

ENTREPRENEURIAL PERSONALITY FEATURES OF BUSINESS OWNERSEFFECT ON ENTREPRENEURSHIP TRENDS

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Abstract

In addition to education and training, the environment in which he was born and raised, the educational status of his family and his family, his cultural structure and the talents and lifestyles of the people he modeled are effective in the development of human factor. In addition, one's innate character traits, lifestyle, imagination, self-sense and emotional structure also play an important role in gaining entrepreneurial personality traits. In this study, entrepreneurial personality traits and entrepreneurship tendencies of higher education students in Cyprus are investigated and the effect of entrepreneurial personality traits on entrepreneurship tendency is investigated. In addition, the effect of prominent demographic characteristics on these factors is being investigated. In this context, a survey was conducted for the students and the data were evaluated statistically. As a result of the statistical analysis of the obtained data, it was found that the variables of desire for success, innovation, uncertainty tolerance, locus of control, sensuality, family, gender affect the students' entrepreneurial tendency. The sample of the study consists of students studying at the Faculties of Business Administration of universities in Cyprus.

Keywords: Entrepreneurship, Entrepreneurship Characteristics, Entrepreneurship Trend

Introduction

Due to the scarcity of production factors in enterprises, it is difficult to find them and not used effectively, resulting in the assumption of many risks. Therefore, there is a need for people who can use this information in the right place and time, as well as obtaining information in organizations. These people, thanks to their innovative and creative intelligence, can create value for themselves and for society, the knowledge that brings together factors of production and the risks that may be encountered entrepreneurs.

In this study, it is important to investigate the tendency of entrepreneurship in terms of personal characteristics gained by family, education and all other factors and social development of university students in question. In the first part of our study, the definition of entrepreneurship concept, its scope, approaches to define entrepreneurship, researchers who define entrepreneurship, importance of entrepreneurship, relationship with other concepts, development of entrepreneurship theory and entrepreneurship tendencies are investigated.

In the second part, the concept of personality, concepts related to personality, personality forming factors, some prominent approaches in explaining personality and researchers, entrepreneurial personality traits, factors affecting entrepreneurial personality, entrepreneurship process, basic functions of entrepreneurship, types of entrepreneurship, success and failure factors in entrepreneurship, national and international studies on entrepreneurship are examined. In the last section of our study; entrepreneurial personality traits and entrepreneurship tendency of higher education students were investigated.

1. The Concept of Entrepreneurship

With the impact of globalization, entrepreneurship has become the most important competitive tool, innovation and creativity capital and development indicator of the countries. Entrepreneurship is the name

given to the processes of decision making, risk taking, seizing opportunities and applying in cases of entrepreneur's uncertainty.

1.1 Definition of the concept of entrepreneurship

Entrepreneurship was originally used in the middle ages in the sense that en a person who completes a job is active Sw (Swedberg, 2000: 2). Entrepreneur, as the word, kimse one who starts a business for production, entrepreneur, entrepreneur "; entrepreneurship is defined as olma entrepreneurship status ((www.tdk.gov.tr). The concept of entrepreneurship until the 4th century BC. It is based on (Karayiannis, 2003: 553-563). For British writers, the concept of entrepreneurship is defined as a new and small-scale business; Germans express entrepreneurship as surprising power and wealth (Drucker, 1985). In the light of these definitions, entrepreneurship is the is the cornerstone of the structure. Entrepreneurship is the set of activities that initiate the production process by combining the most appropriate combination of traditional production factors and competition and innovative search with risk appetite (www.tusiad.org.tr).

Definition	Measures	Stage of business development
Extraordinary achiever	Personal principles Personal histories Experiences	Start-up
Founder Control over the means of production	Locus of control Tolerance of ambiguity Need for achievement	Start-up
People who innovate, bearing risk and uncertainty	Decision making Alert to opportunities Creativity	Start-up and early growth
Create value, manage risks, communicative skills	Expertise Technical knowledge Technical plans	Early growth and maturity
Promotion and protection of values	Attitudes, style, management of people	Early growth and maturity
Those who team up to promote innovation	Decision making	Maturity and change

Table 1: Summary of Approaches to Define Entrepreneurship

Source: Cunningham and Lischeron, 1991: 47

Entrepreneurship Model;

Perfect Human School,

School of Psychological Characteristics

Classic School,

School of Management,

Leadership School

Internal Entrepreneurship School. It is seen that the thought schools shown in Table 1.1 provide useful information in understanding the entrepreneurship process. These schools are classified according to personal characteristics, management and adaptation to the current initiative. Initiative, growth and maturation of an enterprise requires different behaviors and abilities (Cunningham and Lischeron, 1991: 45-46).

2.The Concept of Personality

Personality, temperament, character terms are often confused. This can sometimes lead to confusion. The most important functions of personality are to perceive, feel, think and integrate all of these into purposeful behaviors. In this context, personality, temperament and character is the result of the dynamic interaction (Leo, 2008: 9).

Erik Homburger Erikson (1902-1994)

He is a German psychologist who continues the work of early psychoanalytic psychologists with special attention to the role of ego in human development (Henman, 2012,4). Freud, the pioneer of the psychoanalytic approach; While he saw the ego as a mediator between id and super ego, Erikson believed that the ego performed many structural functions. According to Erikson, the ego is a strong and independent part of the person who tries to establish one's identity and achieve the goals for environmentally satisfactory needs. In this context, Erikson's approach was called ego psychology (Burger, 2010: 106).

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

This approach of Eriksonu consists of eight stages from the infancy to the old age. When babies are born, whether they see love by their environment, whether their needs are met or whether their cries are realized is the first turning point in the individual's personality development (Burger, 2010: 106).

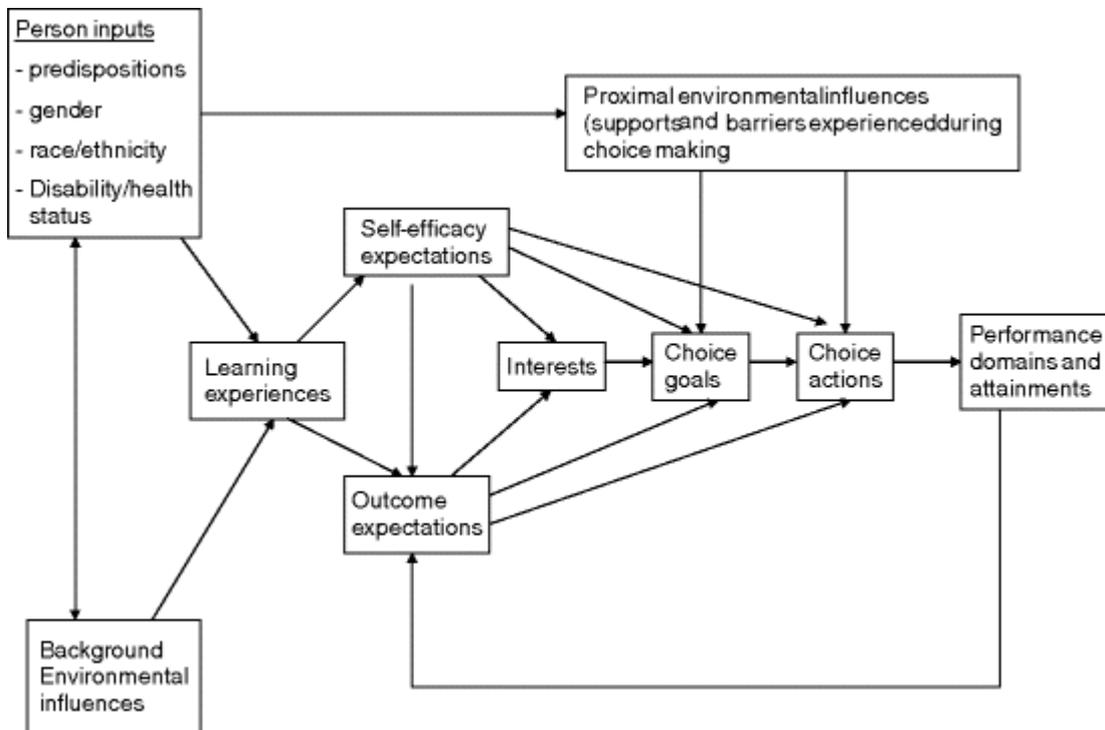


Figure 1: Entrepreneurial Motivation and Entrepreneurship Process Model

Source: Shane ve Locke, 2003: 274

Motivation gives the entrepreneur the energy and acceleration he needs to implement and perform the necessary activities in the first place (Shane and Locke, 2003: 274-276).

3. Purpose and Importance of Research

In today's information age, organizations need information in order to use their resources effectively and efficiently in order to increase their competitiveness and become global as well as to survive. However, information; organizations are not able to access the information they need, even though access to information is easy thanks to technological tools, not as difficult and tedious as before.

They live. Those who can use the information at the right time and in the right place will make decisions that will affect the innovation activities and competitiveness levels of the organizations and produce products and services that are not realized by the society and create value for the society. This entrepreneurial tendency does not only arise as a result of education, family, culture, environment and other factors; It is necessary to have entrepreneurial qualities such as perseverance, ambition, intention, courage, experience, ability to use what it knows, to take risks, to imagine, to innovate.

The aim of this study is to determine entrepreneurial personality traits and entrepreneurship tendencies of students of business faculty in Cyprus and to compare students' entrepreneurship traits and tendencies.

3.1. Scope of the research

Education is one of the most important factors affecting the development levels of countries. It develops the individual who directs, develops and carries the society to the future. One of the last stages of this development is the education received in universities. In this context, entrepreneurship levels of university students affect the development levels of countries. In 2018-2019 this is the case in business divisions in Cyprus. Selecting the target audience of students studying has played a role.

The main mass of our study was composed of students studying in business departments.

The questionnaire was distributed to 3000 students by random sampling method according to the number of students studying in the related departments as of the period we conducted the study and 2450 people were recycled. Of these, 53 questionnaires were excluded from the appraisal and 2397 questionnaires were evaluated.

4. Method of Research

In the study, face to face questionnaire was applied as data collection tool and analyzes were performed by using SPSS 22.0 program. The questionnaire used consists of two parts. In the first part, Yusof (2007) for the entrepreneurial personality traits of the students and Ali and et al. (2009) and Cansiz (2007) have been used. Questionnaires were applied primarily by conducting a pilot study on 33 students in both countries (Cronbach alpha (TR) 0.925- (IT) 0.896). The Entrepreneurship Scale 46 consisting of 46 statements in the questionnaire form was composed of the 6-point Likert scale 1 = strongly disagree, 6 = completely agree. Although the Likert scale is widely used as 5 degrees, it has been used to decrease the orientation to the center in recent years.

The use of 4-way and 6-way has started to take place in the literature (Şencan, 2012: 1).

The score given to the undecided option changes the arithmetic mean of the question answered: if the aggregation of answers is in one- and two-digit degrees, it increases the average and decreases in four- and five-digit degrees. Thus, for example, the differences between them may change the facts by appearing to be two trivial results that are trivial and two trivial results that are trivial.

For the Likert-scale questions used in the research, students were asked to state their views from one of the most positive to the most negative. According to this; (6) fully agree, (5) agree, (4) partially agree, (3) partially disagree, (2) disagree, (1) strongly disagree. The scale results have a width of $6-1 = 5$ points. Scale expressions

The following criteria are used in the evaluation.

4.1. Frequency Distribution of Demographic Characteristics

44.7% of the students in the 18-20 age group, 49.3% in the 21-23 age group, 5.2% in the 24-26 age group, 0.8% of the students participating in this study is in the group of 27 years and older. 55.1% of the research is female students and 44.9% is male students. 33.8% of the students participating in the research were 1st Grade, 19.1% 2nd Grade, 20.8% 3rd Grade, 23.8% 4th Grade, 2% 5th Grade and 0.5% of them are in 6th grade and higher classes. While 47.4% of the students were in the first place with an average of 70-79 points, 29.8% were between 80-89 points, 18.9% were between 60-69 points and 3.8% were in has an academic grade point average of 90-100.

4.2. Academic Average Distribution of Students

40% of the students who participated in our study had 70-79 points, 35% had 80-89 points, 14% had 60-69 points and 11% had 90-100 points. In this context, the achievement of the participants is above average.

4.3. Parents of the students participating in the research distribution

The families of the students participating in the study have a patriarchal structure and it is seen that the participation rate of the families and women who do their own work is very low.

4.4. Entrepreneur Personality Traits and Entrepreneurship Trend Factor Analysis and

Evaluating Reliability of Expressions

In the study, factor analysis was conducted to determine the sub-dimensions of entrepreneurship expressions. In order to test the suitability of the data set for factor analysis, Kaiser-Meyer-Olkin (KMO) sample adequacy test and Bartlett sphericity test were applied. set was found to be suitable for factor analysis;

KMO= 0,879 df:351

X² Bartlett: 15825,798

KMO sample adequacy test indicated that they were suitable for factor analysis by pointing to the homogeneous structure of the variables; The Barlett test shows that the correlation matrix of the variables is significant. The data obtained were subjected to factor analysis in order to determine the entrepreneurship sub-dimensions and the questions were analyzed using the principal components (varimax rotation) method. The questions with a sample adequacy measure less than 0.50, the only factor under the factor, and similar factor weights were excluded from the analysis and the eigenvalues were found to be 1 and above. The reliability of the scale was measured as Cronbach Alpha α entrepreneurship = 0.793. For the tendency of entrepreneurship reliability was determined as Cronbach Alpha α entrepreneurship = 0.902.

4.5. Analysis of Entrepreneurship Dimensions by Age

Chi-square and p significance values. In the test statistic table which will enable us to make a decision, it is concluded that p risk taking "levels, which is the sub-dimension of the entrepreneurial personality traits of the students, do not differ according to age variable since the values in the p significance line are greater than 0.05 for the alma risk taking" sub-dimension. The p values for innovation, desire for success, tolerance for uncertainty, self-confidence and entrepreneurial tendency, which are sub-dimensions of entrepreneurial personality traits, are different according to age variable since they are less than 0.05.

It is seen that the highest participation in variables related to risk taking, innovation, desire for success, self-confidence and entrepreneurship tendency is provided by the age group of 27 and over. However, the fact that this age group constitutes very few of the participants does not confirm the significance of the result. 21-23 age group of students. It is concluded that innovation, desire for success, self-confidence and entrepreneurship tendencies are high.

It is seen that the students who are studying in the Faculty of Business Administration have a high level of risk taking, innovation, desire for success and self confidence.

4.6. Rank Values

It is concluded that the students who define themselves as ambitious have higher levels of risk taking, innovation, desire for success, self-confidence and entrepreneurship tendency than other students. However, it is concluded that the students who define themselves as fatalistic have high uncertainty tolerance.

Table 3. Rank Values

	General Spirit Carpet	N	Mean	Rank
Risk	Nervous	272	4,5772	773,74
	Peaceful	538	4,8544	910,02
	Ambitious	325	*4,8556	*914,04
	Fatalistic	199	4,7471	855,30
	Dreamer	393	4, 6964	826,50
Innovation	Nervous	272	4,1360	751,65
	Peaceful	538	4,3200	849,50
	Ambitious	325	*4,5821	*998,90
	Fatalistic	199	4,2320	776,88
	Dreamer	393	4,3897	894,17
Trend of Entrepreneurship	Nervous	272	4,1123	809,20
	Peaceful	538	4,2005	837,97
	Ambitious	325	*4,4595	*959,38
	Fatalistic	199	4,2004	824,33
	Dreamer	393	4,2816	878,77

Innovation and entrepreneurship tendency of students taking risk levels are reached.

3.9.Regration Analysis

	Sum of Squares	Degree of Freedom	Average Squares	F	P
Regration	643,650	5	128,730	115,735	,000
Total	3303,109	2396			
Independent Variables (Constant): Risk Taking, Innovation					
Dependent Variable: Entrepreneurship Tendency					

As a result of the analysis, sig (p) value in the Anova table was found to be 0.000. Since $p = 0.000 < \alpha = 0.05$, it was concluded that the model was statistically significant at 95% confidence interval.

CONCLUSIONS AND RECOMMENDATIONS

An individual is one of the indispensable and irreplaceable elements of production of an organization, an institution or an enterprise or even a country. With the development and globalization of technology, individuals make decisions that will increase the competitiveness level and innovation activities of enterprises. Therefore, the individual, the physical contribution to the organization

rather than providing, it makes the organization one step closer to its target thanks to its strategic decisions. However, it is possible to educate the individual who has the necessary equipment through education. The fact that the students have entrepreneurial personality traits increases the entrepreneurial skills, and entrepreneurs and even leaders who are able to make timely, accurate and strategic decisions are raised within the masses of information. The personal characteristics that enable the development of these entrepreneurial talents are grouped under three headings as Risk Taking, Innovation and Entrepreneurship.

This study was conducted in the business faculties of the universities in Cyprus.

The effects of personality traits on entrepreneurship tendencies of students studying at the university are examined. Generally; A survey of entrepreneurial personality traits, entrepreneurial tendencies and demographic characteristics of higher education students was analyzed statistically.

According to the analysis results of our study; When the demographic characteristics are analyzed, it is seen that at most 21-23 age group of the students who participated in the study were female students. In terms of academic grade point averages, students with 70-79 grade point average constitute the highest participation.

As a result of the factor analysis of the entrepreneur personality traits and entrepreneurship tendencies scale, the factor analysis of the 46-item questionnaire revealed that the percentage of these factors explaining the entrepreneurial tendency and personality traits of the students was 51,312%. Sub-factors explain the concept of Alma Risk Taking (7,604%) "and" Innovation (9,169%) kavram. The students who call themselves leaders have shown that the tendency of innovation and entrepreneurship

It is concluded that there is more. In line with this information; The students who call themselves leaders are those who like to innovate, have strong self-esteem and have a high entrepreneurial tendency.

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