990s, the increased participation of countries such as China and Vietnam in international trade, economic hardship and high unemployment rates around the world made entrepreneurship even more important on a global scale. During



this period, the United States and the European Union countries took important policies and incentives to encourage entrepreneurship and thus entrepreneurship became widespread in these regions (İraz, 2010: 145 - 146).

Keeping pace with global changes and increasing social welfare depends on the vitality of the entrepreneurial spirit. A society may have natural resources, labor, and capital, but it must have enough entrepreneurs to transform these resources into production and respond to human needs; otherwise, problems such as unemployment, lack of production, and economic stagnation may arise (Dikmen, 1990; Siphai, 1997: 26). Changing economic structures and rapid business developments have made entrepreneurship even more critical. A study conducted by the Global Entrepreneurship Monitor (GEM) in 29 countries has shown that countries with high entrepreneurial activity are more successful in economic growth (GEM, 2024). These results emphasize that entrepreneurship not only increases individual and social welfare, but is also a fundamental element that supports economic growth.

1.2. Factors Affecting Entrepreneurial Intention

Understanding the underlying motivations that drive individuals to become entrepreneurs has been the subject of considerable research. According to traditional economic theory, the desire of individuals to maximize their self-interest is a key motivator for entrepreneurship. In other words, the desire for economic gain and profit is the main driver of entrepreneurship (Bozkurt, 2011: 15). In this context, the reasons for becoming an entrepreneur can be listed as follows:

- ***Sense of achievement:*** The entrepreneur, whose work is unique to his personality, is responsible for all the results of his work. The joy that comes from the thought of winning and achieving success encourages individuals to start their own business (Tomak, 2015: 35).

- ***Desire to gain respectability:*** The desire to earn more stems from the fact that in societies, the money earned and spent by an individual is considered a measure of success and value by society. Having a good job and a prestigious title increases the value given to the entrepreneur by the society and positively affects the social status of the individual (Bozkurt, 2011: 16).

- ***Desire to make profit:*** If the business provides continuous profit, the entrepreneur's level of material well-being will increase. If it is a business partnership, this increase in welfare can be realized through the distribution of dividends according to the shareholding ratio. However, making profit is not the main goal of the entrepreneur (Tomak, 2015: 36).

- ***Desire for independence:*** Starting one's own business provides a sense of freedom by not being subject to the guidance of others, and provides an opportunity to showcase one's talents. Motivation increases when the person achieves the goal of realizing the choices he/she has made by focusing on his/her own business and his/her own happiness (Bozkurt, 2011: 16).

Entrepreneurship is often thought of as a person who starts a business in a specific sector, but it is actually a concept with different types (Gençay, 2017: 23). Entrepreneurs around the world are of different genders, have different characteristics, focus on different goals, and adopt different business strategies, which makes it quite complex to identify types of entrepreneurship (Damar, 2015:38-39). With the development and changes in living conditions, changes are also taking place in the field of entrepreneurship, and entrepreneurship can take different forms beyond the activities of establishing new businesses. Entrepreneurs differ in terms of the sectors they focus on and the opportunities they explore, resulting in a diversity of ventures (İkiz, 2011:16-17). Entrepreneurship can be classified in different ways. These classifications can be made under different headings such as how entrepreneurship emerges, how it is shaped, and entrepreneurial characteristics. However, the types of entrepreneurship are not drawn with clear boundaries, so an enterprise can be included in more than one type of entrepreneurship at the same time (İrengül, 2014: 8). Entrepreneurship can be divided into different categories such as creative entrepreneurship, e-entrepreneurship, female and male entrepreneurship, entrepreneurial entrepreneurship, profit-oriented and non-profit-oriented entrepreneurship, public entrepreneurship, intrapreneurship, informatics entrepreneurship, opportunity entrepreneurship, environmental entrepreneurship, dynamic entrepreneurship, social entrepreneurship.



1.3. The Relationship of Entrepreneur Candidates' Personality Traits with Entrepreneurial Tendencies

In reviewing the literature related to the research topic, Wang and Wong (2004) reported that family factor, gender, work experience, educational status, and knowledge of business management affect the entrepreneurial tendency of students. Kılıç et al. (2012) stated that gender has an effect on the innovativeness factor. Korkmaz (2012) emphasized that students are self-confident, open to innovation, ambitious and can take risks, but they are not sufficient in the control phase and cannot tolerate uncertainty. In the same study, the entrepreneurial tendencies of students were positive. Solmaz et al. (2014) found that gender factors affect the determination and innovativeness characteristics of tourism students, and women have higher entrepreneurial tendencies.

Yüksel et al. (2015) found that students' gender, entrepreneurial personality traits and family occupation significantly affect entrepreneurial tendency. Aksel and Bağcı (2016) showed that students have entrepreneurial traits, gender, school departments and status of receiving education on entrepreneurship. Kılıçlı (2018) showed that students' status of taking entrepreneurship courses on entrepreneurship has no effect on entrepreneurial tendency (Aksel and Bağcı, 2016; Kılıçlı, 2018). Yılmaz and Sözcü (2019) found that the education received had an effect on the entrepreneurial tendency of students, but the working life of the family had no effect. Dağlar (2020) conducted a study to determine the entrepreneurial tendency of university graduates who received entrepreneurship training. The study used a survey-based research on 142 graduates. As a result of the study, it was argued that graduates who received entrepreneurship education had higher entrepreneurial tendencies and graduates who received entrepreneurship education had higher intention to start a business.

Based on the studies in the literature, this study aims to examine the relationship between the personal characteristics of prospective entrepreneurs and their desire to start a business. For this purpose, the following hypotheses were formulated:

H1: Risk taking is statistically significantly different across age groups.

H2: Innovativeness shows a statistically significant difference across age groups.

H3: Self-confidence shows a statistically significant difference across age groups.

H4: Entrepreneurship shows a statistically significant difference in age groups.

H5: Self-confidence shows statistically significant difference according to gender.

H6: Entrepreneurship shows statistically significant difference according to gender.

H7: Entrepreneurship shows statistically significant difference according to whether parents have their own business.

H8: Innovativeness shows statistically significant difference according to whether parents are civil servants.

H9: Entrepreneurship shows a statistically significant difference according to whether the parents are public officials.

H10: Innovativeness shows a statistically significant difference according to general mood.

H11: Striving for success shows a statistically significant difference according to general mood status.

H12: Entrepreneurship shows statistically significant difference according to general mood.

H13: Self-confidence shows statistically significant difference according to general mood.

H14: Risk taking shows statistically significant difference according to general mood.



2. RESEARCH METHODOLOGY

The aim of this study is to investigate the relationships between the personal characteristics of entrepreneurial candidates and their desire to start a business. For this purpose, the students of Selçuk University Akşehir Faculty of Economics and Administrative Sciences, Akşehir Vocational School, Akşehir Faculty of Engineering and Architecture, Akşehir Kadir Yallagoz School of Health were determined as the research population in 2023-2024. The questionnaire form was distributed to 510 students selected by random sampling method and 505 students returned the questionnaire. Among them, 15 questionnaires had to be excluded from the evaluation and 490 questionnaires were subjected to the evaluation.

In the study, the questionnaire method was used as a data collection tool. The administration of the questionnaire was conducted in accordance with the decision of the Scientific Ethics Committee of Selçuk University Akşehir Faculty of Economics and Administrative Sciences, dated October 05, 2023, and numbered 03/01. The questionnaire form consists of two sections with demographic statements. The first section includes demographic characteristics, and the second section includes Entrepreneurship scale statements.

- **Entrepreneurship Scale:** "Entrepreneurship Scale" developed by Ali, Topping and Tariq (2009) and Cansız (2007) was used in the study. This scale, which was translated into Türkiye by Wasti (2000), consists of three dimensions: affective, normative and continuance commitment. In the questionnaire form, scale consisting of 46 statements was coded on a 5-point Likert scale as 1=strongly disagree and 5=strongly agree (Şencan, 2012). In addition, the participants were instructed to leave the neutral questions blank before starting the survey.

The data obtained from the research were analyzed using the program SPSS (Statistical Package for Social Sciences) 29.0. Before starting the analysis, the suitability of the numerical data for normal distribution was checked using Kolmogorov-Smirnov, Shapiro-Wilk, skewness and kurtosis tests, histogram and Q-Q plot graphs. In data analysis, Independent Sample T test was used for two independent group comparisons and One-Way ANOVA test was used in case of more than two independent groups. To determine the source of the difference in

the results when there was a significant difference as a result of the ANOVA test, the Tukey test was used when the variances were homogeneous, and the Tamhane test was used when the variances were not homogeneous. "Pearson's correlation test was used to examine the relationship between two numerical variables. When the observation value in the variables is less than 30, nonparametric tests should be used because the data do not meet the normality assumption. For this reason, the Kruskal-Wallis test, which is a nonparametric test, was applied to variables with observation values below 30 and the minimum maximum values were added to the tables. The level of statistical significance was accepted as $p < 0.05$ for all tests.

3. FINDINGS

Cronbach alpha coefficient over 0.60 indicates that the scale is reliable. The results of reliability analysis showed that the reliability coefficient of the subdimensions of the scale of entrepreneurial personality traits is reliable.

Table 1. Cronbach alpha values of the sub-dimensions of the scale of entrepreneurial personality traits

	Cronbach's Alpha
Risk Taking	0,635
Innovation	0,682
Desire for Success	0,724
Uncertainty Tolerance	0,649
Self Confidence	0,763
Entrepreneurship	0,915



Table 2. Statistics of the sub-dimensions of the entrepreneurial personality traits scale

	N	Mean	Sd	Median	Min.	Max.
Risk Taking	490	24,22	3,26	25,00	10,00	30,00
Innovation	490	15,02	2,90	15,00	4,00	20,00
Desire for Success	490	21,16	3,21	22,00	7,00	25,00
Uncertainty Tolerance	490	12,79	3,63	13,00	4,00	20,00
Self Confidence	490	26,83	4,78	27,00	7,00	35,00
Entrepreneurship	490	38,24	8,47	39,00	11,00	50,00

Risk taking mean and standard deviation value $24,22\pm 3,26$ and minimum maximum values 10-30 respectively, innovativeness mean and standard deviation value $15,02\pm 2,90$ and minimum maximum values 4-20 respectively, desire for success mean and standard deviation value $21,16\pm 3,21$ and minimum maximum values 7-25 respectively, The mean and standard deviation values for tolerance of uncertainty are $12,79\pm 3,63$ and the minimum maximum values are 4-20 respectively, the mean and standard deviation values for self-confidence are $26,83\pm 4,78$ and the minimum maximum values are 7-35 respectively, the mean and standard deviation values for self-confidence are $38,24\pm 8,47$ and the minimum maximum values are 11-50 respectively.

Table 3. Descriptive statistics on demographic characteristics of the participants

		n	%
Age	18-20	248	50,6%
	21-23	203	41,4%
	24+	39	8,0%
Gender	Famela	277	56,6%
	Male	212	43,4%
Education Status	License	490	100,0%
	FEAS	185	37,8%
	Engineering	65	13,3%
Department	Health	216	44,1%
	Other	24	4,9%

Classroom	1	200	40,8%
	2	111	22,7%
	3	68	13,9%
	4	111	22,7%

Table 3 shows the sociodemographic characteristics of the participants. 56.6% of the participants were female, 43.3% were male and 50.6% were between 18 and 20 years old. 44.1% of the participants were studying in the field of health and 40.8% of them were in their first year.

Table 4. Analysis of the difference between the scores obtained from the sub-dimensions of the Entrepreneurial Personality Traits Scale and age

		Age				p
		N	Mean	Sd	F	
Age	18-20 ^a	248	23,91	3,36	3,201	0,042
	21-23 ^{ab}	203	24,43	3,18		
	24+ ^b	39	25,15	2,84		
Innovation	18-20 ^a	248	14,94	2,95	5,441	0,005
	21-23 ^a	203	14,83	2,80		
	24+ ^b	39	16,46	2,73		
Self Confidence	18-20 ^a	248	26,21	4,93	8,790	<0,001
	21-23 ^a	203	27,07	4,48		
	24+ ^b	39	29,51	4,39		
Entrepreneurship	18-20 ^a	248	37,96	8,58	3,437	0,033
	21-23 ^a	203	37,94	8,25		
	24+ ^b	39	41,64	8,42		

p<0,05

*Letters a,b represent the result of post hoc analysis. There is a statistically significant difference between different letters. There is no difference between the same letters.



A statistically significant difference was found between risk taking and age ($p < 0.05$). The mean and standard deviation of individuals aged 18-20 years was 23.91 ± 3.36 , the mean and standard deviation of individuals aged 21-23 years was 24.43 ± 3.18 , and the mean and standard deviation of individuals aged 24 years and older was 25.15 ± 2.84 . The highest risk-taking average belongs to individuals aged 24 and above. According to the result of Tukey's test, which is used when variances are homogeneous, the difference between individuals aged 18-20 and individuals aged 24 and over was found to be statistically significant.

A statistically significant difference was found between innovativeness and age ($p < 0.05$). The mean and standard deviation of individuals aged 18-20 years is 14.94 ± 2.95 , the mean and standard deviation of individuals aged 21-23 years is 14.83 ± 2.80 , and the mean and standard deviation of individuals aged 24 years and above is 16.46 ± 2.73 . People aged 24 and above have the highest mean value of innovativeness. According to the result of Tukey test, the difference is due to people over 24 years of age.

A statistically significant difference was found between self-confidence and age ($p < 0.001$). The mean and standard deviation of the mean and standard deviation of the individuals aged 18-20 years was 26.21 ± 4.93 , the mean and standard deviation of the individuals aged 21-23 years was 27.07 ± 4.48 and the mean and standard deviation of the individuals aged 24 years and older was 29.51 ± 4.39 . Individuals over 24 years of age had the highest mean self-confidence. According to the result of the Tukey test, the difference is due to the individuals over 24 years of age.

A statistically significant difference was found between entrepreneurship and age ($p < 0.001$). The mean and standard deviation of people aged 18-20 years is 37.96 ± 8.58 , the mean and standard deviation of people aged 21-23 years is 37.94 ± 8.25 , and the mean and standard deviation of people aged 24 years and above is 41.64 ± 8.42 . People aged 24 years and above have the highest average of entrepreneurship. According to the result of Tukey test, the difference is due to people over 24 years old.

Table 5. Analysis of the difference between the scores obtained from the sub-dimensions of the Entrepreneurial Personality Traits Scale and gender

		Gender				
		n	Mean	Sd	t	p
Self Confidence	Female	277	26,25	4,68	-3,035	0,003
	Male	212	27,57	4,83		
Entrepreneurship	Female	277	36,79	8,65	-4,415	<0,001
	Male	212	40,14	7,89		

p<0,05

A statistically significant difference was found between self-confidence and gender (p<0.001). While the mean and standard deviation of women was 26.25±4.68, the mean and standard deviation of men was 27.57±4.83. The mean self-confidence of men is higher.

A statistically significant difference was found between entrepreneurship and gender (p<0.001). While the mean and standard deviation of women was 36.79±8.65, the mean and standard deviation of men was 40.14±7.89. The mean entrepreneurship of men is higher.

Table 6. Analysis of the difference between the scores obtained from the subdimensions of the scale of entrepreneurial personality traits and the answers to the question: Do your mother and father own their own business

		Do your parents own a business?							
		n	Mean	Sd	Median	Min.	Max.	H	p
Entrepreneurship	Only mother ^a	13	34,08	8,09	34,00	20,00	47,00	12,726	0,005
	Only father ^b	204	39,27	7,91	41,00	12,00	50,00		
	Both of them ^b	44	40,05	8,45	42,00	17,00	50,00		
	None of them ^{bc}	223	37,09	8,85	38,00	11,00	50,00		

p<0,05

A statistically significant difference was found between entrepreneurship and the question, "Do your mother and father own their own business?" ($p < 0.05$). The mean and standard deviation of those whose only mother was self-employed was 34.08 ± 8.09 and the median was 34, the mean and standard deviation of those whose only father was self-employed was 39.27 ± 7.91 and the median was 41, the mean and standard deviation of those whose both were self-employed was 40.05 ± 8.45 and the median was 42, and the mean and standard deviation of those whose both were not self-employed was 37.09 ± 8.85 and the median was 38. The mean of entrepreneurship of those who both own their own business is the highest. According to the results of the post-hoc analysis, only the difference between those whose mother owns her own business and all other options is significant.

Table 7. Analysis of the difference between the scores obtained on the sub-dimensions of the scale of entrepreneurial personality traits and the answers to the question Are mother and father civil servants?

		Are the mother and father public officials?							
		n	Mean	Sd	Median	Min.	Max.	H	p
Innovation	Only mother	22 ^a	14,27	2,98	14,50	8,00	20,00	19,147	<0,001
	Only father	95 ^{ab}	15,77	2,73	16,00	7,00	20,00		
	Both of them	35 ^b	16,46	2,62	16,00	11,00	20,00		
	None of them	324 ^a	14,69	2,92	15,00	4,00	20,00		
Entrepreneurship	Only mother	22 ^a	34,45	8,81	34,00	20,00	49,00	11,253	0,010
	Only father	95 ^b	38,20	8,52	40,00	16,00	50,00		
	Both of them	35 ^c	41,46	8,46	45,00	20,00	50,00		
	None of them	324 ^b	38,20	8,47	39,00	11,00	50,00		

$p < 0,05$

A statistically significant difference was identified between innovativeness and the question "Are mother and father public officials?" The results were statistically significant ($p < 0.001$). The mean and standard deviation of individuals with only a mother who is a public official is 14.27 ± 2.98 , with a median value of 14.5. The mean and standard deviation of individuals with only a father who is a public official is 15.77 ± 2.73 , with a median value of 16. The mean and standard deviation of individuals with both parents who are public officials is 16.46 ± 2.62 , with a median value of 16. The mean and standard deviation of individuals with both parents who are not public officials is 14.69 ± 2.92 , with a median value of 15. The mean innovativeness of those who are both public officials is the highest.

The results of the post hoc analysis indicate that there is a significant difference between individuals whose parents are both public officials, individuals whose only mother is a public official, and individuals whose neither of them is a public official.

A statistically significant difference was identified between entrepreneurial activity and the question of whether the mother or father of the individual in question is a public official. The results were statistically significant at the 0.05 level. The mean and standard deviation of those whose only mother is a public official is 34.45 ± 8.81 , with a median value of 34. The mean and standard deviation of those whose only father is a public official is 38.20 ± 8.52 , with a median value of 40. The mean and standard deviation of those whose both are public officials is 41.46 ± 8.46 , with a median value of 45. Finally, the mean and standard deviation of those whose both are not public officials is 38.20 ± 8.47 , with a median value of 39. The mean entrepreneurial propensity of those who are both public officials is the highest.

Table 8. A comparative analysis of the scores obtained from the sub-dimensions of the entrepreneurial personality traits scale and general mood.

		How is your general mood?				
		n	Mean	Sd	F	p
Risk Taking	Nervous ^a	127	23,43	3,09	8,128	<0,001
	Peaceful ^{ab}	125	24,53	3,42		
	Ambitious ^b	116	25,47	2,68		
	Fatalistic ^a	41	23,27	2,80		
	Dreamer ^a	78	23,77	3,71		
Innovation	Nervous ^a	127	14,28	3,10	7,322	<0,001
	Peaceful ^a	125	14,86	2,77		
	Ambitious ^b	116	15,98	2,86		
	Fatalistic ^a	41	14,12	2,59		
	Dreamer ^b	78	15,55	2,52		
Desire for Success	Nervous ^a	127	20,97	3,23	7,129	<0,001
	Peaceful ^a	125	20,40	3,17		
	Ambitious ^b	116	22,45	2,55		
	Fatalistic ^{ab}	41	21,24	3,28		
	Dreamer ^a	78	20,81	3,57		
Self Confidence	Nervous ^a	127	25,39	5,24	10,203	<0,001
	Peaceful ^b	125	27,26	4,00		
	Ambitious ^c	116	28,84	4,17		
	Fatalistic ^a	41	25,37	4,47		
	Dreamer ^{ab}	78	26,23	5,16		
Entrepreneurship	Nervous ^a	127	37,65	8,27	5,367	<0,001
	Peaceful ^a	125	36,87	8,38		
	Ambitious ^b	116	41,32	8,22		
	Fatalistic ^a	41	37,07	7,73		
	Dreamer ^a	78	37,36	8,89		

p<0,05



A statistically significant difference was identified between risk-taking and the question "What is your general mood?" The results were statistically significant ($p < 0.001$). The mean and standard deviation value of individuals with a tense general mood is 23.43 ± 3.09 , while the mean and standard deviation value of individuals with a peaceful general mood is 24.53 ± 3.42 . The mean and standard deviation value of individuals with an ambitious general mood is 25.47 ± 2.68 , the mean and standard deviation value of individuals with a fatalistic general mood is 23.27 ± 2.80 , and the mean and standard deviation value of individuals with a dreamer general mood is 23.77 ± 3.71 . Individuals with an overall disposition of ambition exhibit the highest average propensity for risk-taking.

A statistically significant difference was observed between innovativeness and the question "What is your general mood?" The results were statistically significant ($p < 0.001$). The mean and standard deviation value of individuals with a tense general mood was found to be 14.28 ± 3.10 , while the mean and standard deviation value of individuals with a peaceful general mood was 14.86 ± 2.77 . The mean and standard deviation value of individuals with an ambitious general mood was 15.98 ± 2.86 , while the mean and standard deviation value of individuals with a fatalistic general mood was 14.18 ± 2.59 . Finally, the mean and standard deviation value of individuals with a dreamer general mood was 15.55 ± 2.52 . The mean innovativeness of individuals with an ambitious general mood is the highest.

A statistically significant difference was observed between the desire for success and the question "What is your general mood?" The results were statistically significant ($p < 0.001$). The mean and standard deviation value of individuals with a tense general mood was 20.97 ± 3.23 , while the mean and standard deviation value of individuals with a peaceful general mood was 20.40 ± 3.17 . The mean and standard deviation value of individuals with an ambitious general mood was 22.45 ± 2.55 , while the mean and standard deviation value of individuals with a fatalistic general mood was 13.51 ± 3.68 . Finally, the mean and standard deviation value of individuals with a dreamer general mood was 20.81 ± 3.57 . Individuals with an overall disposition of ambition exhibit the highest mean desire for success.

A statistically significant difference was observed between self-confidence and the question "What is your general mood?" The results were statistically significant ($p < 0.001$). The mean and standard deviation value of individuals with a tense general mood was 25.39 ± 5.24 , while those with a peaceful general mood exhibited a mean and standard deviation value of 27.26 ± 4.00 . The mean and standard deviation value of individuals with an ambitious general mood was 28.84 ± 4.17 , while those with a fatalistic general mood exhibited a mean and standard deviation value of 25.37 ± 4.47 . Finally, the mean and standard deviation value of individuals with a dreamer general mood was 26.23 ± 5.16 . The mean level of self-confidence among individuals with an ambitious general mood is the highest.

A statistically significant difference was observed between the variables of entrepreneurship and general mood. The results were statistically significant ($p < 0.001$). The mean and standard deviation value of individuals with a tense general mood was 37.65 ± 8.27 , while those with a peaceful general mood exhibited a mean and standard deviation value of 36.87 ± 8.38 . The mean and standard deviation value of individuals with an ambitious general mood was 41.32 ± 8.22 , while those with a fatalistic general mood exhibited a mean and standard deviation value of 37.07 ± 7.73 . Finally, the mean and standard deviation value of individuals with a dreamer general mood was 37.36 ± 8.89 . The entrepreneur is a person who is engaged in the pursuit of profit through the establishment and operation of a business enterprise.



CONCLUSION

The advent of new technologies has compelled individuals to make decisions that will enhance their competitiveness vis-à-vis their rivals. Individuals assume an active role in attaining the desired objective through strategic decision-making, in addition to the tangible benefits to their employing organizations. Individuals with the requisite capacity and characteristics can only be reached through the provision of training. The provision of training ensures that individuals first gain entrepreneurial skills and then increase this ability and gain leadership qualities by making timely decisions and using the right strategy. The personal characteristics that facilitate the development of these entrepreneurial abilities are typically divided into six sub-dimensions in the literature, namely risk-taking, innovation, desire for success, uncertainty tolerance, self-confidence, and entrepreneurship.

The primary objective of this research is to investigate the interrelationships between the personal characteristics of aspiring entrepreneurs and their proclivity to pursue business ownership. A survey was conducted among students at Selcuk University Aksehir Faculty of Economics and Administrative Sciences, Aksehir Vocational School, Aksehir Faculty of Engineering and Architecture, and Aksehir Kadir Yallagoz School of Health during the 2023-2024 academic year. The population of the study was university students, selected for their lack of professional experience. This is thought to enhance their willingness to engage in entrepreneurial activities. Additionally, the target population was determined by the fact that university students are more likely to enroll in entrepreneurship courses following a recommendation from the Higher Education Council of Türkiye (YÖK) to universities regarding the introduction of entrepreneurship and innovation courses in undergraduate programs.

Upon examination of the demographic characteristics of the students participating in the research, it becomes evident that the age range of 18-20 years represents the largest proportion of participants. The majority of participants are female students. The number of students studying in the health department is higher than in other departments, and the number of students studying in the first year is notably high.

The study revealed that risk-taking, innovativeness, self-confidence, and entrepreneurship sub-dimensions of entrepreneur candidates over the age of 24 exhibited significantly higher levels. According to this result, H1 hypothesis was accepted. It can be posited that the age factor affects the sub-dimensions because the entrepreneurship infrastructure can be formed as awareness is formed and experiences are gained with age. Aksel and Bağcı (2016) also indicated that as students' age increases, their entrepreneurial tendencies also increase. Kılıç et al. (2012) found that the age factor did not affect the entrepreneurial tendencies scale sub-dimension scores of the learners. This situation supports the studies in the literature.

The study revealed that male students exhibited significantly higher levels of self-confidence and innovation than their female counterparts. According to this result, H2 and H3 hypotheses were accepted. Kılıç et al. (2012) found that men exhibited higher scores on the innovation scale subscale, while Yılmaz and Sözcü (2019) and Wang and Wong (2004) found that men exhibited higher scores on the entrepreneurship scale subscale. This situation supports the studies in the literature. Dağlar (2020) found that women exhibited higher scores on the self-confidence and risk-taking subscale, while Solmaz et al. (2014) found that women exhibited higher scores on the innovation scale subscale.

Among the participants, it was observed that the entrepreneurial tendencies of students whose parents operated their own business were higher than those of other students, while the innovation and entrepreneurship rates of students whose parents were employed in the public sector were notably high. According to this result, H7, H8 and H9 hypotheses were accepted. Upon examination of the parental occupations of the students participating in the research, it becomes evident that the majority of parents do not own their own business, their parents are not public officials, and only a small proportion of fathers are retired. In his study, Dağlar (2020) found that the entrepreneurial status of families has no effect on the entrepreneurial tendency of individuals. Yılmaz and Sözcü (2019) reported that the professional status of families has no effect on students' entrepreneurial tendency. Korkmaz (2012) demonstrated that the presence of entrepreneurial individuals in the family was associated with increased self-confidence and innovation subscale scores among students. In our



study, the high level of innovation and entrepreneurship characteristics observed in students whose families work in the public sector can be attributed to the educational status of the family. The results of the research indicated that the hypotheses were supported. The findings generally align with previous studies.

The findings of the research indicate that seminars on the characteristics of the educational institutions that students will attend during their academic careers, the features of the institutions they will study at, and the ways in which they can utilize the existing opportunities at these institutions could be beneficial in enhancing the entrepreneurial characteristics of students. The number of applied entrepreneurship training programs can be expanded. The implementation of these training programs will ensure the continued development of the university and foster the growth of entrepreneurial individuals who are open to innovation and willing to achieve.

The study population was limited to the students of four different units at Selçuk University. For future studies, it is recommended to expand the population, to conduct research in more universities, and to include graduated students in the population and compare them with the students who continue to study. In addition, the study examined entrepreneurial tendency in terms of personality traits. It is thought that entrepreneurial tendency is not only affected by personality traits. A multitude of variables, including social structure, culture, economic structure, and the aforementioned global threats, can influence entrepreneurial tendencies. Consequently, future studies may benefit from examining the relationship between entrepreneurial tendencies and these variables.

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