



T.C.

ANKARA YILDIRIM BEYAZIT UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES

**THE RELATIONSHIP BETWEEN PERSONALITY TRAITS,
AND ENTREPRENEURIAL TENDENCY: A STUDY ON
FINAL YEAR BUSINESS STUDENTS IN HARGEISA,
SOMALIA**

MASTER'S THESIS

Sumaya MOHAMED ALI

DEPARTMENT OF BUSINESS

ANKARA, 2023

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Thesis Advisor
Prof. Dr. Yüksel Akay ÜNVAN

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APPROVAL PAGE

The thesis study titled “THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, AND ENTREPRENEURIAL TENDENCY: A STUDY ON FINAL YEAR BUSINESS STUDENTS IN HARGEISA, SOMALIA” prepared by Sumaya MOHAMED ALI was unanimously approved by the following jury as a Master's thesis in Ankara Yıldırım Beyazıt University Graduate School of Social Sciences in the Department of Business.

Jury Member	Institution	Signature
Prof. Dr. Yüksel Akay ÜNVAN	Ankara Yıldırım Beyazıt University	
Accept <input checked="" type="checkbox"/> Reject <input type="checkbox"/>		
Dr. Öğr. Üyesi Emre Burak EKMEKÇİOĞLU	Ankara Yıldırım Beyazıt University	
Accept <input checked="" type="checkbox"/> Reject <input type="checkbox"/>		
Prof. Dr. Murat ATAN	Ankara Hacı Bayram Veli University	
Accept <input checked="" type="checkbox"/> Reject <input type="checkbox"/>		

Thesis Defense Date: 06/02/2023

I certify that the student has fulfilled the requirements for a Master's thesis in Ankara Yıldırım Beyazıt University Graduate School of Social Sciences in the Department of Business Administration.

Director of the Institute of Social Sciences

Prof. Dr. Yaşar YİĞİT

DECLARATION

I declare that this thesis is my own work, that I have not had any unethical behavior violating patents and copyrights at all stages from the planning to the writing of the thesis, and that I have obtained all the information in this thesis within academic and ethical rules, and that I have cited all the information and comments used in this thesis.

Sumaya MOHAMED ALI



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ABSTRACT

THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, AND ENTREPRENEURIAL TENDENCY: A STUDY ON FINAL YEAR BUSINESS STUDENTS IN HARGEISA, SOMALIA

Each individual has different attitudes and behaviors in the face of events. Personality traits have an impact on an individual's decisions and behaviors. Although we all have the same biological structure, our reactions to events differ. It is possible to evaluate these differences in terms of personality structure. On the other hand, Entrepreneurship is a factor that plays a major role in economic development with the rapid development of technology and the ease of access to information. Moreover, entrepreneurship elevates the standard of living and encourages the emergence of new technologies. Therefore, this study examines the relationship between the big five personality traits and the entrepreneurial tendency of students who are in the final year of the business administration department in Hargeisa city Somalia. For this purpose, a questionnaire was applied to 263 final-year students of business administration at Hargeisa, Golis, and New Generation universities in Hargeisa, Somalia. In this research, SPSS was used to analyze the data. In this study, descriptive analysis was used to see the general form of the data, correlation, and regression analysis to determine the relationship between personality traits and entrepreneurial tendencies, and t-test to determine the relationship between demographic information and entrepreneurial tendencies. Overall, this study found that extroversion, conscientiousness, and openness to experience dimensions of personality traits have a statistically significant and positive relationship with entrepreneurial tendency, while agreeableness and neuroticism dimensions of personality traits do not have a statistically significant relationship with entrepreneurial tendency. In addition, it was found that the entrepreneurial tendency among the participants differed according to their desire to be an entrepreneur in the future. Finally, the researcher recommended that students can develop the personality traits that most affect their entrepreneurial tendencies, by socializing and participating in relevant activities. In addition, the researcher suggests that educational institutions create platforms where students can present their ideas and express themselves.

Keywords: Personality traits, entrepreneurial tendency, business students, Hargeisa, Somalia.

ÖZET

KİŞİLİK ÖZELLİKLERİ İLE GİRİŞİMCİLİK EĞİLİMİ ARASINDAKİ İLİŞKİ: SOMALİ HARGEİSA'DAKİ SON SINIF İŞLETME ÖĞRENCİLERİ ÜZERİNDE BİR ARAŞTIRMA

Her bireyin olaylar karşısında farklı tutum ve davranışları vardır. Kişilik özellikleri, bireyin kararları ve davranışları üzerinde etkilidir. Hepimiz aynı biyolojik yapıya sahip olmamıza rağmen olaylara verdiğimiz tepkiler farklıdır. Bu farklılıkları kişilik yapısı açısından değerlendirmek mümkündür. Girişimcilik ise teknolojinin hızla gelişmesi ve bilgiye ulaşmanın kolaylaşması ile ekonomik kalkınmada büyük rol oynayan bir faktördür. Ayrıca girişimcilik, yaşam standardını yükseltmekte ve yeni teknolojilerin ortaya çıkmasını teşvik etmektedir. Bu nedenle bu çalışma, Somali'nin Hargeisa şehrinde işletme bölümü son sınıfta okuyan öğrencilerin beş büyük kişilik özelliği ile girişimcilik eğilimleri arasındaki ilişkiyi incelemektedir. Bu amaçla Somali Hargeisa'da bulunan Hargeisa, Golis ve New Generation üniversitelerinde öğrenim gören 263 işletme son sınıf öğrencisine anket uygulanmıştır. Bu çalışmada verilerin analizinde SPSS kullanılmıştır. Bu çalışmada verilerin genel formunu görmek için tanımlayıcı analiz, kişilik özellikleri ile girişimcilik eğilimleri arasındaki ilişkiyi belirlemek için regresyon ve korelasyon analizi ve demografik bilgiler ile girişimcilik eğilimleri arasındaki ilişkiyi belirlemek için t-testi kullanılmıştır. Genel olarak, bu çalışma, kişilik özelliklerinden dışadönüklük, sorumluluk ve deneyime açıklık boyutlarının girişimcilik eğilimi ile istatistiksel olarak anlamlı ve pozitif bir ilişkiye sahip olduğunu, kişilik özelliklerinden uyumluluk ve nevroz boyutlarının ise girişimcilik eğilimi ile istatistiksel olarak anlamlı bir ilişkiye sahip olmadığını bulmuştur. Ayrıca katılımcılar arasında girişimcilik eğiliminin gelecekte girişimci olma isteklerine göre farklılık gösterdiği tespit edilmiştir. Son olarak araştırmacı, öğrencilerin girişimcilik eğilimlerini en çok etkileyen kişilik özelliklerini sosyalleşerek ve etkinliklere katılarak geliştirebileceklerini önermiştir. Ayrıca eğitim kurumları öğrencilerin fikirlerini sunabilecekleri ve kendilerini ifade edebilecekleri platformlar oluşturabilir.

Anahtar Kelimeler: Kişilik özellikleri, girişimcilik eğilimi, İşletme öğrencileri, Hargeisa, Somali.

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LIST OF ABBREVIATIONS

APA	American Psychological Association
GEM	Global entrepreneurship monitor
QBFPT	Quick Big Five Personality Test
SMEs	Small and medium enterprises
SPSS	Statistical Package for the Social Sciences



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1. INTRODUCTION

1.1. Background of the Study

According to certain studies, entrepreneurship is a field that has been around for a considerable amount of time. Entrepreneurship is currently regarded as one of the critical topics in the business sector. Moreover, a lot of research and studies are focused on entrepreneurship. Entrepreneurship has been identified as one of the underpinnings for progress between developed and developing nations in the current competitive and complex global society. People in companies often develop accomplishment infrastructures where entrepreneurship is present. The necessity of entrepreneurship is valued in enterprises due to the rising number of new competitors and feelings of mistrust towards conventional approaches (Rahman Sadeghi Javan, 2014). Gurol & Ahsan (2006) argue that entrepreneurship is essential in emerging nations' economies since it motivates societal adjustment, job creation, and economic growth. To promote economic growth and wealth creation on a national level, new business formation or small business progress is frequently promoted by national economic policies. Entrepreneurship is a significant factor in employment, economic expansion, and technical advancement (Kuratko, 2007).

Along with the fact that many disciplines have handled entrepreneurship over time, the issue of entrepreneurial tendency has become critical today. Many factors are influential in determining entrepreneurial tendency. Family structure, education, social culture, and personality traits are among these factors. However, since these factors affect both the entrepreneurial tendency and each other, it is a complex issue and degree of influence difficult is to determine (Erol, 2017). Moreover, Mohamadi (2011) also argues that three factors, including external environment, internal factors, and personality factors, lead to entrepreneurship development, and the latter can significantly impact entrepreneurship development. Therefore, this study focuses on personal factors and their effect on entrepreneurship.

With the change of view on the innate nature of entrepreneurship, the idea that entrepreneurial tendency can be revealed through effective education has come to the fore. Indeed, studies have shown that the teaching of individuals can encourage them to set up their businesses by providing ideas and skills and contributing to developing skills such as creativity and independent action necessary for entrepreneurship. One of the institutions and organizations where entrepreneurship education is given is universities. The training provided at universities affects the perspectives of university students, who are considered today's potential entrepreneurs, and allows them to perceive entrepreneurship as a career. Therefore, this study was conducted on final-year business administration students.

The phenomenon of personality is one of the subjects researched within the psychology framework with its various aspects. Personality is a unique image of the factors that influence a person's thinking, perception, and behavior. Internal and external stimuli constantly influence the personality; it includes the biological, psychological, genetic, and acquired abilities, feelings, wishes, perceptions, behaviors, and habits of the individual (Atilla, 2006). Additionally, personality plays a significant role in psychological studies. Since personality is a complex and wide-ranging topic, many scholars have examined it, and several theories have been produced. The big five-factor personality model is the most popular used and acknowledged among these. Researchers typically use this model because it provides reliable results concerning personality (Karlík, 2020).

Many researchers have discussed entrepreneurship and personality in terms of social sciences. Entrepreneurship is a fundamental concept, especially for the future of the world economy. The increase in the number of entrepreneurial individuals is one of the most critical steps for a country to produce more value, for the society to develop faster and reach a higher level of welfare. Since each of the individuals forming an organization has a different personality, and this difference affects entrepreneurial action, various studies have been conducted on this concept (Karabulut, 2009). In this context, personality always emerges as a curious phenomenon. Since each individual has different personality types, personality definitions have been tried to be defined by classifying them (Erol, 2017). Therefore, this study aims to investigate how personality traits affect entrepreneurship tendencies. The Big Five Personality Model was used to examine personality characteristics. This model has five dimensions: extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism (emotional instability) (Rahman Sadeghi Javan, 2014).

1.2. Problem Statement

Although Somalia's graduate workforce is expanding, graduate unemployment is increasing along with the country's general unemployment rate. The unemployment rate in Somalia is 19.9%, according to 2021 data from the world bank. After graduation, finding employment in Somalia is extremely difficult for university students. Many college graduates encounter this issue after receiving their first degree or higher: graduating from a university does not guarantee a job immediately. In Somalia, it is relatively common for graduates to stay in their homes for years without finding employment.

Since 2000, it has been reported that college graduates have faced numerous difficulties in the job market because of their inexperience and being new to the labor market. This has led many graduates to wonder whether it was worthwhile to spend many years in college only to spend years without a job before finding their first position (Jaison R. Abel, 2014). Lack of work options, low levels of entrepreneurial activities, and subpar job quality in the labor market all contribute to these barriers (R. Davis & Cecilia Maldonado, 2015). While this problem is shared globally, it is particularly severe in Somalia, making it even more difficult to get employment there. Instead of trying to come up with ideas and working on them to generate value for themselves and the people around them, the majority of university graduates go for jobs with the government. This is primarily caused by institutions' lack of entrepreneurial education, which could have caused these graduates to change their perspective.

The fundamental problem, which prompted this research is that Somalia's persistent unemployment is a critical problem. One of the most important issues facing economic management in terms of youth policies is how to encourage young people to become entrepreneurs and how to improve entrepreneurship. It is possible to establish more accurate policies and solution suggestions if personality features and entrepreneurial tendencies are identified in the growth of entrepreneurship. As a result, this study explores the relationship between the personality traits and entrepreneurial tendencies of university students.

1.3. Objective of the Study

The major goal of this study is to examine the relationship between the big five personality traits and the entrepreneurial tendency of students in the final year of their business studies

in Hargeisa city, Somalia. Despite the fact that entrepreneurship has been the subject of several research, no study examines how personality traits impact entrepreneurial tendency in Somalia. Therefore, this study will contribute to the literature on this subject.

1.4. Significance of the Study

Although entrepreneurs have many standard features, not all of these features can be necessarily found in all entrepreneurs. Therefore, each individual has different personality traits as well as different personality traits that distinguish entrepreneurs from each other. Without being aware of the entrepreneurial relationship, the entrepreneur cannot predict the risk of failing in their entrepreneurial activity, wasting labor and capital, nor can they expect the psychological troubles they will experience. In this view, this study is essential in revealing the individual personality structures which are more likely to successfully engage in entrepreneurial activity.

The personality phenomenon is one of the critical factors in revealing the entrepreneur's power, which becomes effective by activating a value system created by the person in their internal structure. In this context, showing the relationship between personality traits and entrepreneurship tendencies is extremely meaningful. It is also essential to know the personality traits of young people trying to develop a tendency toward entrepreneurship. In terms of innovation, knowing young people's personality traits will help them make the right decision.

Therefore, this study investigates the relationship between university students' personality traits and entrepreneurial tendencies. The dynamic structures of future generations will be revealed by gaining information about the students' new beginnings in life and how they look to the future. It will be emphasized once that it is essential in terms of being a guide for future generations and the country's development. Moreover, this study fills a research gap in the topic area and adds to the existing body of knowledge. Finally, the outcomes of this study can be used as a point of reference for future research in related fields.

1.5. Scope of the Study

The researcher evaluates the relationship between personality traits and entrepreneurial tendencies of students in the final year of the business administration department in Hargeisa, Somalia. This study is limited to students in the last year of the business administration department in Hargeisa, Somalia. Participants of this study are limited to students of the Hargeisa district only, without being classified by districts.

1.6. Organization of the Study

In the first part of the study, the background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the study, and the research organization will be examined. In the second part, the concept of personality, factors affecting personality, approaches to personality, methods of personality assessment, and the five-factor personality model in the formation of personality will be analyzed. In the third part, the concept of entrepreneurship and the entrepreneurial tendency will be examined. In addition, it will discuss the historical development of entrepreneurship, the importance of entrepreneurship, factors affecting entrepreneurship, types of entrepreneurship, entrepreneurial tendency, and a literature review on personality traits and entrepreneurial tendencies. The last part of the study will be presented, the study's methodology, the findings, and results related to the field research. Finally, the researcher concludes and suggests some recommendations in line with the results.

2. ENTREPRENEURSHIP

This chapter provides a clear understanding of entrepreneurship with a quick and concise review of the previous literature that deals with entrepreneurship. This section discusses the concept of entrepreneurship, its historical background, importance to the economy, types of entrepreneurship, entrepreneurial tendencies, and factors influencing entrepreneurship.

2.1. Historical Background

To comprehend the theory and importance of entrepreneurship, it is essential to look at the historical background of research, schools of thought, and academic scholars who laid the foundation and shaped entrepreneurship theory. Glancing back at the history of the advancement of entrepreneurship, it can be seen that entrepreneurship has been studied from a range of academic backgrounds, such as psychology, economics, sociology, anthropology, and business administration.

With the emergence of the Industrial Revolution, it is seen that nationalist monarchies were established and followed a mercantilist policy, in contrast to the liberal thought that started to emerge in Western European countries, especially England. As a result of the mercantilist policy, small markets in the Middle Ages were replaced by large ones, a war industry was formed to meet the needs of the established large and modern armies, and some innovations were sprinkled into commercial life. Within these limits, production and exports were encouraged, seeking new markets. Some restrictions were imposed on raw material exports and finished goods inputs, and large trade partnerships were established. The technological developments during the industrial revolution affected the inventions and innovations that took place one after the other in this period, accelerated them, and made the century a productive period in terms of entrepreneurial activities (Demirez, 2004).

At the beginning of the 19th century, with the acceleration of industrialization, the concept of the modern entrepreneur started to show itself. During this period, the number of individual enterprises began to increase, and the increase in the number of entrepreneurs is an impressive factor. As the number of entrepreneurs proliferated, competition arose, and as a result, people began to specialize in certain areas (Doragmaci, 2006). In the second half of the 19th century, the separation of company ownership and management gradually revealed

the importance of entrepreneurship. This situation has led to re-evaluating the entrepreneurial situation and its involvement in the trade. As a result, entrepreneurship, which the economy is not interested in, has an important position in the business discipline. The business discipline emerged in the 1950s and has developed in the last two decades (İlayda, 2018).

The concept of entrepreneurship has been discussed from various perspectives by different scientists in different countries. Entrepreneurship first appeared in French literature, and this movement defined the concept of entrepreneurship as a person who takes risks against uncertainty and gains a profit. Profit/reward is the equivalent of the risk taken in an environment of uncertainty. Two important physiocrats of this movement are R. Cantillon (1680-1734) and Quesnay. Another crucial French theologian and economist Nicolas Baudeau. He associated being an entrepreneur with innovation. He defined people who develop new techniques to increase production in agricultural activities and gain more income as entrepreneurs (Chell et al., 2008).

Another economist born in Lyon, France, J.B. Say, adopted Cantillon's ideas but defined the entrepreneur as a manager who provides coordination and has supervisory and management skills. According to Say, the ability to correctly analyze needs and meet market expectations is the most critical skill for entrepreneurs. According to Say, the entrepreneur is at the heart of the production system. Irish banker Richard Cantillon, who used the concept for the first time in French literature, addressed entrepreneurship as risk-taking in an environment of uncertainty. According to Cantillon, an entrepreneur is a person who buys and produces inputs of production to sell at indefinite prices. The main feature of entrepreneurs is that they can survive on an unspecified income. Jean Baptiste Say, one of the thinkers who followed Cantillon, who first described entrepreneurship through risk and uncertainty, brought a holistic approach to entrepreneurship in 1845. According to this approach, entrepreneurs work to produce new products and take responsibility by bringing together natural resources and capital production factors. J.B. Say's definition of the managerial responsibility of entrepreneurs also began (Eray, 2020).

The classical management approach does not argue that more than people's social class or wealth is required for entrepreneurship, as in previous periods. Innovation and collaboration have been considered more important for entrepreneurial activity (Murphy et al., 2006). With the behavioral approach, towards the end of the 19th century, the concept

of marginal benefit emerged with the economic developments, and the human factor was taken into account along with the production factors. In this period, the entrepreneur was defined as creating change by transforming resources into new products and services. In this period, it prioritized creating new products with existing or owned resources more than capital. According to the behavioral approach, an entrepreneur is defined as a person who offers goods and services by producing innovative and creative ideas. According to Alfred Marshall, who bridged the classical and behavioral approaches, the entrepreneur has a strong predictive ability. According to Marshall, entrepreneurs know where there are opportunities, which machinery and methods to produce, when and where to take risks, and how to coordinate capital and labor before launching products (Perihan Hazel ER, 2013).

One of the critical schools in entrepreneurship is the Austrian School of Economics. The Austrian economist Carl Menger (1840–1921), who contributed significantly to the concept of entrepreneurship, argued that providing information by analyzing the economic situation is an essential entrepreneurial activity. Menger who was also a pioneer of the subjectivist movement argues that entrepreneurs who understand and are aware of economic developments accelerate economic development. Another famous economist, Walras is the founder of the equilibrium theory in economics. Walras argues that entrepreneurs create economic profit opportunities (Chell et al., 2008). He differs from Walras Schumpeter, who argues that risk-taking is not the hallmark of entrepreneurship. On the other hand, Menger argues that economic development guides enterprises, while Schumpeter argues that enterprises support economic development.

When the studies on the concept of entrepreneurship are examined, it is seen that there needs to be more precise information about where and when entrepreneurship started (Grebel, 2004). In the early periods of history, it is seen that there were people who made profits and took risks, and with the changes in the world over time. While it was accepted that the economy developed through entrepreneurs in the classical period, entrepreneurs were defined as managers in the neo-classical period. Entrepreneurship is integrated with the concepts of contemporary innovation and management approaches. Today, entrepreneurs are defined as people who take risks, evaluate opportunities, and profit by bringing new products and services to customers.

Recently, entrepreneurship has developed into one of the most dynamic sectors. Entrepreneurship has become one of the Academy of Management's more

significant sections, as Wiklund et al. (2011) noted: "The sector has emerged as one of the most active, dynamic, and essential in management and the social sciences." The Entrepreneurship Division grew its membership by 230 percent more than any other existing division, and it is now one of the Academy of Management's largest divisions, with over 2,700 members (Audretsch, 2012).

2.2. The Concept of Entrepreneurship

The definition of entrepreneurship is critical since it is essential for every nation's economic growth and development. Since Cantillon's first views on entrepreneurship were formed in the middle of the 18th century, several authors have offered somewhat varied definitions of entrepreneurship in the literature. It must examine the past and early concepts of entrepreneurship to define it as precisely as possible. Cantillon (1931), one of the first researchers to describe the field of entrepreneurship, primarily characterized entrepreneurs in terms of taking risks and profiting from inconsistencies in purchasing and selling prices. Since then, entrepreneurship has drawn several academics from all fields of study. These scholars have defined entrepreneurship using various methodologies. There are many definitions of entrepreneurship being used today, and there is more than one that everyone agrees with. Contributions from the many perspectives of areas that arose independently can be used to explain why there is not one widely agreed-upon definition of entrepreneurship. Even ideas of entrepreneurship created in the same field have little to no interaction with each other (Ahmed Ibrahim Osman, 2020).

Entrepreneurship is essential for countries to establish a production-based structure and reduce foreign dependency on the economy. The restructuring seen in the economy in the global world is built on entrepreneurship due to the increase in social welfare, effective use of production resources, and an approach that produces solutions to needs. Numerous definitions have been made about entrepreneurship from the past to the present. However, although there are many published works and definitions of entrepreneurship, there has yet to be an agreed definition on the subject (Cunningham, 1991). It may be surprising, for example, that academics or experts tell some businesses or self-employed people that they are not entrepreneurs but may be entrepreneurs. Individuals who have defined themselves as successful entrepreneurs for a long time do not match the characteristics of this concept.

Choosing appropriate ideas to understand and explain the entrepreneur pushes authors and researchers into a challenging process.

In the view of some experts, entrepreneurship is about coming up with new ideas and using them to improve the economy (O. Jones & F. Tilley, 2003). However, innovation and looking for market opportunities to improve one's well-being and the nation's well-being are also critical components of entrepreneurship. In other words, entrepreneurs identify market gaps and contribute to filling these gaps with fresh concepts and solutions. Additionally, several characteristics of entrepreneurs impact their appraisal of opportunities, intents, and willingness to take risks. Their need for success influences the primary conduct of entrepreneurs since stronger motivation fosters a more successful mindset. Entrepreneurs create goals for their businesses' future and take various risks to achieve them (Bird & West, 1998).

Gartner (1988) adopted functionalistic ideas by stating that entrepreneurs should be characterized by what they do rather than who they are. So, the business owner starts and operates a new company to make money and expand (JAC Carland & JW Carland, 2007). Similarly, Ireland (2003) defined entrepreneurship as a perspective-dependent social phenomenon wherein individuals and organizations create wealth by merging unique resource packages to take advantage of market possibilities. Indeed some academics, for example, Drucker (1985), argue that entrepreneurship is limited to creating new businesses and that anybody who does so counts as an entrepreneur. Buryat and Julien (2001) blended the definition of an entrepreneur as someone who starts a new firm and the definition of an entrepreneur as an inventor. According to their definition, a new company or an innovation might be the value created by an entrepreneur.

Wennekers & Thurik (1999) thoroughly reviewed the literature on entrepreneurship before coming to the following conclusion: "Entrepreneurship is the manifest ability and willingness of individuals, trying to act alone, in teams, within and outside of existing organizations, to perceive and create new economic opportunities (new products, new production methods, new organizational schemes, and new product market combinations), and to introduce their ideas in the market." Wennekers and Thurik said that being an entrepreneur is not a job, and they also said that people sometimes have an entrepreneurial spirit but then lose it.

According to Tiftik & Zincirkiran, (2014), entrepreneurship is a mindset. It describes a person's ability and drives to demand a chance to succeed financially, generate new value, or define a chance, whether working alone or as part of an organization. The innovativeness or inventions help the entrepreneur enter the market, compete, alter the market in question, or establish a new market. Combining creativity or innovations with a reliable management system and personalizing an organization's development by optimizing it at every step of the life cycle is necessary for bringing a new concept to success in the commercial sector. Setting goals and planning for the organization's future are essential tasks beyond routine management tasks.

Ngoc Khuong & Huu An (2016) argues that entrepreneurship is "the process of starting a new business and organization." Investing time, money, effort, and risk in that process will create some valuable objects out of nothing in exchange for intrinsic benefits (like personal fulfillment or autonomy) and extrinsic rewards (like financial rewards). The number of entrepreneurial studies has grown significantly in recent decades. Entrepreneurial research is often carried out in two primary directions: Think about entrepreneurs with relevant features, internal personal traits, or human capital considerations. Also, pay attention to how outside factors like the general environment, culture, political system, and economic growth affect things.

According to Ejere & Tende (2012), entrepreneurship is the willingness and ability of a business-minded person to recognize the needs of others, look for resources to meet those needs, combine those resources in the best way possible, take on the uninsurable risk, and establish a successful and lucrative venture. It is developing something new while investing the required time and effort and assuming social and financial risks to reap the benefits. According to Aruwa (2004), entrepreneurship is the capacity for specific individuals to embrace risk and combine factors of production to generate commodities and services. It may also be seen as a person's willingness and ability to look for investment possibilities in a given setting and the capacity to seize such chances. This fits with what Yeng Keat et al. (2011) said about entrepreneurship: it is the willingness and ability of a person, a business, or an organization to notice a change in the environment and take advantage of the chance to create goods and services for the public.

Another broader definition of entrepreneurship is creating something from scratch, according to Commons as stated in Owoseni (2014). Finding chances where others would

perceive turmoil is what this involves. It involves accepting a risk while considering the potential rewards (more risk, more profit). Knowing how to have the talents and skills necessary to launch a new business is knowledge. Entrepreneurship is defined as the "art or science of invention and risk-taking for profit in business" by the Oxford English Dictionary (2016).

2.3. Who is the Entrepreneur?

The word entrepreneur is derived from the French *entreprendre*, meaning to undertake (Kuratko et al., 2001). However, Richard Cantillon, an Irish economist of French descent and one of the earliest economists, is believed to be the first person who introduced the word of the entrepreneur into the economic theory. According to Cantillon, the entrepreneur is a risk-taking specialist who 'insures' workers by buying their output for resale before consumers show how much they are committed to paying for it (Cassis & Minoglou, 2005). Cantillon's entrepreneur was an exchange agent with risk-taking ability under uncertain conditions. Jean Baptiste Say, a French economist of the nineteenth century, was the next scholar to refine the definition of an entrepreneur. Say considers the entrepreneur the leading productive agent in the economy (Iversen et al., 2008). Say also thinks the entrepreneur is a manager who operates in a static environment of equilibrium, where he can evaluate economic opportunities.

Entrepreneurship is seizing an opportunity that has not been noticed before (not done in everyday business processes before) and trying to do something different. An entrepreneur is a person who brings together the factors of production and initiates the necessary initiative for the production of economic goods and services. The concept of an entrepreneur is generally used for the founder of a new business or for people who have started a company that did not exist before Gartner (1985). To make a general definition, an entrepreneur can be defined as a creative person who constantly observes the market, seizes opportunities, creates new demands, senses consumer behavior and preferences, does not avoid competition and risk, and does not hesitate to take responsibility. In some studies, the entrepreneur is also considered the business owner, and it is argued that the entrepreneur's indispensable feature should be the capital owner. However, as seen in the definitions given by the critical thinkers above, ownership of capital is not the fundamental characteristic of the entrepreneur.

The issue of "why do certain people seem to be entrepreneurs more than others?" has long been there. To put it another way, why do some people join in entrepreneurship while others do not? Numerous studies have been conducted to identify the specific elements that affect entrepreneurs' aspirations to pursue an entrepreneurial venture. Skills, culture, and social norms; individual motivation; desire for accomplishment; locus of control; self-efficacy; and need for autonomy are a few examples of these characteristics (Owoseni, 2014). An entrepreneur is defined as someone who makes money by starting a new firm, especially when doing so involves taking financial risks. Owoseni (2014) argues that an entrepreneur establishes a new business endeavor and is willing to take risks. Entrepreneurial hopefuls have high levels of motivation and are goal-oriented. They face a threat. They have a strong propensity to develop novel ideas and innovative techniques.

Shakir Mohamed (2017) defines entrepreneurship as the readiness to take risks and create or operate a company in a competitive, constantly changing global market. Therefore, business owners become trailblazers, innovators, leaders, and inventors. To be an entrepreneur, there must be some determinants that control or determine the possibilities and chances that a person can become an entrepreneur. According to Ucbasaran et al. (2008), successful entrepreneurs have an excellent ability for successful interaction and strong self-confidence in their expertise and judgments. He also states that successful entrepreneurs have strong self-confidence in their knowledge and determination and a high capacity for successful interaction. Generally, individuals who take risks, are responsible, can foresee opportunities, have a desire for success, and adopt changes and innovations are called entrepreneurs. The discovery of fire and the wheel, and the fact that people are engaged in activities such as hunting to sustain their lives, are examples of the entrepreneurial factor. In other words, all activities carried out to meet all the basic needs of human beings and to continue their lives constitute the spirit of entrepreneurship (Saritaş & Duran, 2017).

The creator and manager of a new firm are additional popular definitions of the entrepreneur in the literature. The creative side of an entrepreneur is not significant in this context. Even some academics, such as Drucker (1985), have asserted that starting a new company is the essence of entrepreneurship and that anybody who does so is an entrepreneur, regardless of whether the company is an invention. Carland et al. (1984) defined entrepreneurs as those who assembled the resources and began the business. Similarly, according to Baumol (1993), an entrepreneur is someone who creates, organizes, and operates a new business, whether or not there is anything innovative about these efforts.

However, JAC Carland & JW Carland (2007) claim that an entrepreneur is primarily characterized by creative conduct and is defined as someone who establishes and operates a company with the primary objective of benefit and progress.

2.4. The Importance Entrepreneurship

According to Arndt Werner & Rosemarie Kay (2006), entrepreneurship entered economic literature during the eighteenth century. Its impact on the adoption of technological advancements has been established. Its contribution to democratic and liberty-related development experiences is just as significant as innovations. Nowadays, the countercyclical issues that national economies confront swiftly develop into structural problems. The participation of entrepreneurs is needed to make the economy's overall balance sustainable, eliminate unemployment, and reduce budget deficits and foreign trade. It is feasible to engage in qualified entrepreneurship, especially with the aid of education and favorable economic and social circumstances. Growing foreign trade gaps between developed and developing nations are their primary issue. To solve this issue, competitive power must be increased. The ability to generate innovation is a prerequisite for competitive power. The development of entrepreneurship includes the creation of inventions.

Entrepreneurship has been critical in sustaining economic growth and development as it increases market spending, knowledge transfers, employment, and innovation. Recent years have seen a rise in interest among policymakers in the contribution of entrepreneurship to economic growth and development. This has been sparked by the rapidly expanding private sector in countries like Brazil, China, India, and South Africa, which have been referred to as "southern engines of growth," and on the other hand, by the realization that many weak and failed states, including Somalia, the Democratic Republic of the Congo, and others, require the strength of the private sector (Naudé & Wim, 2007). It may be necessary to better understand the dynamics of entrepreneurship in these situations to comprehend development—or the lack thereof—and establish appropriate strategies to support progress. However, the increased interest in entrepreneurship as a growth driver has not just been observed in developing nations. More assistance for entrepreneurs has been called for in the US, which is necessary for the US to reclaim its competitive edge in the global economy (Schramm, 2004; Baumol et al., 2007). The Lisbon Declaration of March 2000 in the EU explicitly identifies entrepreneurship as the means through which the EU would become the

most competitive area in the world by 2010. Researchers and politicians in economies that are doing well may want to look at the links between entrepreneurship and economic growth.

Entrepreneurship has gained significant value with the developments in international trade and industry. In the process, entrepreneurship's perspective has gradually shifted towards an innovative axis. Joseph A. Schumpeter (1934) made an essential contribution to this field. Schumpeter, one of the pioneers of creative economics, emphasized that entrepreneurship is one of the critical elements of the economy and noted that the entrepreneur's primary responsibility is to increase society's welfare by introducing different types of innovations (Schumpeter J. A., 2006). Although Schumpeter's definition of entrepreneurship as innovation and value creation activities is revolutionary according to the conditions of the period, it was not emphasized much during the needs of the Second World War. However, the concepts of entrepreneurship and innovation have been used very close to each other, especially since the 80s.

Another vital contribution of entrepreneurs to the country's economy is to mediate local and regional development. Entrepreneurs play a role in reducing regional development disparities. Therefore, SMEs and new businesses are essential in every country (Ogbo & Nwachukwu, 2012). SMEs play a locomotive role in developing countries due to their positions. Initiatives are also defined as the force that activates and accelerates the economy. By creating employment, new investments reduce poverty, albeit partially, and contribute to the increase in the welfare level of society. Every new venture, small or large, introduces new products and services, creates new business opportunities, and accelerates business activity. Local products are opened to national or international markets because of the entrepreneurs. The job opportunities they provide at the regional level reduce migration and bring migration to the region. Therefore, entrepreneurs improve people's living standards in the long run. There are striking examples, especially in the United States, where entrepreneurship has made the fastest progress.

The number of jobs created annually by all organizations in the United States constitutes 18% (approximately 16 million) of the total workforce (Decker et al., 2014) Start-ups provide about one-sixth of this amount (Approximately 2.9 million). Another researcher states that almost all 29.3 million businesses in America are defined as small businesses (Scarborough, 2012). Although not accepted as a general definition, businesses with less than one hundred employees are considered small businesses. SMEs make up nearly half of

the current workforce in the United States. Because startups are generally labor-intensive businesses, they offer more job opportunities than large firms.

Innovative technology is an essential aspect that entrepreneurship brings to the country's economy. In the West, innovation is used synonymously with technology (cs, Szerb, & Lloyd, 2018). Mark Zuckerberg, Steve Jobs, and other Silicon Valley heroes can be cited as pioneering entrepreneurs in the Western world. For example, Starbucks emerges as a coffee brand that shapes the coffee world and is present in almost every corner of the world. When you enter Starbucks, and there is a long line, it disappears in a few minutes. This is process innovation and is an example of an overly non-technical entrepreneur. The environmentalist practices it has adopted in recent years are also appreciated worldwide. The McDonald's brand did the same for the hamburger.

Another example is Enterprise Rent a Car. The innovations it has made in car rentals have changed people's perceptions of rental services. Today, these companies employ hundreds of thousands of people around the world. Innovative applications made by companies because of technology both increase the quality of life of people and create value in the global economy.

Entrepreneurs do not only contribute to economic development by creating job opportunities or increasing income. As they offer products and services that meet the needs and expectations of society, they cause a significant increase in the welfare level of the organization. However, not all new products and services increase the level of welfare; products, services, or innovations that meet the needs and meet the best cost-benefit ratio are appreciated by society. Catching up with technological innovations and keeping up with the times, making suitable investments at the right time make significant contributions to the country's economy. The economic contribution and role of entrepreneurship can also be considered at the micro and macro level. Motivation and success in the individual sense, individual income increase, employment at the firm level and bringing production factors to the economy, and the increase in the level of economic growth, development, and per capita income at the national level can be shown as the effect it creates at the macro level.

2.5. Types of Entrepreneurship

The types of entrepreneurship might differ from one country or culture to another. Sacase (2003) categorizes entrepreneurship according to the goals of entrepreneurs. He refers to people who start their businesses as "proprietorship entrepreneurs" when there are no other options left. He refers to people as "genuine entrepreneurs" when they create new ventures to make enough money to reinvest some of it to ensure future business development and growth.

The term "knowledge-based entrepreneurship" can be used to describe a different sort of business. Mani (2007) defines this as the large corporations that control their industries using cutting-edge technology to produce goods or services. Companies in the chemical, metal, transportation equipment, computer-based services, and communication services industries are a few examples of these businesses. Knowledge-based entrepreneurship is described as having the following characteristics by the Global Entrepreneurship Monitor (2007): education and training, transfer of research and development, cultural and social norms, internal market openness, intellectual property, government initiatives, and commercial and professional infrastructure. Another type of entrepreneurship is team-based entrepreneurship, in which two or more people work together to start a new company (Gutterman, 2015).

Another classification of entrepreneurship, opportunity-based and necessity-based entrepreneurship, is provided by Blanchflower (2004) and is nearly equivalent to the one shown above. Necessity-based entrepreneurs want to start their own companies because they are out of work or have no choice but to work for themselves. On the other hand, company owners who launch new ventures due to seizing an opportunity are referred to as opportunity entrepreneurs.

However, Blank (2011) argues that there are four different forms of entrepreneurship: small business entrepreneurship, scalable startup entrepreneurship, large company entrepreneurship, and social entrepreneurship.

- **Small business entrepreneurship:** There is no universally accepted legal definition of a "small business," which differs by nation and across industries. Generally, small businesses are defined as privately owned companies, non-subsidiary, independent enterprises, partnerships, or sole proprietorships with fewer

workers and/or lower yearly income than a regular-sized company. Businesses are considered "small" if they are eligible for government assistance and favorable tax treatment.

- **Scalable startup entrepreneurship:** Kolosok and Koniukh (2017) defined scalable start-ups as companies with newly established resources to introduce new technological developments as a go-to-market strategy. He also argued that start-ups are at an early stage of business and need significant support due to their relatively high risk of failure.
- **Large company entrepreneurship:** Large-scale industries are defined as those with huge infrastructure, raw materials, high labor demands, and large capital requirements.
- **Social entrepreneurship:** Social entrepreneurship is entrepreneurial activities aimed at eliminating primary social problems without prioritizing material benefit and profit and transforming systems.

2.6. Entrepreneurial Tendency

According to the definition made by the global entrepreneurship monitor (GEM), the entrepreneurial tendency is the intention of a person to establish a business. Entrepreneurial intention is the percentage of the population aged 18 to 64 who intend to start a business in a short time (1-3 years) (Mike Herrington & Jacqui Kew, 2013). Entrepreneurial candidates tend to seize opportunities, believing they have the necessary knowledge, qualifications, and experience to start a venture. However, having more than these qualities alone is needed for an enterprise. Turning the intention into a goal takes great effort to set and achieve these goals. When people start to turn their entrepreneurial intentions into action, they may encounter opportunities, risks, or factors that may cause them to abandon their intentions.

The entrepreneurial tendency is a combination of individual and environmental factors, and it expresses the desire and determination of individuals to do their own business. It is a part of entrepreneurial behavior and constitutes the whole with fundamental processes such as autonomy, innovation, risk-taking, proactivity, and a competitive structure. While (Gartner et al., 1994) revealed that the creation of a new venture depends on the interaction between the factors he listed as individual (personal characteristics), environmental

(competitive entry strategies), organizational (push-pull factors), and process (the activities of the entrepreneur to bring the business into existence) (Erol, 2017).

Entrepreneurship tendency is the tendency of a person to be entrepreneurial and trust himself for this (Ozan et al., 2015). The entrepreneurial tendency refers to a combination of individual and environmental factors and individuals' desire and commitment to their work. J. Parnell et al. (1995) refer to entrepreneurship tendency as a function of three factors: level of knowledge and competence in devising new risks, the individual's beliefs about entrepreneurial opportunities in the economic structure, and self-confidence that the individual can recognize and evaluate existing options.

Research on entrepreneurial tendencies has shown that entrepreneurial people tend to have a strong need for achievement, internal control, and autonomy (McClelland, 1961). Since individuals usually carry out entrepreneurial behaviors, the mood of individuals initiates the enterprise by activating them in the direction of entrepreneurial behaviors. Entrepreneurial behaviors, on the other hand, have specific characteristics. Many studies consider individuals as the critical factor in the success of an enterprise. Individuals and small groups are the building blocks that build a community or society. If individuals do not have a minimum level of entrepreneurial spirit, it may not be possible to develop an entrepreneurial culture (Kao, 1991)

In their study, Shane & Venkataraman (2000), expressed that entrepreneurship is the link between two phenomena, the existence of profitable opportunities and entrepreneurial individuals. They stated that the presence of entrepreneurial individuals is shaped by social, cultural, economic, demographic, and personality factors, as well as by the desires and tendencies of entrepreneurship. In this situation, the motivation for starting a new business comes from the culture of the person's society, its subcultures, and their friends, family, and teachers. In contrast to organizations that do not value an individual in this way, cultures that value an individual starting a new business and making it successful would encourage the creation of other firms. If a culture prioritizes entrepreneurship principles, such as being one's boss, individuality, success, and financial gain, this indicates that entrepreneurship is receiving strong support (Tiftik & Zincirkiran, 2014).

Numerous studies have been done, and it has been determined that while there are many characteristics that entrepreneurial humans bring from birth and that motivate them to

start their businesses, external factors also impact how they develop their entrepreneurial personalities. Family, society, education, and the economic environment are considered critical determinants of entrepreneurial development (Chen & Lai, 2010). Hisrich & Drnovsek (2002) also mentioned family, education, personal values, age, work experience, and role modeling influencing entrepreneurship. In their 2015 study on Ghanaian students, Denanyoh, Adjei, and Nyemekye looked at three different aspects of entrepreneurial tendencies: education, family, and structural/environmental variables (Denanyoh, Adjei, Nyemekye, 2015)

2.7. Factors Affecting Entrepreneurship

Due to the contribution of entrepreneurship to economic development, employment, and innovation, economists and politicians have begun to investigate the factors that can affect entrepreneurial activities. The effect of entrepreneurship on the economy has been included in many theoretical and applied studies. In addition, public authorities in many countries aim to support entrepreneurial activities to develop national economies. Recent economic crises, financial problems, and increasing unemployment rates have forced governments to reconsider the factors affecting entrepreneurial activities. Literature research shows many studies theoretically and practically examining the factors affecting entrepreneurship in different countries or geographies (Roman & Rusu, 2016).

Entrepreneurship is not an activity that can only be realized with intention. Cities, regions, or countries whose human resources and physical infrastructures are suitable for entrepreneurship are more attractive to entrepreneurial individuals. There are many economic and social factors that directly or indirectly affect entrepreneurship. Demographic characteristics of people, family structures, the environment they live in, the financial situation in the country, and legal regulations are some factors that affect entrepreneurial activity. Government policies should also be developed to support entrepreneurs. Tax exemption or reduction, venture capital, legal assurance, and training opportunities are the main conveniences that countries will provide entrepreneurs (Castaño et al., 2015).

Entrepreneurship is also influenced by four critical factors: economic development, culture, technological development, and education. Solid and consistent initiatives can be seen in areas where these factors are present. These conditions can have positive and negative effects on the emergence of entrepreneurship. Positive effects create easy and

favorable conditions for the emergence of entrepreneurship. In contrast, adverse effects hinder the emergence of entrepreneurship and prevent the creation of new opportunities. This study examines the factors affecting entrepreneurship under three headings: economic, social, and demographic.

2.7.1. Economic Factors

Economic factors are the factors that have a direct and fastest impact on entrepreneurship. Many imperatives or opportunities trigger entrepreneurship. Economic factors affecting entrepreneurship's growth are; financing, venture capital, legal regulations, labor, raw materials, market conditions, and technological infrastructure. The more advanced or powerful each of these factors is, the more opportunities for entrepreneurship will arise.

Bommes & Kolb (2006) discussed the economic factors affecting entrepreneurship in two dimensions structural and personal. The study evaluated opportunities and obstacles in the structural dimension, while potential and limits were assessed in the unique position. The economic structure includes products and services, access to finance, market conditions, and tax rates. Outstanding work has qualified personnel, educational background, experienced employees, and human capital (Olatomide & Omowumi, 2015). The more favorable the economic structure and human capital are for entrepreneurs, the more suitable it is for investment decisions.

2.7.1.1. Capital

Capital and access to finance are the most critical financial drivers for entrepreneurship. Capital is one of the essential prerequisites for starting a business. One of the most common problems entrepreneurs encounter is a need for more capital or barriers to accessing finance. So much so that most individuals with important entrepreneurial ideas need more financing to realize their investment ideas. Therefore, the availability of sufficient capital affects a business's establishment, survival, and growth.

Availability of finance, workforce, land for investment, accessibility to customers, suppliers, and investment incentives are important factors that encourage entrepreneurship. Entrepreneurial activity is gaining momentum with easy access to investment incentives.

The availability of capital makes it easier for entrepreneurs to bring together the factors of production. At this point, the concept of venture capital emerges. Venture capital is financing offered to individuals or companies with exceptional growth potential (Aksoy & Tikici, 2012). This financing is the most significant opportunity for entrepreneurs who cannot turn their ideas into investments because they need more capital.

In recent years, countries especially want to increase the knowledge-based and technology-oriented enterprises that are likely to grow and strengthen their investment infrastructure (Paul & Mike, 2013). Grants, investment incentives, training, information, consultation, and guiding organizations are examples of this. These can be defined as an economic model that offers opportunities for entrepreneurs. However, complicated and intense bureaucracy, complex and multiple regulations, uncertainty in market conditions, and slowing responses to investment demands are obstacles to new ventures.

2.7.1.2. Legal Regulations

Legal regulations also protect entrepreneurs. The cost of doing business in countries such as Somalia, where the concept of justice is not developed and the laws do not work effectively, can often be high. The protective and supervisory legal infrastructure for enterprises or investments should be sound and give people confidence. Especially in societies where the law is dominant in foreign investments, entrepreneurs can make and implement decisions more quickly.

2.7.1.3. Labor

Another important economic factor is the labor supply. Entrepreneurs attach importance to the ease of access to the human resources they will employ in the investments they have made. The presence of qualified employees enables companies to provide suitable employment. Less developed or developing countries are rich in human capital due to dense or growing populations. Entrepreneurship is encouraged only if there is a flexible workforce. For this reason, entrepreneurs can make investment decisions by securing sufficient force.

2.7.1.4. Technological Infrastructure

Expanding entrepreneurship is possible with solid communication, technology, and logistics infrastructure. The entrepreneurial infrastructure not only enlarges the market but also paves the way for existing companies to turn to new investments. In addition to the above factors, organizations that direct and support SMEs, such as chambers of commerce, industry, and commercial associations, contribute to promoting and sustaining entrepreneurship. At this point, all official transactions can be carried out through a single channel by establishing single-point entrepreneurial offices to reduce bureaucracy. In a rapidly changing global market, a suitable ground must be prepared for entrepreneurs to be more effective and efficient.

2.7.2. Social and Cultural Factors

Social factors contain many elements in terms of their effects on entrepreneurship. Societies that contribute to the growth of entrepreneurs or startups strongly influence entrepreneurial behavior (Aldrich & Cliff, 2003). The social environment in which people grow up, their environment, and the relationships they establish shape their fundamental beliefs, values, and norms. Most researchers dealing with social factors refer to Schumpeter (1934). The social and cultural values of society allow entrepreneurs to engage in free activity. Socio-cultural factors affect individuals' thoughts, feelings, and behaviors (Vincent & Onodugo, 2015). Social factors affecting entrepreneurship; family, education level, and cultural values. When we look at history, businesses are defined as family businesses; therefore, the term family was not included in the concept. However, subsequent studies have emphasized that family and businesses are naturally separate systems and should be evaluated in this respect (Aldrich & Cliff, 2003).

2.7.2.1. Family

The most important structure that makes up society is the family. The family factor plays a significant role in the education that individuals receive and the social environment in which they live. The economic situation of the family also affects individuals in all areas. Many studies have revealed that the family helps individuals' entrepreneurial activities (Poutziouris et al., 1997). The occupational and social status of the family significantly affects entrepreneurship. The family governs our perceptions of entrepreneurship and

deepens our understanding of the complexity and solutions involved in entrepreneurial processes.

2.7.2.2. Education

Another important social factor affecting entrepreneurship is education. Education enables individuals to understand and interpret the outside world and equips them with essential knowledge and skills to cope with the problems they may encounter. The education system is vital in promoting entrepreneurial values in every society. Like many other factors, education level plays an active role in entrepreneurial decision-making.

Most of the research found significant and linear relationships between education and entrepreneurship. The role of education and qualified human resources is very high in the long-term survival of companies (Bates, 1990; Gimeno et al., 1997). In fact, in the study by Akhter and Sumi (2014), as the level of education increases, creativity is expected to increase, and initiatives will become widespread (Rahma & Farhana, 2014).

Entrepreneurship is more advanced in societies with a high level of education and which are rarely exposed to a period of decline or collapse as a country (Castaño et al., 2015). So much so that developing countries tend to enrich their curricula with entrepreneurship courses (Vincent & Chris Ifeanyi, 2015). In countries with a high education level, teaching and research investments will accelerate individuals' development. They will lead to the economic and social development of countries and increase the welfare level of society in the long run.

2.7.2.3. Culture

Another critical dimension of social factors is culture. Culture is the way of life in a society. Societies are located in geographies with different physical characteristics or conditions. This has led to different cultural values in other communities (Shane, 1993). Thus, culture is directly related to economic behavior and entrepreneurship, unlike political, social, technological, or economic contexts.

One of the difficulties in examining the cultural influences associated with entrepreneurial activity is the need for a precise and widely understood definition of culture

(McGrath et al., 1992). Sociologists have shown different approaches to culture and cultural values. Cultural values are ideas that distinguish the members of society from others (Hofstede, 1980). Culture includes all values related to the understanding and life of a society.

Most of the research considered cultural variables in entrepreneurship has followed Hofstede's (1980) work that shows how culture manifests in various forms and how the national culture influences cultural values at individual or societal levels. According to this view, cultural differences between societies can be examined in four dimensions: uncertainty avoidance, individuality, masculinity, and power distance. The uncertainty avoidance dimension represents the preference of individuals in uncertain situations. Individualism is an attitude that sees the benefits of the individual as superior and more important than the benefits of society and defends the individual's rights in social life. While power distance represents how decisions are made, the level of subordinate and superior relations, and management style, masculinity expresses belief in materialism and determination rather than service and intuition. On the other hand, collectivists usually focus on concepts such as society, people, nation, or country.

Using Hofstede's (1980) concept of culture, researchers hypothesized that entrepreneurship, in general, is facilitated by cultures high in individuality, low in uncertainty avoidance, low in power distance, and high in masculinity (Hayton et al., 2002).

2.7.3. Demographic Factors

Apart from social and economic factors, people may also show entrepreneurial activity due to some personal characteristics. In addition to entrepreneurial personality traits, some important demographic factors also affect entrepreneurial decisions. In most studies, the effects of factors such as age, gender, family, education level, work experience, marital status, and income on entrepreneurship have been investigated.

2.7.3.1. Age

Most studies on entrepreneurship show that entrepreneurial activity is generally between the ages of 22-55 (Bozkurt & Öznur, 2006). This age range is the most active period of people's careers. Studies have revealed that there are significant relationships between age

and entrepreneurship. However, there is an ongoing debate about whether entrepreneurship increases or decreases with age (Edward Lazear et al., 2014).

Young people or those at the beginning of the path to entrepreneurship have the energy and motivation but lack venture capital. On the other hand, older people have more money and experience but lack energy and motivation. From this point of view, it can be said that there is a significant relationship between age and entrepreneurship (Robert D Hisrich, 2014).

2.7.3.2. Gender

The existence of a significant relationship between gender and entrepreneurship has been revealed in many studies. It is seen in many studies that men engage in more entrepreneurial activities than women due to their strong desire to succeed (Harris & Gibson, 2008; Peterman & Kennedy, 2003; Kristiansen & Indrti, 2004; Kerr, 2017). While the reason for starting a new venture is to earn more income for men, interests, and hobbies in different fields are shown as solid motivations for women to venture. According to research, while men use bank loans for financing, women generally prefer to use savings and equity capital, which are considered low-risk (Cabeza-García et al., 2019).

2.7.3.3. Income

Since one of the essential elements of entrepreneurship is capital, the income of people is significant. Individuals with high incomes can be considered more advantageous in terms of entrepreneurship. If the income they need to sustain their lives is more than their needs, they aim to use the remaining amount through savings or investment. People generally earn income by working in a particular workplace, utilizing their deposits, converting natural resources into value, or producing products or services in entrepreneurial status.

2.7.3.4. Marital Status

Married people cannot easily take on the same risks as single people. The priorities of married individuals are to meet their responsibilities towards children and spouses and their living costs. At this point, personal desires such as taking risks and investing are secondary. Therefore, marital status indirectly affects entrepreneurship, a risky financial process.

Studies show that married people take low risks (Alpkan & Saral, 2019). However, according to a recent study by Zhang (2018) in Australia, it has been observed that married couples have more entrepreneurial intentions than single.

2.7.3.5. Work Experiences

According to Anuradha & Meghna (2008), careers in entrepreneurship provide individuals with significant opportunities to work independently, create new jobs and create value in the economy through innovations. Goetz et al. (2012) stated that self-employment has substantial positive economic effects on wages and salaries, per capita income, and poverty reduction.

Studies have shown that individuals' work experiences affect decision-making and job performance (Dell McStay, 2008). Work experience demonstrates the industry and market knowledge of individuals. Experiences in the same industry or field can be the starting point for essential business ideas and new opportunities (Vivarelli, 2012). Again, a study on students showed that students with work experience had more entrepreneurial tendencies (Fatoki, 2014). People's previous work experience contributes to their role modeling and networking, which can help initiation.

3. PERSONALITY

3.1. The Concept of Personality

The concept of personality, which has attracted social attention for centuries, started its scientific development in the 1930s when it emerged as a separate discipline in personality psychology. The origin of the concept of personality is based on the word "persona," which means mask in Latin (Hergenhahn & Olson, 2010). In Roman theater, the actors used covers suitable for the features they represented and played their roles through these masks (Zel, 2001). At that time, this concept, which meant not the real personality of the person behind the mask, but the role that he portrayed, started to describe the whole of the emotions, thoughts, and behaviors of the person in real life (Aslan, 2008).

The concept of personality has been the subject of many scientific fields. It has been discussed from different aspects of psychology and behavioral sciences throughout history. Marketing researchers have also researched the concept of personality many times. In these studies, a standard definition of personality could not be reached (Alp Serkan, 2018). Personality definitions encountered in the literature are generally about the person and personal differences. Considering these definitions, personality can be generally defined as individuals' characteristics from birth and the characteristics they subsequently acquire due to living in society. The features of genetic origin that make up the personality are innate and difficult to change (Eren, 1993). However, the acquired characteristics differ according to the parts of the society in which the individual lives. Depending on the situation people are in, sometimes hidden personality traits may emerge, affecting personality formation (Aydoğmuş, 2011).

In psychology, the person's characteristics constitute the personality as a whole. From a behavioral point of view, there are differences in the person's mental, physiological, and spiritual characteristics. Personality causes people to behave systematically. This unique feature creates the molecular structure of personality and can be used to explain behavioral differences between people, reflecting the formal consistency in a person's behavior (Taggar & Parkinson, 2007). In this respect, although there are some similarities between people, the concept of personality is a phenomenon based on individual differences. For example, how people think, feel, and act differently. In this respect, when personality is mentioned, it is intended to explain the differences in the characteristics of individuals (Topçu, 2015).

Personality is a dynamic organization that determines the behavior and thinking of the individual (Allport, 1961). In other words, personality is a permanent and static characteristic that people display in different situations. It is the set of psychological traits that affect the distinctive behavior patterns of the individual. Personality enables the individual to establish a relationship with the environment and to give the same reactions in similar situations (Philip Zimbardo and Richard J. Gerrig, 1992). Personality emerges as the characteristics acquired in social life with the features obtained by the individual at birth. When the literature is considered as a whole, heredity and environmental factors come to the fore as the determinants of personality (Nelson & Quick, 2003).

3.2. Definition of Personality

Allport (1937) stated that more than fifty definitions, which differ from each other, can be used to express the content of the concept of personality, starting from the point of view of many different disciplines such as philosophy, theology, sociology, psychology, and law (Moody, 2007). According to the studies of Furnham and Heaven (1991), personality is a very complex concept that is usually tried to be defined within the discipline of psychology. This concept cannot be explained simply because of its complexity and can be defined in more than one way due to different approaches (Kittisopee, 2001).

When we look at the literature, it is seen that there are many definitions of personality. Personality is a set of qualities shaped by genetic characteristics inherited from parents and interaction with the environment and does not change easily (Atkinson et al., 1999). Burger (2008) defines personality as consistent behavioral patterns and intrapersonal processes arising from the individual himself. What is meant by consistent behavioral patterns is that a person who is an extrovert today will be an extrovert tomorrow and show the same behavior patterns everywhere. Intrapersonal processes include all emotional, motivational, and cognitive processes that develop within us and affect how we behave and feel (Goldberg, 1993; McCrae & Costa, 1997).

Personality theorists and personality psychologists have various debates about what personality is or what its definition is. While Freud, Jung, and Adler dealt with the subconscious, Berne looked at how people organize their thought structures. In short, personality can be defined as all the predictable attitudes, behaviors, and intrapersonal processes arising from the person himself (Burger, 2008). A personality is a unique factor

that affects people's thinking, feeling, and behavior. The personality, constantly exposed to internal and external influences, includes all the individual's hereditary, biological, and psychological wishes, attitudes, and behaviors (Funder 2001).

The American Psychological Association (APA, 2020) described personality as "the persistent configuration of qualities and behaviors that constitutes an individual's distinctive adjustment to life, including primary traits, interests, motivations, values, self-concept, talents, and emotional patterns." According to Allport (1937), who has conducted several studies on personality psychology, personality is "the dynamic arrangement with the individual of those psychophysical processes that dictate his particular responses to his environment." He made the point in his definition that a person's personality is shaped by both the individual and the environment. Moreover, Cattell (1950) states that personality is a notion that enables forecasting how a person will behave in a specific circumstance. He emphasized the significance of circumstance and environment on personality. In his view, laws governing the kind of responses that various people would exhibit under particular temporal and environmental conditions should be created via the psychological study of personality.

Norman (1963) argues that Personality is the most characteristic integration of individual behavior patterns, individual structures, interests and tendencies, mental behaviors, and abilities. In addition, personality is a consistent and structured relationship that the individual establishes with his inner and outer environment, distinguishing him or herself from others. According to psychologists, personality includes the distinctive and unique behaviors of the individual (Morgan et al., 1991). In other words, personality is more or less stable behaviors that make a person's behavior consistent from one time to another, unlike the behavior others may display in similar situations (Child & Iwao, 1968). Richard J Gerrig et al. (2015) defined the concept of personality as a set of individual characteristics that essentially direct the individual's behavior and that show stability despite differences in time, place, and conditions. On the other hand, Roach (2006) defined personality as the characteristic features of an individual's thoughts, behaviors, and emotions.

According to Hellriegel, Slocum, & Woodman (1989), personality is a tendency that determines all the differences and commonalities in psychological behaviors, such as thoughts, feelings, and actions that life imposes on people as environmental and hereditary characteristics and maintains their continuity at a specified time. Moreover, Schultz (2005)

defines personality as a structure that allows predictions about people's behavior. He argues that personality is a structure that can differentiate but is resistant to rapid change. In addition, personality is a structure that can change in the face of different events and situations.

According to McCrae & Costa (1989), personality is “a style of emotional, uninterrupted, experiential, interpersonal, and motivational interaction that reveals the behavior of a person in different situations.” According to Cattell (1943), personality is “the mechanism by which one can predict what one will do in a given situation.” According to Svrakic, (1993), personality is "a constantly moving organization of psychobiological cycles that reveal an individual's adaptation to his/her experiences." According to Mayer (2007), the personality definition has some standard features. There is the common idea that personality is a set of systems that are developing, orderly, and an output of the emotions, motivations, and cognitive processes of the person that can explain the behaviors of the person. Moreover, Gosling et al. (2002) define personality as “the set of emotions, thoughts, and behavior patterns that are unique to the individual and persist in different situations and over time.” According to many theorists, personality includes almost everything that is cognitive, affective, and psychomotor related to the individual (RB Ewen, 2014).

3.3. Factors That Makeup Personality

Personality is the unique image of the factors that affect how people hear, think, and behave. The personality, constantly under the influence of internal and external stimuli, includes the individual's biological and psychological, hereditary, and acquired abilities, motives, emotions, wishes, habits, and all behaviors (Yelboğa, 2006).

Personality is a whole formed by the past, present, and future. According to the field of psychology, the development of personality is completed at the end of adolescence, but development and changes can occur later in life. It does not remain the same or change completely during adulthood. It is formed by genetic factors, family, education, and social environment and the combination of these factors (Soysal, 2008).

3.3.1. Genetic and Physical Structure Factors

In the past years, studies in the field of genetics have come a long way in detecting the causes of differences in the behavior of individuals. When the studies in the field of genetics are evaluated in general during this period, it is seen that a significant part of the features that distinguish the individual from others can be explained through genetic inheritance (Plomin & Nesselroade, 1990; Penke et al., 2007). With the development of genetics, it has been observed by scientists that biological and genetic factors affect the behavior and personality of the individual characteristics (tall, short, thin, fat, etc.) through their genes (Larsson et al., 2000; Penke et al., 2007). Additionally, personality is also affected by the brain. There is a lot of research on how the brain influences personality, using functional magnetic resonance imaging (fMRI) technology to scan both the left and right sides of the brain (Avey et al., 2011).

Besides the person's internal state (such as brain, mental health, etc.), one's physical appearance, height, eye, and hair color also may play a role in personality development (Gazzaniga, 1973). For instance, a physically perfect-looking person might be more overconfident because of their body shape, according to other people. On the other hand, a person who has a physical disability might feel in accordance with people who are not satisfied with the unique abilities they have. Researchers have shown that personality is generally stable throughout life and highly heritable. Certain genes, hormones, brain activities, and neurotransmitters affect personality, even if this interaction relation is weak (Robins, 2005).

Individuals' external appearance is essential in distinguishing people from each other physically. The person's physical structure can affect other people, so it can affect the person's attitudes and behaviors. The physical structure cannot shape personality traits. However, in relations between people, a person may be treated differently due to his/her physical characteristics, and he/she may behave in different ways to others, which may cause the personality to take a different shape (Atkinson and Hilgard, 1995).

3.3.2. Family Factor

When the results of many studies in the field of personality are examined, it is understood that a specific part of the personality traits observed in children is affected by the

traits found in the family. A child's personality traits have been determined to resemble mothers in girls and fathers in boys. This indicates that familial factors affect personality formation (Hoffeditz, 1934).

When the child is born, the first people he interacts with are his family, especially his parents. This interaction continues throughout the child's life. The parents' influence in forming the child's personality is decisive. Parents raise their children according to the customs, traditions, morals, and rules determined and adopted by the society in which they live. The child's parents are the most prominent supporter in adapting to his society's structure, social situation, and natural structure after birth. He learns to gain skills such as self-expression and self-management from his parents. The child, who takes his parents as exemplary models, imitates his parents' behaviors and shapes them accordingly (İsenler, 2013).

3.3.3. Socio-Cultural Factors

Individuals who are a part of society can be affected by different factors, naturally, from heredity and family, as well as from the historical background of the society they are a part of. The relationship between this culture and personality begins right after birth. Regardless of society, every newborn is vulnerable and grows up with the cultural values of the society in which he/she grew up. This culture also changes from family to family within the same society. For this reason, each individual is raised differently and brought up by taking the characteristics of the family and society he/she is in (İlbars, 1987). The individual is present in society spontaneously due to the structure of his /her consciousness. Humans do not only form society, but society is also a part of humans (Akarsu, 1998).

There are many cultural influences in the emergence of personality. Societies that expect their members to exhibit certain attitudes also train these individuals. In the culture in which they grew up, individuals reveal their personalities by exhibiting the general characteristics of the culture, such as individuality, positive thinking, hospitality, and cooperation (Hiriyappa, 2009). All people are in a cultural structure and are affected by the culture throughout their lives. Among the environmental conditions, one of the most influential factors affecting the individual is the characteristics of the social and cultural environment in which the individual lives (Buber, 2011).

According to the results of McCrae et al.'s (2000) studies, culture has a specific effect on the development of an individual's personality, while it does not have a significant effect on factors such as emotional balance, extraversion, openness, and responsibility. According to the findings from various studies, culture has a particular effect on the formation and development of personality. However, culture should not be considered the only factor influential in personality development (Roach, 2006).

3.3.4. Geographical Factors

Geographical factors have an important place among the factors affecting personality. In addition to the direct effects of geographical conditions, indirect effects are undeniably high. This is because cultures and groups are greatly influenced by the geographical conditions in which they live. Examples of this are people living in warm climates on the coast and people living in cold climates in the interior. While individuals living in warm climates in coastal regions have softer and warmer personalities, Individuals living in cold climates in the inner regions have more rigid and distant personality structures (Koptagel-İlal, 1982).

However, it is thought that, especially after the industrial revolution, the fact that individuals migrate to a place other than the place where they were born for business or other purposes, and start to live there, has various effects on the personality traits of individuals. In particular, it is interpreted that the experiences of individuals in the process of adapting to the place they go in many ways have a significant effect on this situation (Pihl & Caron, 1980).

3.3.5. Social Status Factor

The fact that each individual can reach different opportunities in terms of education and training and similar developmental factors in any social environment is one of the main actors in the variability of personalities among individuals. The shaping of individuals' personalities is highly dependent on the extent of their attachment to social groups. For example, a person born in a class in a perfect social and economic situation will likely have a high lifestyle, income, profession, and attitudes and behaviors will be shaped accordingly. On the contrary, the individual born with social and economic impossibilities will exhibit different behaviors, and his/her personality will be shaped accordingly (Guney, 2009).

This factor explains people's unique attitudes and behaviors and uniquely includes them. Some characteristics of people can lead others to make assumptions about them, even without knowing their social status. However, some qualities of these people can gain meaning if their social status is known. Also, the degree of commitment of these people to their social status is a very influential factor in shaping their personalities. However, in any classroom, bearing in mind each individual's education, training, etc., it is not true to say that they are similar in terms of factors (Erdogan, 1991).

3.4. Personality Theories

Behavioral statements about individuals' personality traits and behavior patterns express personality theories. These theories provide an understanding of an individual's personality structure and its source while providing responses and interpretations of individuals based on behavioral evaluations (Gerrig & Zimbardo, 2012). To better understand personality theories, there are different types of approaches: the psychoanalytic approach, the behavioral approach, the humanitarian approach, and the trait approach.

3.4.1. Psychoanalytic Approach

According to the psychoanalytic approach, human behavior has a cause, and no emotion, behavior, or thought occurs randomly. While Sigmund Freud explained this situation with the concept of "determinism," which means causality, he talked about the motivations underlying the behaviors (Levenson, 2018). Freud's explanations of the conscious and unconscious (subconscious) are among his most significant contributions to understanding behavior and personality problems (Corey, 2008). However, this reason is usually not the result of a logical explanation put forward at the conscious level but an unconscious motive. In addition to unconscious processes, past experiences, especially those from childhood, continue to affect behavior throughout life (Atkinson et al., 1999). For this reason, it is argued that an individual has little control and awareness over their behavior. At the same time, there is a perspective based on the idea that behaviors arise from conflicts between the needs of the individual and social requirements, attempts to resolve these conflicts, and biological drives and instincts (Gerrig & Zimbardo, 2012).

3.4.1.1. Sigmund Freud's Psychoanalytic Theory

Although there have been ideas about the nature of personality for centuries, the first known personality theorist and the founder of psychoanalytic theory was Sigmund Freud (Schultz, 2005; Burger, 2008). His pieces have led to a new perspective on human nature and have perceived the individual's behavior from a new perspective. Although Freud is the most well-known and discussed name in the history of psychology, many psychologists disagree with him, even though all acknowledge his contribution to modern psychology's development (Burger, 2008).

Freud's influence was not limited to psychology; it has penetrated a vast area, from philosophy to art, from theater to cinema, from political races to advertising, from education to daily life, and even religion (Furseth & Repstad, 2013; Schultz, 2005; Burger, 2006;). Freud developed his theory and tried to show its importance and contribution to different fields (Freud, 2014). In terms of education, according to Freud, the educator is the person who can enter the child's spirit world.

As a result of his studies, Freud first explained the psychic structure of individuals with a model he called the Topographic Model, which consists of three parts: the preconscious, the conscious, and the subconscious. This model evaluates personality at three levels (İnanc & Yerlikaya, 2020). Consciousness is the level at which we are aware of our spiritual structure. Preconsciousness transfers our thoughts to this structure, changing as we learn new thoughts and patterns. It is available in this area if requested. Some of our thoughts are transferred subconsciously without us noticing. The thoughts conveyed here are simply unavailable when requested (Corey, 2015; Cervone & Pervin, 2016).

Freud understood that the topographic theory was not sufficient to explain the human personality, and he examined the personality in three parts: "lower self (ID)," "super (ego)," and "superego," which he called the Structural Model (Burger, 2008). The idea that the person suffers due to the conflict between the wishes of his impulsive life and his resistance to these wishes forms the basis of partitioning (Merkit, 2016). The ID is the biological part of the personality and is the source of all innate human drives. According to Freud, humans have two innate tendencies, namely sexuality, and aggression. The ego is the organizing, balancing, and adapting part of the personality. Freud argued that the ego develops as part of the ID under the outside world's influence and mediates between the ID and the outside

world. The superego, which is the moral aspect of personality, enables the individual to decide whether his/her behavior is correct and to act according to the value judgments approved by society. The superego develops due to the interaction of traditional values transmitted to the child by his family and society during childhood and is reinforced with rewards and punishments. These three components interact to form the personality, which is a dynamic whole.

3.4.1.2. Carl Jung's Analytical Psychology

Carl Gustav Jung is one of the most critical thinkers in the field of psychology. Jung, influenced by Freud in the first period and therefore following his writings and thoughts, worked independently and freely from Freud's views in the following years, producing his views and thoughts within the school he gathered under "Analytical Psychology." Naming the spiritual energy, which Freud defined as libido, as psychic energy, Jung explained that psychic energy is not just an energy originating from sexual motives, as Freud said, but has a power that includes the whole structure of the soul (Ukray, 2016).

Jung argues that we all have a common unconscious. A person is born with the standard material that everyone has. Just as we can inherit physical traits from our ancestors, we can also inherit subconscious psychic traits. It consists of familiar subconscious images. With the help of these images, we react to our environment in specific ways. (Burger, 2008).

Jung was the first scientist to use the concepts of introvert and extrovert that is common today. These concepts are used as opposites and as two different structures. However, although these concepts, understood as opposite poles of the same functional dimension, are found in all humans, one is generally more dominant. (Freidman & Schustack, 2003). Introversion: the factors that determine behavior are subjective. They turn to their inner world. Extroverts are people who think and act according to the external object, tend to depend on the object instead of the subject, and direct themselves toward the external world. They use extroversion to turn to the outside (Kavut, 2020).

3.4.1.3. Alfred Adler's Individual Psychology

Alfred Adler's theoretical approach, described as the third primary name of depth psychology along with S. Freud and C. G. Jung, is known as the psychodynamic approach,

although he rejected it. According to this approach, people act with the instincts they are born with and try to overcome their anxieties about the situations they encounter with their defense mechanisms. Adler's psychology, which focuses on determining and understanding the individual's condition at the time of behavior rather than the causes of the behavior, is also known as "individual psychology" due to his psychotherapy method (Semih Eker, 2012).

It is possible to summarize the meaning of Adler's theory within the discipline of psychology by comparing it with Freud's theory. While Freud defines the motivating factor of the individual's behavior as sexuality, Adler underlines the social effects and, most importantly, the feeling of superiority. While Freud had a pessimistic attitude toward human beings, Adler had a somewhat optimistic frame of mind. While Freud thinks that humans have little influence in determining their personalities, Adler thinks that humans are the determinants and decision-makers for the personalities they display. While Freud thinks past experiences affect behaviors the most, Adler believes that future expectations are more important. Finally, while Freud emphasizes the effect of the unconscious on behavior, Adler believes that people do everything they do consciously, that is, knowing the consequences.

3.4.1.4. Eric Berne's Phenomenological Approach

Eric Berne's theory of personality is partly similar to Freud's theory of personality. Berne, like Freud, argues that personality has three aspects (Guney, 2015). These are; the childhood aspect, the parenting aspect, and the maturity aspect.

The childhood aspect of personality contains patterns of emotion, thought, and behavior that contain traces of the individual's childhood (Topses and Bulut Serin, 2012). The aspect of parenting refers to the stage in which the attitudes of individuals, such as guiding, advising, imposing prohibitions, regulating, or limiting behaviors, dominate, and in a sense, their parenting aspects are reflected outside. The maturity aspect is found in everyone, providing an objective evaluation of reality (Tatar, 2013).

3.4.1.5. Karen Horney's Interpersonal Psychoanalytic Theory

Horney did not give much space to ideas about the development and structure of personality in her theory but focused more on psychotherapy, neurosis, and female sexuality.

Along with these, she accepted Freud's principle of psychic determinism and the importance of unconscious processes. Horney's pride mechanism, which states that neurosis is a degree problem in alleviating the child's primary anxiety, is one of her theories on personality development (Inanc et al. 2014). Horney discussed the situation of people with neurosis avoiding situations that increase anxiety under three headings. These are interaction situations such as being distant from people, being towards people, or being against people. This is a healthy situation. In Horney's view, nearly all people use these three strategies to eliminate anxiety. However, people with neurosis use only one of these strategies in all their social relationships (Burger, 2008).

According to Horney, personality develops as a result of environmental factors throughout a person's life. It is a process that emerges from the interaction of perceptions, feelings, thoughts, judgments, and goals. The interaction of family environment, social, and cultural factors shape personality. In Horney's view of personality, two main factors play a role: a sense of security and satisfaction. In this sense, security is a basic need of human behavior. On the other hand, the other factor of satisfaction describes the extent of providing satisfaction from human needs (Topses & Serin, 2012).

3.4.2. Behavioral Approach

The behavioral perspective emphasizes that only directly observable and measurable behaviors should be studied to explain human behavior. They state that since it is impossible to measure or prove the unconscious processes emphasized by the psychodynamic perspective, they cannot be the subject of scientific study. They are interested in the relationship between observable behaviors and environmental stimuli. Behaviorists argue that all organisms act according to similar psychological principles and try to determine universal "laws of behavior" (Wortman, Loftus, & Weaver, 1999).

3.4.2.1. John B. Watson

The behaviorist perspective was introduced by the American psychologist John B. Watson (1878-1958) in the 1920s. With these perspectives, Watson and other behaviorists believe that the desired behaviors can be gained by controlling the person's environment and argue that every situation around the organism should be controlled to understand the behavior. In this, Watson and other behaviorists mostly worked with animals in laboratory

settings since it is not possible to completely control the environment in studying human behavior. However, their research focuses on human problems, and they argue that the behavioral principles valid in animals are also valid for humans (Gerrig & Zimbardo, 2012; Wortman, Loftus, & Weaver, 1999).

3.4.2.2. Ivan Pavlov

Another of the studies that formed the basis of the behaviorist perspective was the experiments with dogs conducted by the Russian physiologist Ivan Pavlov (1849–1936) simultaneously with Watson. Pavlov based his explanations on the idea that all behaviors are reactions to some stimuli in the environment. Within this framework, he focused his studies on the learning method he called classical conditioning. At the same time, Watson showed that Pavlov's classical conditioning principles could be applied to humans, that fears could be created through classical conditioning, and that these fears could be eliminated (Morris, 1996).

3.4.2.3. B.F. Skinner

Another important name in the behaviorist perspective is B.F. Skinner (1904–1990). Skinner also argued that all behaviors could be understood by studying the relationships between stimulus and response, and he expanded this perspective by analyzing the consequences of behaviors. Thus, Skinner introduced the concept of reinforcement, a new concept to the behaviorist repertoire, and stated that there should be reward/reinforcement to gain the desired behavior (Richelle, 2016).

3.4.3. Humanitarian Approach

The humanistic perspective also called the third force, emerged in the 1950s as an alternative to the psychodynamic and behavioral perspectives. Therefore, according to humanistic psychology, the determinants of human behavior are neither unconscious processes nor the environment. The humanistic perspective, emphasizing the importance of consciousness, argues that people can make decisions about their lives and control their behavior. At the same time, this point of view emphasizes people's choices, experiences, and

creativity, and it is believed that people are good and that human nature is integrity (Carlson, Buskist, & Martin, 2000; Beckham et al., 1997).

3.4.3.1. Abraham Maslow's Theory of Personality

Abraham Maslow, the founder of humanistic psychology, focused on subjective experiences and free will in his study of personality psychology. In general, it relates to an individual's innate attitude towards self-actualization (to reach the highest point of an individual's capacity). Maslow saw this work as a vital complement to Freud's studies and said, "Freud showed us the sick half of psychology, and we must analyze the healthy other half of psychology from now on" (Maslow, 1971). In his research, Maslow examined the personalities of individuals he considered healthy, creative, and productive, including Albert Einstein, Eleanor Roosevelt, Thomas Jefferson, and Abraham Lincoln. He revealed that these people share similar characteristics, such as being open, creative, loving, natural, compassionate, caring for others, and accepting themselves (Ryckman, 2006).

Maslow is generally known for his "hierarchy of needs" theory, which proposes that people have certain common needs and that these needs should be met in a particular order. These needs range from basic physiological survival needs to higher levels of self-actualization and creativity. Maslow's hierarchy is often presented as a visual pyramid, with the most basic physiological needs at the bottom covering the most significant area and the need for self-actualization at the top covering the smallest area. Each layer of the pyramid must be fulfilled before moving to its higher layer, and this process must continue for life. In other words, passing to the upper stage is impossible without fulfilling a lower stage. This hierarchical structure consists of five steps.

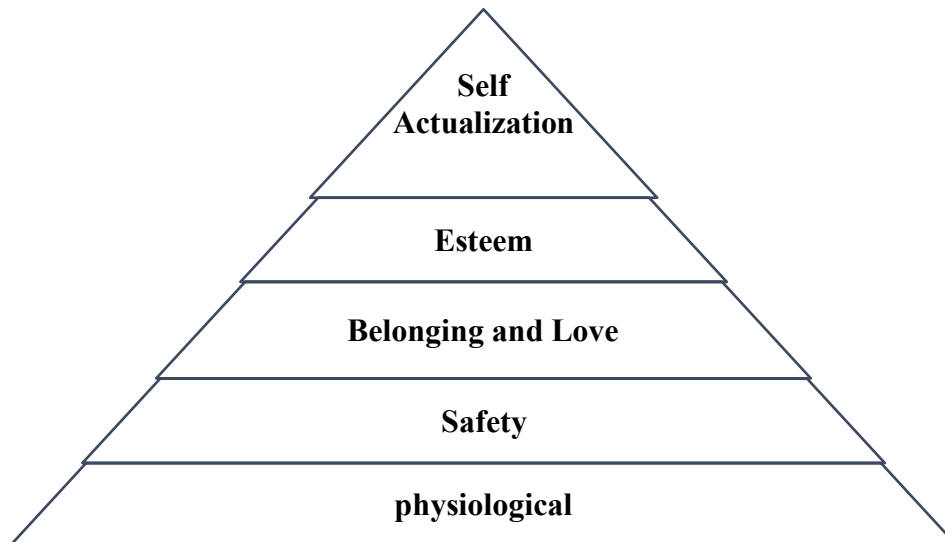


Figure 3.1. Maslow's hierarchy of needs

The first step of Maslow's hierarchy of needs is physiological needs such as eating, drinking, and sleeping; the second step is the need for safety or security like financial security, emotional security, and social stability; the third step is the need for love-belonging include friendship, intimacy, trust, and love; the fourth step is the need for self-esteem like self-confidence, self-worth accomplishment, and respect; the last step is the need for self-actualization such as morality, spontaneity, creativity, problem-solving, and reaching the truth.

3.4.3.2. Carl Rogers' Theory of Personality

According to Rogers, individuals are prone to psychological development, which can be supported or hindered by the individual's environment. In this framework, Rogers defined the concept of unconditional positive respect and emphasized its importance in psychological development. In addition, Rogers emphasized the importance of the client- counselor relationship in empathic understanding and sincerity with his client-centered approach (Schultz & Schultz, 2007).

The humanistic perspective's ideas that human potential is good and that people can shape their lives consciously and freely have significantly impacted the understanding of personality and the development of psychotherapy methods for treating abnormal behaviors. At the same time, this perspective formed the basis of today's positive psychology movement.

Positive psychology is a new field of psychology that studies people's strengths and the keys to happiness. Positive psychology provides a structure that organizes the concepts of well-being and good life (Carlson, Buskist, & Martin, 2000; Proctor et al., 2016; Weiten, Hammer, & Dunn, 2016).

3.4.4. Trait Approach

The trait approach concerns the extent to which an individual carries a particular trait. The trait approach is based on two basic assumptions: that personality traits do not change over time and show consistency, and that personality traits will also exhibit consistency in other conditions (İnanç & Yerlikaya, 2020). Scientists who advocate the trait approach are Allport, Murray, Cattell, McCrae, and Costa.

3.4.4.1. Gordon Allport's Personality Theory

Gordon Allport did the first known work on distinctive features. In the theory that an individual's personality is a closed and unique system, interpersonal relationships, roles, and cultures are only sources of information about the person's personality, but they are not directly involved. (Dal et al., 2015). Allport believes that distinguishing characteristics are the primary building blocks in forming personality and the source of one's identity (Gerrig & Zimbardo, 2012).

Allport's concept of "distinguishing features" was marginal in his time. This approach is a reaction to Freud's overemphasized concept of the unconscious. What Allport wants to accomplish with this concept is to decide about the personality traits of individuals and to understand which personality traits are carried at what level. Individuals, according to Allport are too unique and diverse to fit into predetermined categories. For this reason, he put forward the concept of a different personality trait for everyone (Cuceloglu, 2013).

3.4.4.2. Henry Murray's Personality Theory

Henry Murray named his approach personality science (personology) and identified the primary needs of the personality. He stated that these needs are subconscious in connection with psychoanalysis. According to Murray, all individuals have a hierarchy of personal needs. This need connects the active state to the situation in which the individual is

and calls this pressure (Burger, 2006). According to Murray, these needs are learned through cultural experiences, and once a need arises, it continues to exist. Behaviors turn into habits if we meet their needs (Acikgoz, 2007).

Murray's psychological origin needs; defense, display, superiority, rejection, respect, display, humiliation, play, sexuality, understanding, order, avoidance, oppositional action, emotionality, achievement, autonomy, defense, seeking help, aggression, crime avoidance, harm avoidance, and close relationship (Burger, 2008).

3.4.4.3. Raymond Cattell's Personality Theory

Allport determined that distinctive features form the main structure of personality and how to determine these distinctive features will behave in certain situations. While Cattle agrees with these thoughts, he also disagrees with the assumption that these characteristics are in the person. He argued that distinctive features are not related to physical or neural structures; accordingly, their existence can only be understood by meticulous measurement of explicit behaviors (İnanç et al., 2020).

Raymond Cattle also took the distinctiveness approach and wanted to explore how many core personality traits exist. While some personality traits determined by psychologists are similar, some differ. Cattle suggested that the basic structure of personality traits can be revealed by grouping the interrelated traits and separating the independent ones. To create this structure, he tried to determine how many basic features there are by analyzing the data he obtained from the applications he made using a statistical technique called factor analysis. As a result of his studies, he developed the "16 Factor Personality Test." Researchers later found evidence for the five dimensions of personality by using different personality data in many studies. Then the researchers named these factors the "Big Five" and summarized them by grouping them under five significant factors (Burger, 2008).

3.4.4.4. Robert McCrea and Paul Costa's Five Factor Theory

The five-factor personality theory, which is one of the most popular personality theories, was developed by McCrae and Costa. McCrae and Costa are recognized as the creators of the five-factor personality theory due to their description of personality and attempt to create scale, even though Goldberg made a considerable contribution in the

beginning. The following is a list of the five-factor personality qualities that were previously identified as Lewis Goldberg's distinctive personality traits:

- 1) Introversion, 2) Intellectual Imagination, 3) Compatibility, 4) Emotional Balance, 5) Responsibility.

McCrea and Costa revised Goldberg's personality traits and then divided them into the following groups:

1. Extraversion- Introversion
2. Agreeableness-Hostility
3. Neuroticism (Emotional Instability) – Emotional Stability
4. Conscientiousness (Responsibility) -Undirectedness
5. Openness to Experience-Unintelligence

3.5. Big Five Personality

One of the past century's most effective approaches to defining personality has been the five-factor personality model (Srivastava, 2010). Although many opinions about personality have been put forward, studies have shown that the five-factor personality model gathers these different views under one roof and that personality-related features can be compiled into five factors (Bacanli et al., 2009). The five-factor personality model, developed by Robert McCrae and Paul Costa in 1985, is a model that gathers all personality traits together and explains these features in detail (Merdan, 2013).

As a result of their studies, McCrea and Paul Costa revealed for the first time that there are five basic dimensions of personality with the Five Factor Personality Model (McCrae & Costa, 1985; Merdan, 2013). Moreover, McCrea and Costa revealed that the five dimensions are extraversion, neuroticism, agreeableness, openness to experience, and responsibility (Somers & Goldberg, 1999). Five measurable factors provide an awareness of personality by explaining where the person is in each dimension. Since the five factors defined in the Five Factor Theory of Personality can often be reached in many studies using different methods, these factors have been called the "Big Five" by researchers (Burger, 2006). The five-factor personality theory, used by many researchers and generally accepted, is a universal classification that comprehensively explains personality traits by considering individual differences in personality structure (McCrae & Costa, 2003).

Since the five-factor personality model was accepted as the best description of adult personality, it has particularly interested developmental psychologists (McCrae et al., 2008). Its validity has been investigated in other languages worldwide. Studies on personality descriptive concepts were conducted in Dutch, German, Chinese, Spanish, Italian, Slovak, Hungarian, Hebrew, Polish, Filipino (Tagalog), and Russian. Data supporting the model were obtained to a large extent (Tatar et al., 2002). The following can be said about the reasons why researchers prefer the model and widely used in studies on personality (McCrae & Costa, 1992):

- The model is based on longitudinal and empirical research,
- Maintaining the continuity of the measured features against time,
- Its validity has been proven in different cultures and communities,
- Having some biological infrastructure,
- Easy to use in terms of psychometrics.

The five-factor personality structure did not limit personality differences to only five dimensions. Each of the five-factor theory personality trait dimensions includes many different personality traits. The dimensions of the five-factor structure have a bipolar and hierarchical structure, and each dimension has its sub-dimensions. In this context, the five-factor personality structure can summarize personality broadly (Benet-Martínez & John, 1998). These dimensions are expressed as extraversion-introversion, agreeableness-hostility, neuroticism (emotional instability) – emotional stability, conscientiousness (responsibility) -undirectedness, and openness to experience-unintelligence will be examined in detail below.

3.5.1. Extraversion-Introversion

Extraverted individuals are “people who have strong human relations, active, dynamic, willing, sociable, sincere, fast-talking, enthusiastic, energetic, warm-hearted, and have strong character” (Rousseau et al., 2005; McCrae & Costa, 2003; Baek et al., 2016; Costa et al., 1984). While Introverted individuals are described as being sober, calm, quiet, speakingless, and shy (Somer, 1998). Although extroverted individuals are generally seen to be more social, active, and energetic, it has been observed that introverts cannot display these characteristics due to shyness (Burger, 2006).

3.5.2. Agreeableness-Hostility

Individuals with agreeable personality traits are social, sympathetic, understanding, polite, helpful, empathetic, and modest (McCrae & Costa, 1987; Baek et al., 2016). Individuals with low agreeableness are egocentric, self-centered, nervous, suspicious, feel uneasy, and see their relationships as worthless (McCrae & John, 1992; Somer, 1998). In this dimension, it has been seen that the balance of both benefits individual achievements. The individual should neither have a high level of compatibility to allow someone else to be in control nor be skeptical and quarrelsome enough to ignore other people's opinions and thoughts (Ergin, 2006).

Agreeable people are seen as being prone to teamwork, while combative people are competitive. In addition, compatible people receive positive feedback in their social relationships (Burger, 2006). People with a high level of agreeableness strengthen their communication with their colleagues and increase their motivation (Zel, 2007). Additionally, people with high agreeableness are more willing to help, forgive, and treat others respectfully. However, people with low agreeableness tend to belittle others, raise arguments, and hold grudges (Soto et al. 2016).

3.5.3. Neuroticism (Emotional Instability)-Emotional Stability

This dimension can be explained as an individual's ability to resist stress. The neuroticism dimension expresses negative situations such as anger, distress, anxiety, and depression (Tatlıoğlu, 2014). Individuals with the neuroticism dimension have an anxious, irritable mood; these people have the characteristics of being easily broken when they encounter emotional, self-pitying, complicated, or stressful situations and have more intense mental disorders. However, individuals who have emotional balance, can cope with stress, are open to criticism, are social, calm, and have the characteristics of being worry-free (McCrae & Costa, 2003). While the emergence of positive and negative emotions is the basis of neuroticism, neuroticism plays a vital role in interpersonal relations (Girgin, 2007).

3.5.4. Conscientiousness (Responsibility)-Undirectedness

This dimension describes the behaviors and attitudes that enable individuals to approve of the results of their decisions (Taştemur, 2018). The responsibility dimension reveals the

level of control and discipline within individuals. It is seen that responsible individuals are disciplined, systematic, determined, organized, planned, self-controlling, determined, and love to work. It is seen that the individuals at the other end of this dimension are irresponsible, disorganized, have unexpected focusing problems, and cannot concentrate their attention immediately (McCrea & Costa, 1995; Burger, 2006; Costa, McCrea, and Dye, 1991).

3.5.5. Openness to Experience-Unintelligence

This dimension is the one that researchers have the least consensus on, and it is named openness to experience intelligence, and culture (Tata et al., 2002). It entails being open to experiences instead of being open in interpersonal relationships (Burger, 2006). The personality traits of the openness to development sub-dimension are stated as the characteristics of individuals who are complex, liberal, analytical, imaginative, non-traditional, have broad interests, are curious, have courage, enjoy change, are open to different ideas, and are sensitive to art (McCrea and Costa, 1992). The mentality of the individuals at the other end of the openness-to-experience dimension is more traditional and conservative, and their way of life is more routine-based. These people are realistic, low in creativity, follow the rules, and are submissive to authority. They prefer to hold on to what they have experienced, used, or know before rather than being open to new experiences. (Burger, 2006; McCrea and Costa, 2003).

3.6. Literature About Personal Traits and Entrepreneurship

Researchers examining the literature have obtained the following findings in their studies of personality traits and entrepreneurship tendencies:

Some researchers have proved that the Big Five personality traits have complex effects on entrepreneurial tendencies (Koe Hwee Nga & Shamuganathan, 2010; Brandstätter, 2011). For instance, Zhao and Seibert (2006) compared entrepreneurs with non-entrepreneur managers regarding personality and entrepreneurial status. They used the Five Factor (FFM) personality model for comprehensive analysis. They found that entrepreneurs were higher on conscientiousness, emotional stability, and openness to experience and were lower on agreeableness than non-entrepreneur managers.

Zhao et al. (2010) established a set of meta-analyses to examine the relationship of personality to outcomes associated with entrepreneurial tendency; their results showed that four of the Big Five personality dimensions were associated with both dependent variables, and the agreeableness failed to be associated with either, multivariate effect sizes were moderate for the complete set of Big Five personality variables on the entrepreneurial tendency. Moreover, a narrow approach, for example, risk propensity, is positively associated with entrepreneurial tendency. Therefore, the two systems both influence entrepreneurial tendencies.

In the study conducted by Hachana et al. (2018) on entrepreneurs in Tunisia, the effect of five essential personality traits on entrepreneurial success was examined, and it was investigated whether gender is necessary. The study results show that entrepreneurial personality traits are significantly associated with business success; High emotional stability (Neuroticism) indicates that it is characterized by openness to experience and honesty. In addition, the results show that gender changes the relationship between personality and entrepreneurial success.

Kavşur (2015) conducted a study on university students to determine whether personality traits have an effect on entrepreneurial tendency and that the dimensions of extraversion, self-discipline, emotional instability, and openness to experience have a significant predictive effect on entrepreneurial tendency, while the dimension of agreeableness is an essential predictor of entrepreneurial tendency, but found no effect.

Franke & Lüthje, (2004), in their study on the entrepreneurship tendencies of business students, were analyzed in comparison with the results of the Vienna University of Economics and Munich University Massachusetts Institute of Technology (MIT). As a result of the research, the lower entrepreneurship tendencies of Munich and Vienna university students compared to MIT students were associated with the level of education provided. Again, as a result of the research, it was determined that there is a relationship between personality traits and the tendency to be an entrepreneur, and it was also seen that one-third of Munich and Vienna university students planned to make an enterprise after graduation (Lüthje & Franke, 2011).

In the study conducted by Keklik et al., (2012), the entrepreneurial tendencies of university students who are potential entrepreneurs were examined, and an attempt was

made to determine the entrepreneurial personality traits of the students. According to the research results, a significant difference was found between the novelty characteristics of university students and their gender, and it was seen that male students had a more innovative structure than female students. This result is associated with the effect of the cultural system.

The study by Bozkurt (2006) on Sakarya University students investigated the effect of students' personality traits on their tendency to be entrepreneurs. As a result of the research, it was seen that although the students do not have entrepreneurial personality traits, they tend to be entrepreneurs (Bozkurt et al., 2006).

In the study of Tsoukatos (2014) on the senior students of Crete institute in Greece, it was seen that the tendency to take risks and tolerance to uncertainty do not reflect the students' personality traits. According to the results of the research, it was seen that there was no differentiation in the perception of entrepreneurial personality according to the gender status of women and men, that the students did not assimilate the entrepreneurial nature, and that they tended to have low entrepreneurship. The common tendency of students to be entrepreneurs has been attributed to cultural reasons (Tsoukatos, 2014).

In the study conducted by Uluyol (2013) in which the entrepreneurship tendencies of the students who took an entrepreneurship course at Golbaşı Vocational School were measured, it was revealed that the tendencies of the students who took the entrepreneurship course were high. However, there was no significant difference between the entrepreneurial tendencies of the students who did not take the course.

When the literature examined whether the entrepreneurial tendency differs according to the gender variable, Kourilsky & Walstad, (1998) found that the entrepreneurial intentions of men are higher than women in a study conducted on approximately 1000 American youth. Moreover, Tays and Canbaz (2014) in their research on associate degree students, found that the gender variable did not differentiate the entrepreneurial tendency.

4. RESEARCH METHODOLOGY, DATA ANALYSIS, DISCUSSION OF FINDINGS, AND CONCLUSION

In this chapter of the research, the steps necessary to obtain information about the business students who are the subject of the study are mentioned. This chapter discusses the research methodology, the data analysis, the discussion of findings, and the conclusion of the study.

4.1. Research Methodology

This section gives information about the research model, hypotheses, population and sample, data collection tool, data gathering procedure, data analysis method, ethical consideration, research limitations, and scale reliability of the study. The necessary information in this study was gathered by using quantitative research techniques.

4.1.1. Research Model

Personality is defined as consistent behavior patterns and intrapersonal processes from the individual. It affects individuals' career choices and their working lives (Burger, 2006). However, among individuals' professional preferences, the intention to start his or her own business and work independently can be considered leading. In addition, entrepreneurship is vital in choosing the ideal job for university students in today's information society. In this respect, it is essential to determine the entrepreneur's personality traits.

After reading the literature related to this study, which was conducted to examine the relationship between personality traits and entrepreneurial tendency, the research model was formed as in Figure 4.1, based on the assumption that there is a relationship between personality traits and entrepreneurship.

The conceptual framework below (Figure 4.1) illustrates the relationship between independent and dependent variables that this study conducted. Dimensions or variables of the independent variable Personal traits include extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism. At the same time, the dependent variable of this study is an entrepreneurship tendency.

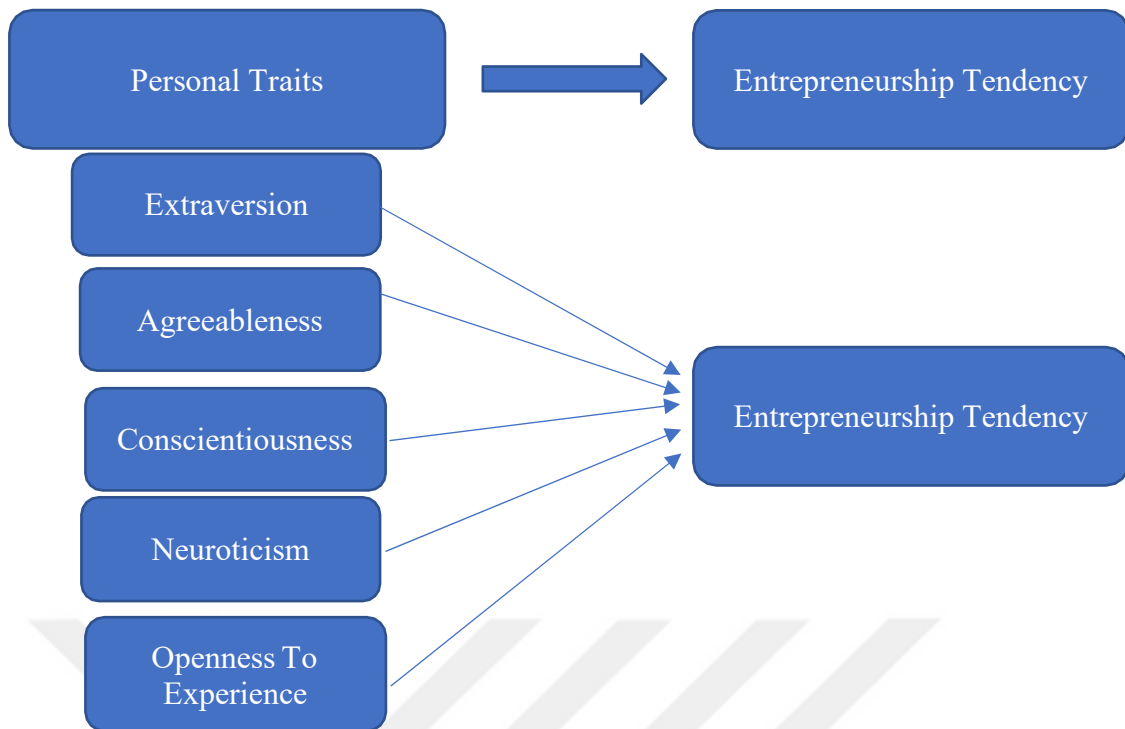


Figure 4.1. Research Model

4.1.2. Hypothesis

The research tends to test the following hypotheses to determine the relationship between personality traits and the entrepreneurial tendency of students who are in the final year of the business administration department in Hargeisa city, Somalia. We have here 5 hypotheses.

H1a. There is a statistically significant relationship between extroversion and entrepreneurial tendency.

H1b. There is a statistically significant relationship between agreeableness and entrepreneurial tendency.

H1c. There is a statistically significant relationship between conscientiousness and entrepreneurial tendency.

H1d. There is a statistically significant relationship between emotional instability (neuroticism) and entrepreneurial tendency.

H1e. There is a statistically significant relationship between openness to experience and entrepreneurial tendency.

4.1.3. Population and Sample

The main purpose of the scientific research process is to use relevant data for the purpose, to reach the findings and results through these data, and to generalize the results within the scope of the research. After determining the appropriate method for the research problem, the selection of the universe of the problem and the determination of the sample from this universe are followed. The research universe is any group of people from which the sample is selected, and the study results are generalized. The information obtained must be generalized to obtain healthy results in scientific research. However, since it will be impossible to examine the units in the universe one by one, sampling is needed. The sample is the number of units within the scope of the research selected from a certain universe according to specific rules. In the study, the analysis is made on the sample. Correctly determining the number of samples is essential in terms of both the research's reliability and the study's convenience.

This study aims to reveal the relationship between personality traits and entrepreneurial tendencies. The target population of this study is the 4th class undergraduate students of the business administration department in Hargeisa city, Somalia. However, due to time and economic constraints, reaching all university students is impossible. The population of this study consists of 601 final year business department students from three different universities: Hargeisa, Golis, and New Generation University. These universities have been chosen because they currently have the highest number of students in business administration in Hargeisa-Somalia. A total of 240 students were selected randomly as a sample from the target population using the Slovin Formula, and data was collected from them using questionnaires. The sample size was calculated using the formula below.

$$n = N/1+N(e)^2$$

Where n is the number of samples, N is the population size, e is the margin error (assumed to be 5% or 0.05), and 1 is a constant number. Therefore,

$$n = 601/1+601 (0.05)^2 = 240$$

According to the formula, the sample size representing the universe at the 95% confidence interval is 240 people. Based on the number of students studying in the business departments of the universities where the study was conducted, the minimum number of surveys to be made in each university was determined.

Table 4.1 shows the number of surveys to be conducted in each university studied and the distribution of surveys. As can be seen, when the table is examined, usable data were obtained from a total of 263 students, provided that the minimum number of questionnaires required for each department was met. Accordingly, the sample of the study consists of 263 senior business students.

Table 4.1. Distribution of the Number of Surveys

University	Total Number of Students	Percentage (%) of the total number of students	Minimum Number of Surveys	Number of Surveys used
Hargeisa	230	38.3%	92	106
Golis	221	36.8 %	88	94
New Generation	150	24.9%	60	63
Total	601	100	240	263

4.1.4. Data Collection Tools

The questionnaire technique, one of the quantitative research methods, was used as a data collection method in the study. Survey technique; It is the written response of individuals and groups to the questions of a pre-prepared form about a topic or about themselves. The survey technique was preferred in this research because the data is obtained more quickly and economically. Computer-aided statistical programs are faster than other techniques in analyzing survey data. In this study, the questionnaire form consists of 3 parts. The first part of the survey consists of questions about the socio-demographic characteristics of the students who answered the questionnaire; the second part consists of questions about personality traits, and the third part consists of a questionnaire about entrepreneurship tendencies.

Table 4.2. Content of the data collection form

Section	content of section questions	Number of questions	Scale type
1	Demographic Information	8	–
2	Personality Traits Scale	30	7-point Likert scale
3	Entrepreneurship Tendency Scale	36	5-point Likert scale

4.1.4.1. Demographic Information Form

The first part of the questionnaire includes demographic information. In this part of the questionnaire, demographic characteristics such as gender, marital status, age, whether they took an entrepreneurship course, whether they have a business owner in their family, their desire for entrepreneurship after graduation, and if they have not their reasons.

4.1.4.2. Quick Big Five Personality Test (QBFP)

The "Quick Big Five Personality Test" consisting of 30 items, which was put forward by Goldberg (1992) and developed by Verlmuts and Geris (2005), was used to measure personality traits. This test measures five sub-dimensions: Agreeableness (5,10,15,20,22,28), Extraversion (4R,9R,13R,18,21R,26R), Conscientiousness (3R,8,12,17,25,27), Neuroticism (2R,7R,11R,16R,24R,29R), and Openness to Experience (1,6,14,19,23,30); each sub-dimension has six items that determine personality traits. Participants were asked to answer as 1= Completely untrue, 2= Untrue, 3= Somewhat untrue, 4= Neither, 5= Somewhat true, 6= True, and 7= Completely true. In addition, R-coded items 2, 3, 4, 7, 9, 11, 13, 16, 21, 24, 26, 29, which are negative items in the test, were reverse-coded. In the study that Verlmuts and Geris developed, Cronbach's alpha coefficient for the whole scale was 0.8. Based on this information, it can be stated that QBFT is a valid and reliable scale that has internal consistency and can make stable measurements.

4.1.4.3. Entrepreneurship Scale

The last part of the study used the entrepreneurship tendency questionnaire developed by Yılmaz and Sumbul (2009). Before the researchers prepared the items for the questionnaire, 90 undergraduate students wrote essays on entrepreneurship. The researchers

put the ideas, feelings, and thoughts they obtained from these compositions into sentences and did a literature review. After these steps, a 43-item pre-form was prepared. The number of items in this form was reduced to 36 by taking expert opinions. Participants were asked to answer as 1= Never, 2= Rarely, 3= Sometimes, 4= Often, and 5= always. After applying the developed questionnaire to the participants, Cronbach Alpha reliability analysis and factor analysis (validity analysis) were performed on the data obtained. As a result of the factor analysis carried out by the researchers, all the items were collected in one dimension. The total variance of the scale explained in this single factor was 47.3%, and the Cronbach Alpha reliability coefficient of the questionnaire was 0.90. Afterward, the researchers developed the following Table 4.3 to measure entrepreneurship levels.

Table 4.3. Evaluation of Entrepreneurship level

36-64	Very low entrepreneurship
65-92	Low entrepreneurship
93-123	Medium entrepreneurship
124-151	High entrepreneurship
152-180	Very high entrepreneurship

4.1.5. Data Gathering Procedure

The researcher utilized Microsoft forms to gather data from the target population, a new part of Office 365 Education that enables researchers, instructors, and students to quickly create unique quizzes and questionnaires and invite others to participate using virtually any mobile or web browser device. This procedure strengthens the trust of the participants and saves time and money.

4.1.6. Data Analysis Method

SPSS (Statistical Package for the Social Sciences) 23.0 program was used to analyze the data collected in this study, because it has different analytical packages and is used in most social science studies. In the data analysis, descriptive statistics were first examined to see the general form of the data. In addition, Pearson correlation and regression analysis was used to determine the relationship between personality sub-dimensions and entrepreneurial

tendency. Finally, an independent sample t-test was used to determine whether entrepreneurship differs according to demographic information.

4.1.7. Ethical Consideration

Permission was obtained from the three universities where the data were collected. Participants were asked to voluntarily give their consent to participate in the study. The main aim of the research was explained to the participants by the researcher. No one was forced to participate in the study. Participants in this study were treated with dignity, confidentiality, and privacy.

4.1.8. Limitations of the Study

There are some limitations specific to this study. This research includes final year Business Administration Department students in Hargeisa city. During the study's data collection process, several universities were consulted. However, due to time, economic constraints, and the inability to obtain permission from all universities in Hargeisa, this research was carried out at three universities: Hargeisa, Golis, and New Generation universities. Therefore, this research was limited only to the final year Business Administration students of these three universities and did not go beyond its scope.

4.1.9. Reliability of the Study

The reliability of the survey is tested to determine whether it produces correct data. In this study, Cronbach's alpha method was used to measure the general consistency and reliability of the data. Cronbach's alpha measures internal consistency or how closely a group of variables is linked. In other words, the reliability of a measure relates to how stable it is in measuring a concept, and Cronbach's alpha is a way of determining how strong that consistency is. If the reliability coefficient calculated for the tests is 0.70 and above, it is generally considered sufficient for the reliability of the test scores.

As mentioned above, two scales which are the 'entrepreneurship Scale' and '5 Factor Personality Scale', were used in this study. While the 'Entrepreneurship Scale' consists of one sub-dimension, the '5 Factor Personality Scale' consists of five sub-dimensions. Cronbach's alpha analysis was performed for each sub-dimension. As shown in Table 4.4,

Cronbach's alpha coefficients were found to be 0.71 for Extraversion, 0.74 for Conscientiousness, 0.80 for Agreeableness, 0.81 for Neuroticism, 0.73 for Openness to Experience, and 0.92 for Entrepreneurship. Since Cronbach's alpha analysis results for all sub-dimensions were greater than 0.70, the scale was accepted as reliable and consistent.

Table 4.4. Cronbach's alpha analysis

Dimension	Number of participants	Number of Items	Cronbach alpha
Extraversion	263	6	0.712
Agreeableness	263	6	0.801
Conscientiousness	263	6	0.742
Neuroticism	263	6	0.812
Openness To Experience	263	6	0.733
Entrepreneurship	263	36	0.926

Another testing technique used in the analysis of the data obtained from the survey method is the normality test. This test is a test technique that determines the condition that the data has a normal distribution, which is the basic condition for the use of parametric test methods. Skewness and Kurtosis values are expected to be in the range of -1.5 to +1.5 in the normality test (Tabachnick and Fidell, 2013). If this condition is fulfilled, the data is assumed to have a normal distribution. Table 4.5 shows the measurements of skewness and kurtosis.

Table 4.5. Normality test

Dimensions	Skewness	Skewness
Extraversion	1.21	0.67
Agreeableness	-1.08	0.83
Conscientiousness	-1.07	1.41
Neuroticism	-0.44	-0.69
Openness To Experience	-1.11	1.23
Entrepreneurship	-0.71	1.42

It did not show any skewness and kurtosis problems that required normalization intervention. As it can be understood from the values of skewness and kurtosis, for all data,

all measures fall within the accepted range. Therefore, the normality assumption is satisfied for the dataset.

4.2. Findings And Interpretation

This section presents the findings and interpretations that emerged from the analysis of the data obtained from the students participating in the research.

4.2.1. Demographic Information

This section includes the demographic characteristics of the students participating in the research, such as gender, age, marital status, whether they have taken an entrepreneurship course, whether any of their family members have a business, and whether they want to be an entrepreneur after graduation.

Table 4.6. Distribution of Students Regarding Gender

	Frequency	Percent (%)
Male	136	57.7%
Female	127	48.3%
Total	263	100%

As stated in the Table 4.6 above, the total number of students who participated in the research is 263; 136 (57.7%) were male, while 127 (48.3%) were female. Although the difference is not huge, the number of male students responded is higher than that of female students.

Table 4.7. Distribution of Students Regarding Age

	Frequency	Percent (%)
18-22	140	53.2%
23-27	96	36.5%
28-32	21	8%
33+	6	2.3%
Total	263	100%

As Table 4.7 shows, 140 (53.2%) of the students participating in the research were between the 18-22 age range, 96 students (36.5%) were between the 23-27 age range, 21 students (8%) were between the 28-32 age range, and 6 (2.3%) students were aged 33 and above. When we examine the Table above, we can see that most participants were between the ages of 18-25. This is because the participants were university students.

Table 4.8. Distribution of Students Regarding Marital Status

	Frequency	Percent (%)
Single	240	91.3%
Married	23	8.7%
Total	263	100%

As seen in Table 4.8, 240 (91.3%) out of 263 students were single, while the remaining 23 (8.7%) were married. This shows that most participants were single, and only a few participants were married. This is because the participants were students.

Table 4.9. Distribution of students regarding whether they took entrepreneurship courses or not

	Frequency	Percent (%)
Yes	200	76%
No	63	24%
Total	263	100%

In the frequency distribution of the question regarding the participants' status of taking an entrepreneurship course, it is seen that 200 (76%) students took an entrepreneurship course, while 63 (24%) students did not take an entrepreneurship course. This means that the vast majority of participants took an entrepreneurship course. The reason for this is that the study's target population was the students in the department of business administration.

Table 4.10. Distribution of students regarding whether any of their family members have a business.

	Frequency	Percent (%)
Yes	135	51.3%
No	128	48.7%
Total	263	100%

According to Table 4.10 above, 135 (51.3%) of the 263 students who participated in the study have a business owner in their family, while the rest, 128 (48.7%) students, do not have a business owner in their family.

Table 4.11. Distribution of students regarding whether they want to be an entrepreneur or not after graduation

	Frequency	Percent (%)
Yes	177	67%
No	86	33%
Total	263	100%

The frequency distribution of the question regarding whether the students want to be entrepreneurs after graduation. It is seen that 177 (67%) of the 263 students who participated in the research answered, "I want to be an entrepreneur," while the remaining 86 (33%) replied, "I do not want to be an entrepreneur after graduation."

Table 4.12. Distribution of students regarding the reason for not wanting to be an entrepreneur

	Frequency	Percent (%)
Lack of capital	37	43%
I'm afraid to take risks	9	10%
I don't see myself as an entrepreneur	11	13%
No social support	13	15%
I have no idea	16	19%
Total	86	100%

When the students were asked, 'Do you want to be an entrepreneur after graduation?', it was determined above that there were 86 students who answered that they didn't want to be an entrepreneur. While 11 (13%) of them stated that they do not see themselves as entrepreneurs, 9 (10%) claimed they are afraid of taking risks. On the other hand, 13 (15%) indicated that they do not have social support, 37 (43%) of them stated that they do not have capital, and 16 (19%) of them answered that they do not have any idea.

4.2.2. Descriptive Statistics of Scales

In this section, descriptive statistics are examined to see the general form of the data. Descriptive statistics, in which standard deviation and mean values are determined, allow the structure of the obtained data to be seen and, thus, the data to be recognized more closely.

Table 4.13 presents the mean and standard deviations of the answers given by the participants to the form measuring the five dimensions of QBFP and entrepreneurial tendency. In line with these answers, the mean values and standard deviations for participation in the dimensions of personality traits were found to be 5.12 and 1.61 in the 6-item dimension of conscientiousness, 5.26 and 1.66 in the 6-item dimension of agreeableness, 4.79 and 1.71 in the 6-item dimension of openness to experience. However, the neuroticism and extraversion dimensions of personality traits are the dimensions that students least agree with. The mean value and standard deviations of these dimensions were found to be 4.06 and 1.97 in the 6-item dimension of neuroticism, while 3.08 and 1.77 in the 6-item dimension of Extraversion. On the other hand, the entrepreneurial tendency consists of 36 expressions in one dimension. The mean value of the answers with this statement was found to be 3.62, and the standard deviation was found to be 1.19. In addition, to see the level of entrepreneurship tendency of the students, the entrepreneurship scores of the participants were calculated as 130, which explains that according to Table 4.3, the entrepreneurship of the students is high.

Table 4.13. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	263	1	7	3.08	1.77
Agreeableness	263	1	7	5.26	1.66
Conscientiousness	263	1	7	5.12	1.61
Neuroticism	263	1	7	4.06	1.97
Openness To Experience	263	1	7	4.79	1.71
Entrepreneurship	263	1	5	3.62	1.19

4.2.3. Correlation Analysis

Within the scope of the research, the level of the relationship between personality traits and entrepreneurship tendency was calculated using Kendall's tau-b (τ_b) correlation coefficient. Correlation analysis is an analysis method that shows whether or not there is a linear relationship between two variables and, if there is, the degree of this relationship with the correlation coefficient. The correlation coefficient is denoted by r and takes values between -1 and +1. A positive sign of the coefficient indicates a positive relationship between the two variables, while a negative sign of the coefficient indicates a negative relationship between the two variables. In other words, a positive correlation indicates that if variable A increases, variable B will also increase, whereas if the correlation value is negative, A increases if B decreases (Nettleton, 2014).

Table 4.14. Results of correlation analysis

Dimensions	(1)	(2)	(3)	(4)	(5)	(6)
Extroversion (1)	1					
Agreeableness (2)	.037	1				
Conscientiousness (3)	-.004*	.233**	1			
Neuroticism (4)	.017	-.036	-.061*	1		
Open to experience (5)	-.004	.266**	.293**	-.009	1	
Entrepreneurship (6)	.074	.203**	.225**	-.018	.305**	1

As Table 4.14 shows, there is a statistically weak positive and significant relationship between extraversion, one of the dimensions of personal traits, and entrepreneurship tendency ($r: 0.074, p < 0.01$). It has been mentioned in the literature that this dimension of personal traits has two aspects: extroversion and introversion. Since individuals with high levels of extraversion are talkative, sociable, and active, there is expected to be a strong positive relationship between students' extraversion scores and their entrepreneurial tendency. However, it can be said that the introverted aspect of this dimension may reduce this relationship. Because individuals with low levels of extraversion are introverted, shy, do not like to socialize, keep a distance from people, and tend to remain silent.

As can be seen from Table 4.14, there is a positive and significant relationship between the trait agreeableness, which is another personality trait, and entrepreneurial tendency ($r: 0.203, p < 0.01$). In this case, as the personality trait of agreeableness increases, the entrepreneurial tendencies of the individuals increase.

According to Table 4.14, there is a moderately positive and significant relationship between conscientiousness, which is another personality trait, and entrepreneurial tendency, ($r=0.225, p < 0.01$). In this case, as the personality trait of conscientiousness increases, the entrepreneurial tendencies of the individuals increase.

As Table 4.14 shows, there is a statistically very low-level negative correlation at the level of -0.001 between the neuroticism dimension of personal traits and entrepreneurial tendency ($r: -0.018, p < 0.01$). In this case, as the neuroticism personality trait increases, the entrepreneurial tendencies of the individuals decrease.

Finally, there is a statistically significant positive correlation at the level of 0.305 between the dimension of openness to experience and students' entrepreneurial tendencies ($r=0.305, p < 0.01$). In this case, as the Openness to Experience personality traits increases, the entrepreneurial tendencies of the individuals increase. In this study, it is the dimension with the highest correlation coefficient between entrepreneurship and personality. Individuals with high openness to experience are in pursuit of new things. Therefore, entrepreneurial tendencies can be expected to be high.

4.2.4. Regression Analysis

Regression analysis is a method of explaining the relationships between a dependent variable and an independent (simple regression) or multiple independent variables (multiple regression) with a mathematical equation. In this part of the study, the results of the regression analysis will be included in order to determine to what extent personality traits affect entrepreneurial tendencies. The data obtained as a result of the analysis are shown in the table below.

Table 4.15. Results of Regression Analysis

Model	Unstandardized Coefficients	Unstandardized Coefficients	Standardized Coefficients	t	P
	B	Std. Error	Beta		
(Constant)	1.604	.256		6.274	.000
Extroversion	.067	.030	.121	2.209	.028
Agreeableness	.049	.032	.092	1.528	.128
Conscientiousness	.126	.038	.214	3.281	.001
Neuroticism	.020	.024	.045	.830	.408
Open to experience	.171	.036	.304	4.726	.000
R=0.500^a R²= 0.250 P=0,000					

As seen in Table 4.15, the model developed in the study is statistically significant ($p=0.000$). While the dimensions of extraversion, conscientiousness, and openness to experience, which are sub-dimensions of personality traits, have a significant predictive effect on entrepreneurial tendency ($P<0.05$); the agreeableness and neuroticism dimensions do not have a statistically significant effect on the entrepreneurial tendency ($P>0.05$).

The R-value, which is the regression coefficient showing the effect of the independent variables on the dependent variable, was found to be ($R=0.500$). The R^2 value, which explains the change in the dimensions of extraversion, conscientiousness, and openness to experience on entrepreneurial tendency, was measured as ($R^2=0.250$).

According to table 4.15, the β coefficient of the model was found to be 0.121 for the extraversion dimension, 0.214 for the conscientiousness dimension, and 0.304 for the openness to experience dimension. When the β coefficients of the dimensions are evaluated,

it is seen that the dimensions of extraversion, conscientiousness, and openness to experience positively affect the entrepreneurial tendency.

4.2.5. Analysis of Differences According to Demographic Variables

In this part of the study, independent t-test sample analysis was used to examine the differences among the participants according to demographic variables. The T-test is a statistical method used to compare the means of two independent groups according to a dependent variable, to test whether the difference between the two means is significant at a given confidence level (95%-99%) (Gerald, 2018). The findings of the analysis are shown in the tables below.

Table 4.16. T-Test Results of Entrepreneurial Tendency by Gender

	Gender	N	Mean	Std. Deviation
Entrepreneurship	Male	136	3.6528	.67741
	Female	127	3.5801	.57647

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Entrepreneurship	Equal variances assumed	3.780	.053	.934	261	.351	.07273	.07783
	Equal variances not assumed			.940	258.809	.348	.07273	.07740

* p < .05

According to the findings in Table 4.16, the Entrepreneurship tendencies of the students participating in the research do not show a significant difference according to gender, t (263):0.934 p:0.351. The entrepreneurial tendency of male students (3.65) is higher than that of female students (3.58), but it does not differ significantly since p>0.05. In short, there is no difference between the entrepreneurial tendencies of male and female students.

Table 4.17. Entrepreneurship Tendencies According to Whether Students Have Taken Entrepreneurship Courses.

	Have you taken an entrepreneurship course?	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship	Yes	200	3.6039	.62973	.04453
	No	63	3.6614	.63619	.08015

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Entrepreneurship	Equal variances assumed	.042	.839	-.630	261	.529	-.05749	.09120
	Equal variances not assumed			-.627	103.116	.532	-.05749	.09169

* p < .05

Table 4.17 shows whether there is a difference between the entrepreneurship tendencies of the students according to their entrepreneurship education status. While the average entrepreneurship tendency of 200 participants who took the entrepreneurship course is 3.60, 63 participants who did not take the entrepreneurship is 3.66.

Table 4.18. Entrepreneurship Tendencies According to having a business owner in the Family

Do you have any business owners in your family (First-degree relatives like your mother, father, or brother)?	N	Mean	Std. Deviation	Std. Error Mean
Yes	135	3.6346	.60087	.05171
No	128	3.5998	.66231	.05854

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Entrepreneurship	Equal variances assumed	.955	.329	.446	261	.656	.03474	.07791
	Equal variances not assumed			.445	255.240	.657	.03474	.07811

* p < .05

According to Table 4.18, 135 students have a business owner in their family, while 128 students do not have any business owner in their family. When the entrepreneurship tendency score of the students is considered, the average of those whose state they have a business owner in their family is 3.63, while the average of those who said that they do not have any business owner in their family is 3.59. As stated in Table 4.18, there is no statistically significant difference between the groups according to the p (0.656) value at the 95% confidence interval. In this case, it can be said that having a business owner in the family does not affect the person's entrepreneurship tendency (p=0. 656; p>0.05).

Table 4.19. Entrepreneurship Tendencies According to Students' Desire to Be an Entrepreneur

	Do you want to start your own business after graduation?	N	Mean	Std. Deviation	Std. Error Mean
Entrepreneurship	Yes	177	3.6628	.57647	.03922
	No	86	3.4102	.81102	.11830

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Entrepreneurship	Equal variances assumed	9.318	.003	2.515	261	.013*	.25264	.10047
	Equal variances not assumed			2.027	56.524	.047*	.25264	.12463

* p < .05

Table 4.19 indicates that the entrepreneurial tendencies of the students who want to be entrepreneurs and those who do not want to be entrepreneurs differ significantly ($p=0.013$; $p<0.05$). The analysis revealed that while the average entrepreneurial tendencies of the students who want to be entrepreneurs were (3.7), the average entrepreneurial tendencies of those who do not want to be entrepreneurs were (3.4). It is seen that the average of students who want to be an entrepreneur is higher than the others.

4.2.6. Discussion of the Findings

In this part of the study, the research results, the evaluation of the results, and the results of other studies are given. This study aimed to examine the relationship between personality traits and entrepreneurship tendencies.

A total of 263 students participated in this study, while 136 (57.7%) were men, and the remaining 127 (48.3%) were female. Although the difference is not very large, it is seen

that the number of male students who participated is higher than that of female students. 140 (53.2%) of the students participating in the research were between the ages of 18-22, 96 students (36.5%) were between the ages of 23-27, and 21 students (8%) were between the ages of 28-32 and the remaining 6 (2.3%) students were 33 years or older.

When asked whether or not the students were taking entrepreneurship courses, it was found that 76% of the participants took or had taken entrepreneurship courses, while 24% had not taken any entrepreneurship courses. The reason why most of the participants take entrepreneurship courses is that all of the students are from the business department. In addition, when the students asked whether they have a business owner in their family. It was determined that 51.3% of students have a business owner in their family, while the rest, 48.7% of students, do not have a business owner. Moreover, when asked whether they want to become an entrepreneur after graduation, 67% of the students answered, "I want," while the remaining 33% said, "I don't want." When students who do not want to be entrepreneurs were asked the reason why, 11 (13%) stated that they do not see themselves as entrepreneurs, while 9 (10%) stated that they are afraid of taking risks. On the other hand, 13 individuals (15%) stated that they did not have social support, 37 (43%) stated that they did not have capital, and 16 (19%) stated that they had no idea.

The average entrepreneurship tendency of the participants is 3.62. Researchers have developed a point system that measures the entrepreneurial tendency for the entrepreneurship tendency scale used in the data collection process of this study. According to this developed system, a very low-level entrepreneur with a score of 36-64, a low-level entrepreneur with a score of 65-92, a medium-level entrepreneur with a score of 93-123, a score of 124-151, and those who score between 152 and 180 are called as very high entrepreneurs (Yılmaz and Sunbul, 2009). According to the mentioned scoring system, the entrepreneurship scores of the participants were calculated as 130. In other words, it has been concluded that the entrepreneurship tendencies of business administration students are at a high level.

In the research, Kendall's tau-b (τ_b) correlation coefficient and regression analysis were used to examine the relationship between sub-dimensions of personality traits and entrepreneurial tendency. As a result of the analysis of the data obtained;

A very weak positive significant relationship was found between the extraversion dimension of personality and entrepreneurial tendency, and it was found that this dimension has little effect on entrepreneurship. Moreover, as a result of the regression analysis, it was seen that there is a statistically significant relationship between this dimension and entrepreneurship. According to these findings, hypothesis 1a which determined that there is a statistically significant relationship between the extraversion dimension of personality and the entrepreneurial tendency, was accepted. Since individuals with high levels of extraversion are talkative, sociable, and active, there is expected to be a strong positive relationship between students' extraversion scores and their entrepreneurial tendency. However, it can be said that the students are more introverted, so the introversion aspect of this dimension may reduce the student's entrepreneurial intention. Because individuals with low levels of extraversion are introverted, shy, do not like to socialize, keep a distance from people, and tend to remain silent. In the literature, the relationship between the personality traits of extraversion and entrepreneurial tendency has been discussed in two ways. Since entrepreneurial individuals constantly interact with the outside world, they are expected to be extroverted and have good relations with their stakeholders. On the other hand, some other studies argue that individuals with low levels of extraversion, in other words, introverted individuals, may reduce this relation. Murugesan & Jayavelu (2017), in their study on the effect of the five big personality traits and entrepreneurship in some students, found no relationship between extraversion and entrepreneurship. Said & Mohamed (2016), in their study on 300 students in Tunisia, found that introversion (versus extraversion) reduces the student's entrepreneurial intention. However, a meta-analytical study by Judge et al. (2002) shows that extraversion is the strongest personality predictor of leadership. In addition, another meta-analytical result by Hao Zhao et al. (2010) shows that the extroversion dimension of personality and entrepreneurship has a significant positive relationship.

A positive significant relationship was found between the agreeable dimension of personality and entrepreneurial tendency, and it was found that this dimension has little effect on entrepreneurship. However, as a result of the regression analysis, it was seen that there was no statistically significant relationship between this dimension and entrepreneurship. According to these findings, hypothesis 1b which was determined that there is a statistically significant relationship between the agreeable dimension of personality and the entrepreneurial tendency, was rejected. Although high compatibility has such

characteristics as being reliable and positive and contributing to cooperative working relationships, it also has features that prevent a person from negotiating in his own interest, looking after his own interests, and managing and influencing others. Having a high level of close relationships, an aspect of compliance is not seen as positive in managerial careers due to difficult decisions affecting employees (Seibert & Kraimer, 2001). In the literature, the relationship between the personality traits of agreeableness and entrepreneurial tendency has been discussed in two ways. While entrepreneurial individuals can be friendly, helpful, and patient, on the one hand, they can also be described as authoritarian, tough, and oppressive people. For this reason, it may not be expected that there is a clear relationship between the agreeable dimension and the entrepreneurial tendency (Karaca, 2015). In their study on 300 students in Tunisia, Said Aboubker & Mohamed Karim (2016) found that the agreeable personality trait negatively affected entrepreneurial tendency, while Envick & Langford (2000) found in their study that the agreeable personality trait positively affected the entrepreneurial tendency.

A positive relationship was found between the conscientiousness dimension of personality and entrepreneurial tendency, and this dimension positively affects the entrepreneurial tendency of the participants. Moreover, as a result of the regression analysis, it was seen that there is a statistically significant relationship between this dimension and entrepreneurship. According to these findings, hypothesis 1c which determined that there is a statistically significant relationship between the conscientiousness dimension of personality and the entrepreneurial tendency, was accepted. Individuals with high conscience scores are responsible, efficient, systematic, planned, determined, and hardworking (Goldberg, 1990). In addition, these people, who take responsibility for their decisions, prefer decisions regarding the moderate risk group, and dislike repetitive routine work, are interested in concrete information about the results of their decisions (Antoncic et al., 2015). On the other hand, entrepreneurs are individuals who take responsibility for their work, and they have the desire to do good and a need to succeed (McClelland, 1961). Considering these features, the need for success can be seen as a characteristic of responsible people. Therefore, it can be thought that responsibility from personality traits positively affects entrepreneurship tendency. When the studies in the literature are examined, Howard et al. (1995) found that responsibility, one of the personality traits, positively affects entrepreneurial tendency. He also stated that high responsibility could be a characteristic feature of the entrepreneur. Similarly, Zhao & Seibert (2006) claim that responsibility has

the most vital relationship with entrepreneurship among the five-factor personality traits. In addition, Hao Zhao et al. (2010) argue that conscientiousness is strongly and constantly associated with entrepreneurship.

A very low negative relationship was found between the neuroticism dimension of personality and entrepreneurship, and it was found that this dimension negatively affects entrepreneurship. In this case, it was determined that as the neuroticism personality trait increased, the entrepreneurial tendencies of the individuals decreased. Moreover, as a result of the regression analysis, it was seen that there was no statistically significant relationship between this dimension and entrepreneurship. According to these findings, hypothesis 1d which determined that there is a statistically significant relationship between the neuroticism dimension of personality and the entrepreneurial tendency, was rejected. Individuals with high emotional instability have an aggressive nature, their moods change very quickly, and they display inconsistent behaviors. On the other hand, entrepreneurs can work under stress, tolerate uncertainty, and are committed to what they do. For this reason, the relationship between the emotional instability dimension of personality and entrepreneurial tendency is expected to be negative. According to the literature, many studies have found a negative relationship between personality traits' emotional instability (neuroticism) dimension and the tendency to entrepreneurship. For instance, in their research on the effect of personality traits on entrepreneurship, Tuncay et al. (2019) found that neuroticism negatively affects entrepreneurship. Similarly, Uysal (2021) Found a negative relationship between emotional instability and entrepreneurship. In addition, Boz et al. (2016) found that emotional instability negatively affects entrepreneurial tendencies. However, Antoncic et al. (2015) found no relationship between neuroticism and entrepreneurship.

Finally, there is a positive relationship between the openness to experience dimension of personality and entrepreneurship tendency, and this dimension positively affects entrepreneurship. Moreover, as a result of the regression analysis, it was seen that there is a statistically significant relationship between this dimension and entrepreneurship. According to these findings, hypothesis 1e which determined that there is a statistically significant relationship between the openness to experience dimension of personality and the entrepreneurial tendency, was accepted. Based on this relationship, it is thought that people who are open to experience as a personality tend to be more entrepreneurial. People who are open to experience are those who can put forward new ideas, are curious, have a vast imagination, are creative, flexible, and versatile thinkers, are open to new ideas and are

interested in different fields. The entrepreneur also has innovation and creativity, which are the most prominent feature of the entrepreneur, and they are involved in creating value and seizing opportunities through innovation (Hisrich et al., 2005). Openness to experience can be considered essential in capturing opportunities for entrepreneurs. Entrepreneurs are individuals who pursue opportunities and turn ideas into profitable businesses. In this context, recognizing business opportunities can be considered critical in creating new ventures. Therefore, people's openness to experience can positively affect their entrepreneurial tendency. In the literature, many studies investigating the relationship between entrepreneurship and personality have found the effect of openness to experience on entrepreneurship. For example, (Antoncic et al., 2015), in their study on 546 individuals in Slovenia, found a significant positive relationship between the openness to experience dimension of personality and entrepreneurship tendency. They state that this dimension is the most important factor for entrepreneurs, as it plays an essential role in recognizing entrepreneurial opportunities. Moreover, (Murugesan & Jayavelu, 2017) found a significant positive relationship between openness to experience and entrepreneurial intention.

In the study, when the socio-demographic characteristics of the participants were examined, it was determined that there was no difference in the entrepreneurship tendencies of the gender, the status of the students taking entrepreneurship courses, and whether they have a business owner in their family. There was a difference in entrepreneurship tendency only according to the state of wanting to be an entrepreneur after graduation. Entrepreneurship tendency scores of those who want to be entrepreneurs were found to be higher.

5. CONCLUSION AND RECOMMENDATIONS

Entrepreneurship is a phenomenon that has been used since the beginning of the twelfth century. As a dictionary defines it, "entrepreneurship is the act of designing and organizing the production process as a production factor by bringing together labor, capital, and nature and undertaking all its risks." Schumpeter (1998), known as the founder of modern entrepreneurship, expresses that entrepreneurship is the basis of economic development and bringing together new components. Moreover, entrepreneurship is a concept that contributes to the growth of the economy through innovations and the emergence of new products and markets. Entrepreneurs become the heart of the economy by contributing to its growth, seizing and exploiting opportunities at all times, and advocating for and implementing continuous innovation.

It is only possible to predict whether a person will engage in entrepreneurial activity by determining the entrepreneurial intention of the person (Lee, Wong, et al., 2011). Entrepreneurial intention is when a person attempts a new venture or aims to create new values for existing ventures (Bird & West, 1998). Entrepreneurial intention refers to a person's intention to start or establish a new business in the future (Engle et al., 2010).

From the past to the present, different researchers have revealed that entrepreneurial intention is related to many factors. One of the most interesting areas of the literature on entrepreneurship is the relationship between entrepreneurial tendency and personality traits. There is a close relationship between some characteristics estimated to belong to entrepreneurs and entrepreneurial intention. When the literature on the topic is examined, it is seen that entrepreneurial intention is associated with personal factors such as the need to achieve, risk-taking tendency, tolerance for uncertainty, and locus of control.

In the literature on personality, one of the leading models used to explain personality is the Five Factor Personality Model created by Goldberg et al. According to the Five Factor Theory of Personality, personality has five general dimensions. These five features are "Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience." High Extroverted scoring individuals are more active and socially able to communicate easily with others, while low extroverted people are more reserved, shy, and like to be alone. Individuals with high level of agreeability are more friendly, sympathetic, and helpful, while those with a low-level individuals are quick-tempered, hostile, stingy, and

suspicious. High scoring for conscience individuals are disciplined, hardworking, and aware of what they are doing, while low-conscience individuals are irresponsible, careless, and sloppy. A high scorer for neurotic is insecure, self-pitying, anxious, and more susceptible to stress-related mental disorders, while low-level neurotic individuals are more relaxed, well-adjusted, and calm. With a high level of openness to experience, individuals are imaginative, creative, libertarian, and curious, while people with low scores tend to preserve traditional values and maintain a particular lifestyle, preferring familiar things.

This research was applied to students in their final year of business administration at the University because they have not yet started their business life and have the potential to become entrepreneurs. This study was conducted to determine whether these students have an entrepreneurial tendency and whether their personality traits and demographic characteristics are related to their entrepreneurial tendencies.

In light of the data obtained, correlation and regression analysis were conducted to determine the relationship between the personality traits of university students and their entrepreneurial tendencies. The t-test was applied to determine the relationship between demographic information and entrepreneurial tendencies. In this study, 263 students were reached. The results obtained from the hypotheses in the research are as follows:

It has been found that there is a very weak positive and statistically significant relationship between the extraversion dimension of personality and entrepreneurship tendency. It can be said that the reason for this weak relationship is that the students are more introverted. A statistically significant and positive relationship was found between the conscientiousness dimension of the personality and the entrepreneurship tendency, and it was seen that this dimension positively affected the entrepreneurial tendency of the participants. A low positive relationship was found between the agreeableness dimension of personality and entrepreneurship tendency. However, as a result of the regression analysis, it was seen that there was no statistically significant relationship between this dimension and entrepreneurship. A statistically significant and positive relationship was found between the personality's openness to experience dimension and entrepreneurship tendency, and it was seen that this dimension positively affected entrepreneurship. Finally, a very low negative relationship was found between the neuroticism dimension of personality and entrepreneurship. However, as a result of the regression analysis, it was seen that there was no statistically significant relationship between this dimension and entrepreneurship. In line

with these results, it can be said that the students of the department of business administration are responsible, harmonious in society, open to all kinds of innovations, and have solid spiritual structures.

Finally, based on the research findings on the relationship between personality traits and entrepreneurship, the following suggestions can be made for practice and further studies.

From a practical point of view, and considering the lack of adequate financial and technical incentives in African countries, particularly Somalia, it is possible to rely on individual entrepreneurial qualifications to foster entrepreneurship and stimulate students' self-employment career aspirations. Educators can strengthen psychological qualities such as extroversion, openness to experience, and conscientiousness and develop students' entrepreneurial orientation. This is possible by creating educational programs that offer students the appropriate support and challenges to develop these personality traits.

Suggestion for university students; They can develop their extraversion personality trait, which most affects their entrepreneurial tendency, by socializing, communicating with others, participating in activities, expressing what they think clearly, and putting what they want to realize into action. In addition, they can avoid situations that will cause neuroticism, which is one of the personality traits that negatively affects entrepreneurial tendencies.

Suggestion for families; in the early years, when the personality begins to form, the family can keep the child away from environments in which he/she could acquire neurotic traits, pave the way for him to be more entrepreneurial from his childhood, and provide him with opportunities to socialize and express her or himself, to become a personality more entrepreneurial. The family can contribute to the child becoming a successful entrepreneur through the health education provided and the experiences that will impart.

Suggestion for educational institutions; school plays a significant role in forming and acquiring individuals' personalities. Schools also play an essential role in raising entrepreneurial individuals in the future. Platforms through which students can present their ideas and express themselves can be progressively created in educational institutions. In addition, it is recommended that students attach importance to social activities to grow as more adventurous individuals. To get more information about university careers can be combined with business life, and students can gain experience and get to know the sectors closely.

Suggestion for future researchers; as this research was conducted for senior business students in Hargeisa, Golis, and New-Generation universities in Hargeisa city, in the future similar studies can be researched by students living in another city or studying in other departments. In addition, a 5-factor personality scale was used to examine its relationship with entrepreneurial tendency; a different personality scale can be used to examine students' different characteristics.



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APPENDIX

Appendix A: Questionnaire

Dear Student;

This questionnaire is prepared to collect data from final-year students in the business department in the city of Hargeisa to analyze the relationship between personality traits and entrepreneurial tendencies. This research will be conducted under the supervision of Prof.Dr. Yüksel Akay Ünvan and these questionnaires will be used for the master's thesis. The survey consists of three parts. In the first part, questions were asked to determine the demographic information, in the second part to determine the personality traits, and in the third part to determine the entrepreneurial tendency. Participation in the survey is entirely voluntary. The answers you give us will only be used within the scope of the relevant scientific research and your identity will be kept strictly confidential. For this reason, we kindly request that you not write your name or any sign that may reveal your identity on the questionnaire. Giving the correct answers are very important for the reliability of the research. The questionnaire does not generally contain questions that may cause personal discomfort. Thank you for your time and contribution to the study.

Section One: Demographic Information of the respondents

Please choose the appropriate response:

1. University

- a) Hargeisa University b) Golis University c) New Generation University

2. Gender

- a) Male b) female

3. Age

- a) 18-22 b) 23-27 c) 28-32 d) 33+

4. Marital status

- a) Single b) Married

5. Have you taken an entrepreneurship course?

- a) Yes b) No

6. Do you have any business owners in your family (first-degree relatives)?

- a) Yes b) No

Innovative							
Cooperative							
Bashful ^R							
Agreeable							
Artistic							
Fearful ^R							
Neat							
Withdrawn ^R							
Systematic							
Sympathetic							
Nervous ^R							
Creative							

Section Three: Entrepreneurship Tendency

Below you will find 36 expressions of entrepreneurial characteristics. Please mark how much each statement appropriates you according to the Likert scale from 1 to 5.

	Never	Rarely	Sometimes	Often	Always
I try to do better than my previous performance in my job.					
I try to do my best when my task is very challenging.					
When I get what I want, I usually think it's because of my own abilities.					
My decisions are effective in my works.					
I can set up my own business.					
When I have to leave the job compulsorily, I can create new options for myself.					
I can create alternatives under difficult conditions.					
I can cement good relations with different people.					
I am not afraid of trying those things I haven't tried until now.					
I feel the energy to do different businesses.					
I talk to my friends about my different business projects.					
I create environments to use my abilities.					
I don't hesitate to participate in projects coming from my friends.					
I do not leave my life to external factors.					

I think I can shape my life with my decisions.					
I am a risk bearer.					
I can make preparations for the future.					
I like to work on projects which give me the opportunity of new experiences.					
I like to challenge the old ideas and practices and explore better ones.					
I engage in the project and businesses which provide a new perspective.					
I try new methods which have never been used by someone else in my works.					
I can eliminate any problem with sufficient effort.					
I generally trust myself to carry out my plans.					
I have no problem orientating myself to a new environment or applications.					
I am not afraid of making a mistake in a subject upon which I am working.					
Any job has a risk in it. I can bear any risk in my job.					
I am looking for suitable methods and techniques to provide success.					
I can evaluate the opportunities I encounter.					
I can transform the sources I have into efficiency.					
I have a characteristic open to the innovations coming up during my business and studies.					
I do my job fondly and determinedly.					
My creativity is strong in my job.					
I can work together with a person or a team.					
I am not afraid of acting as a leader in a business or during activities					
I can take effective decisions regarding business in the future.					
My motivation and tendency towards different businesses are strong.					