

## Analyzing Whether the Personality Characteristics of Young University Entrepreneurs Candidates are Compatible with Entrepreneurship in Terms of Career

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### ABSTRACT

**Purpose:** To evaluate the potential of university students in entrepreneurship and to analyze students' entrepreneurship thoughts.

**Methodology:** Within the scope of the research, a survey was conducted with 510 university students. After factor and reliability analysis was done, using SPSS 25 and AMOS Program, path analysis was performed.

**Findings:** In the findings of the research, it can be concluded that the personality characteristics, innovativeness, thoughts and desires of success of university students are effective in choosing entrepreneurship as a career step.

**Practical Implications:** Mediation effect and personality characteristics, innovativeness, and need for achievement variables have a positive effect. The results of the study show that, in terms of the effects of personality characteristics on young people, cultural studies should also be conducted.

**Originality:** The article is intended to provide practical results using quantitative research methods along with theoretical information regarding variables. This study shows that university students prefer entrepreneurship ion their career path.

**Keywords:** Personality Characteristics, Need for Achievement, Innovativeness, Entrepreneurship

**JEL Codes:** M130, L310, L320, L330, L380

## Üniversiteli Genç Giriřimci Adaylarının Sahip Oldukları Kiřilik Özelliklerinin Kariyer Açısından Giriřimcilik ile Uyumlu Olup Olmadığının Analiz Edilmesi

### Öz

**Amaç:** Üniversite öğrencilerinin girişimcilik konusundaki potansiyellerinin değerlendirilebilmesi ve öğrencilerin girişimcilik düşüncelerini analiz etmek amacıyla yapılmıştır.

**Yöntem:** Araştırmanın amacı kapsamında 510 üniversite öğrencisi ile anket çalışması yürütülmüştür. SPSS 25 ve AMOS Programı kullanılarak faktör ve güvenirlik analizi yapıldıktan sonra, korelasyon analizi ve regresyon analizi yapılmıştır.

**Bulgular:** Araştırmada elde edilen bulgularda, üniversite öğrencilerinin genel anlamda kişilik özelliklerinin, yenilikçi düşüncelerinin ve başarılı olma arzularının kariyer adımı olarak girişimciliği seçmelerinde etkili olduğu sonucuna varılabilmektedir.

**Sonuç:** Yenilikçilik ve başarı ihtiyacı değişkenlerinin aracı etkisi ve kişilik özelliklerinin olumlu yönde etkisi vardır. Çalışma sonuçları kişilik özelliklerinin gençler üzerindeki etkileri bakımından kültürel boyutta da arařtırmalar yapılması gerektiğini göstermektedir.

**Özgün Değer:** Makalede değişkenlerle ilgili teorik bilgilerle birlikte, aynı zamanda nicel araştırma yöntemi kullanıldığından dolayı pratik sonuçlar sağlaması amaçlanmıştır. Bu çalışma, üniversiteli gençlerin kariyer yolunda girişimciliği tercih ettiklerini göstermektedir.

**Anahtar Kelimeler:** Kişilik Özellikleri, Başarı İhtiyacı, Yenilikçilik, Girişimcilik

**JEL Sınıflandırması:** M130, L310, L320, L330, L380

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## 1. Introduction

One of the most important factors that play a role in the emergence of entrepreneurial spirit is personality. In this sense, entrepreneurship is a combination of personality characteristics (Demircan, 2000). Entrepreneurial personality approaches assume that an entrepreneur is a special person (Ripsas, 1998). In this respect, personality characteristics are an important distinguishing factor between entrepreneurs and non-entrepreneurs because there is a close relationship between entrepreneurs' personality characteristics and being entrepreneurs (Rauch and Frese, 2000). Entrepreneurship is about being innovative or changing something that exists and presenting it in different combinations. New combinations can be the introduction of a new product, a new production method, the opening of a new market, a new supply of resources, or the creation of new organizations (Schumpeter, 1991). In addition, through entrepreneurship, innovations, new products, new technologies, or new markets can be achieved in existing businesses. McClelland (1961) describes his entrepreneurial activities as one of the means of economic development. The need for achievement and excellence is a strong source of motivation that drives individuals into entrepreneurship. McClelland (1961) observed that people who need success often take responsibility and find solutions to their own problems. Entrepreneurs both need quick feedback on their performance and often set challenging goals, so they take moderate risks in actions that control the possibility of success. The entrepreneurship proposal of Drucker (1986) defends itself as a discipline of human knowledge that can be acquired at an individual and organizational level, and entrepreneurship is, therefore, a way of behavior. According to Drucker (1986), it is essential for entrepreneurs to develop their competencies, as well as the need to analyze the opportunities they face in economic or social innovation. For this reason, innovation is a special tool for creating change and should be systematically implemented by the entrepreneur. Entrepreneurship can occur in two ways: necessity and opportunity. The opportunity occurs when a person identifies a business opportunity, realizing its value. As a necessity, entrepreneurship occurs when a person has an obligation to start his/her own business because there is no other business option or she/he is satisfied with within their current conditions. Entrepreneurship developed through opportunity allows creativity through innovation, the creation of new jobs, and developed opportunities

to discover what will contribute to economic development. The research was carried out to analyze the actions of 510 (295 men, 215 women) university students studying in various faculties and departments of universities. In order to evaluate the entrepreneurial potential of university students, the research model takes into account the relationships between multiple variables: personality characteristics including innovativeness, a need for achievement, and the career choice of entrepreneurship. For this reason, within the scope of the research, it is examined whether university students evaluate both their general opportunities and entrepreneurship opportunities that arise from necessity, their perspective on innovativeness, their need for achievement, and their career choice.

## **2. Literature Review**

### *2.1. Personality Characteristics*

“Who is an entrepreneur?” and “What motivates them?” Is the common subject of research on entrepreneurs’ personality characteristics, economics, sociology, psychology, and business approaches (Littunen, 2000). “What features define them?” The search for answers to these types of questions gained speed in the 20th century. However, as the culture of starting a new business has become increasingly attractive, especially since the beginning of the 21st century, the concept of entrepreneurial personality has gained importance over concepts such as innovation policies and business education (Caliendo et al., 2014). An important part of recent research examining the relationship between entrepreneurship and personality seeks answers to the following two questions: 1) Do certain personality traits play a role in determining a person’s likelihood of becoming an entrepreneur? 2) How important is the decision-making stage for the activities that the entrepreneur wants to carry out in terms of personality traits? (Nga and Shamuganathan, 2010). This research is aimed at comparing common personality characteristics of entrepreneurs with others and continued with research evaluating the relationship between personality characteristics and data measuring entrepreneurial performance, such as business life and growth rate (Baron, 2004). According to Gerber (1996), entrepreneurs have three important entrepreneurial personalities: the entrepreneurial self, the executive self, and the technical (master) self. According to Gerber (1996), the “entrepreneurial self” lives in a future where

the unknowns attract his or her attention, and they strive to carry the future to the present. And in fact, the executive self tries to keep things as they are, lives in the past, skillfully executes the business established by the entrepreneurial self, organizes the established business, defends the enterprise against all kinds of dangers, compiles everything behind the entrepreneurial self, collects and organizes, envisions problems, and is rational (Viinikainen et al., 2017). Finally, the technical (master) self-lives in the moment, is happy and peaceful because of work, does not trust anyone when working for someone else, acts slowly due to thoughts unrelated to work when working as owner, insists on doing the job correctly, individually and excessively works, and enjoys the job. If the order of these personality characteristics is correctly determined, according to the situation and circumstances, success will be higher for the entrepreneur (Gerber, 1996). Legoh el et al. (2004) argued that entrepreneurship features are evident in individuals with high risk-taking potential. Arasteh et al. (2012), in their study on university students, stated that if university students are given the opportunity, their entrepreneurial characteristics emerge. Sajilan et al. (2015), in their study, explain that personality characteristics have an impact on being an entrepreneur. Therefore, within the scope of the research, the effects of the personality characteristics of entrepreneurs on innovativeness, a need for achievement, and career choice are examined.

## *2.2. Need for Achievement*

The need for achievement in entrepreneurship is one of the important elements used in psychologically explaining entrepreneurship. The need for achievement in entrepreneurship is a natural psychological feeling mentally designed by entrepreneurs about having sufficient knowledge regarding technical business processes, information received from the environment, and perceived opportunities (Gedeon, 2010). The achievement approach lies in the desire of individuals to achieve the goals they set for themselves. For this reason, individuals who want to engage in entrepreneurial activities must first set goals and have a desire to realize the goals they have set (Ryan et al., 2011). In this approach, the entrepreneur has a natural motivation towards success at the beginning of the business, and according to this approach, the need for achievement for a new venture is defined as a personality system in the entrepreneur (Oosterbeek et al., 2010). In this context, entrepreneurs

are considered to have uniquely dominant personality characteristics that are more oriented towards success than non-entrepreneurs (Gerba, 2012). Maehr and Nicholls (1980) state that the development of entrepreneurship depends on the need to achieve a psychological variable rather than an economically motivated variable. In this sense, even if support and incentives are important in the development of entrepreneurship, the beginning of entrepreneurship is a psychological phenomenon (Demirez and Cebeci, 2005). McClelland (1987) highlights some of the behavioral traits for high success in entrepreneurship. The first is to “take personal responsibility” to find solutions to the problems, the second is “to set a reasonable achievement goal” and “to take a reasonable risk” to achieve this goal, and the third is to “be an entrepreneur” regarding performance. While the approach to achievement in entrepreneurship is associated with environmental factors that affect personality, it is also important for individuals to have their own inner impulses and abilities (Carraher et al., 2010). Controlling the environment and reducing negative effects on the success of entrepreneurship has a significant effect on whether individuals are entrepreneurs (Frese and Gielnik, 2014). Positive/negative behaviors from family, relatives, friendships, social influences from colleagues and the social environment, business environment, signals from customers, suppliers, competitors, and business networks, market features, technological opportunities, opportunities and threats from innovations and change to entrepreneurial personality can all affect the need for achievement (Top, 2006). Within this scope, the effect of the independent and mediating variable effect of the need for achievement in entrepreneurship on the career choice of the research model is examined.

### 2.3. *Innovativeness*

Innovation, which is synonymous with “innovation” derived from the Latin word “innovatus”, is defined as the introduction of new methods in the social, cultural, and administrative environment (Sarri et al., 2010). Considered as the pioneer of the innovation concept, Schumpeter (2017) described innovation as a new product or a new quality product, a new production method, a new market or supply source, a new business form, a new business or financial target as the realization of organizations. According to Śledzik (2013), the entrepreneur is the person who does what has not been done

before and pioneers innovation. The entrepreneur makes the creative idea suitable for change with its innovative feature. In this way, entrepreneurs gain a competitive advantage by producing new products/services and applying new production methods (Carland et al., 1984; Sahut and Peris-Ortiz, 2014). The entrepreneur who knows that the more she/he differs from the competition will be more successful than the competitor will surely make innovations that will ensure the success of her/his business (Lounsbury et al., 2019). However, in order for the entrepreneur to be successful in innovation, the need to achieve entrepreneurship must first arise. In other words, the entrepreneurial candidate should have be a risk taker that is willing to take risks and believes that she/he will be successful. Then, in order to be different from other entrepreneurs, she/he must have innovative thinking (Drucker, 2014). Accordingly, the entrepreneur's function is to make a new invention, change the product mold completely, or more generally, to produce a new product in an untested manner, to produce the existing product with a new method, to find new resources for raw material supply, to find new markets for their products or reorganize the work (Cunningham, 2010). Entrepreneurs can be inventors, but invention is not necessary for an innovation to arise (Phan et al., 2010). The entrepreneur, who has different behavioral characteristics, behaves boldly with her/his superior features and creativity, especially in the face of limited information about the future, and breaks the barriers to economic regeneration by dragging economic resources into unexpected, extraordinary, and surprising areas (Szirmai et al., 2011). Another aspect of the environment created by the entrepreneur are the movements in the economic structure (Ndubisi and Iftikhar, 2012). In this framework, Schumpeter tries to show the entrepreneur through superior features that give superiority to managers who are representatives of rational behavior (Kızılkaya, 2005). Within the scope of the research model, the effect of the independent and mediation variable effect of innovativeness on career choice is examined.

#### *2.4. Entrepreneurial Career Choice*

Investigation of career choice intentions of university students in the field of entrepreneurship started as international research in 2003 with the study called Global University Entrepreneurial Spirit Students Survey (GUESSS). Initially, research involving students from European universities has expanded

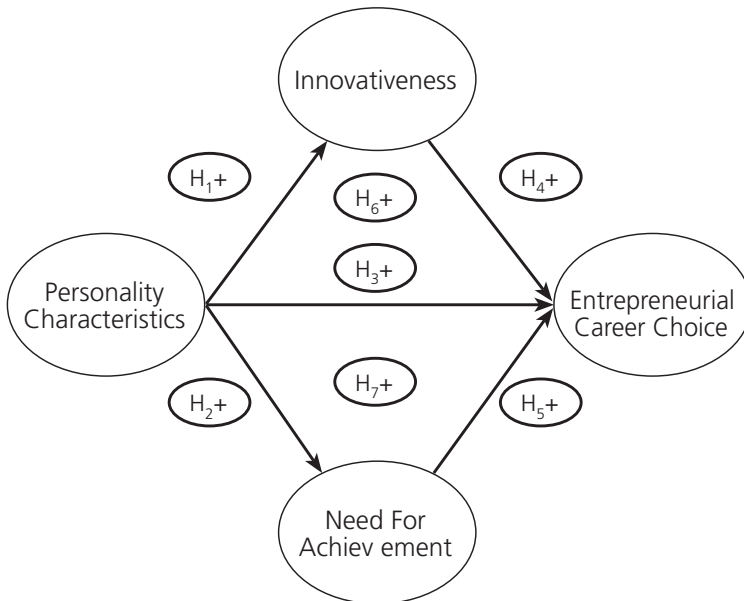
as global enterprise research. In the GUESSS survey of 2016, higher education institutions from 50 countries within all continents participated (Sieger et al., 2016). Although the GUESSS project has focused on researching university entrepreneurship intentions of university students, it contributes to understanding young people's intentions regarding career options. Initially, career options were explored within the alternatives of starting their own business rather than having a profession (Ahmed et al., 2010). Among the reasons why entrepreneurship can be a career choice is the fact that young people have the confidence to take risks, they want to make money by making a quick introduction to life, and they have the desire to prove themselves within their environment (BarNir et al., 2011). There is also the desire to own a company and to have free will, regardless of anyone else, in choosing entrepreneurship as a career choice (Aliman and Jalal, 2013). Also, those who are close to entrepreneurship among the university students are normally young people who usually want to continue within the family business (Sondari, 2014). However, it would not be correct to describe this point of view as a new initiative for young people (Lanero et al., 2016). What matters is the ability of young people to start their business by creating their own opportunities (Block et al., 2013; Kay and Schlömer-Laufen, 2016). The main reason for investigating whether students consider entrepreneurship as a choice on a career path is to analyze whether they have a desire to invest in the future in creating job opportunities for themselves and how eager they are to avoid employment problems by creating their own job opportunities (Othman and Othman, 2015). For this reason, within the scope of the research, the effects of personality characteristics, need for achievement, and innovation within entrepreneurship career choices are examined.

### **3. Research model and methodology**

Within the scope of the research, research was conducted among university students with questionnaires prepared online and delivered to students studying in Istanbul. Students were sampled with the principle of randomness. A sample of 400 units with a margin of error of 5% was sufficient, depending on the population size. The online questionnaire for the study was sent to 1000 students, but only 523 answers were obtained. 13 were excluded from the analysis due to errors in filling out the questionnaire. Correlation analysis and

regression analysis were performed after factor analysis and reliability analysis of data obtained using SPSS 25 Program. The AMOS program was used for path analysis and mediation effect analysis. Scales representing 4 variables were used, *personality characteristics scale (PC)*; Gavurová et al. (2018) used the 5-point Likert scale questions within the study. The scale developed by Mueller and Thomas (2001), Mueller (2004), was used to measure *innovativeness (I)* in the sample population. *The need for achievement (NFA)*, Kaish and Gilad (1991), Kristiansen and Indarti (2004) scale was used. *Entrepreneurial career choice (ECC)* Kolvereid (1996), McGee et al. (2009), Souitaris et al. (2007) scale was used.

In this research, data were analyzed to determine the relationship between statistical concepts using a quantitative approach. We used the independent variable or independent variables to judge the impact on the dependent variable in a quantitative research test (Thomas et al., 2015). The research model showing the examining of the relationships between variables is shown in Figure 1.



**Figure 1. Research model**



The hypothesis examined and tested in this direction;

*H<sub>1</sub>: The personality characteristics of entrepreneurial candidate youth have a positive impact on innovativeness.*

*H<sub>2</sub>: The personality characteristics of entrepreneurial candidate youth have a positive impact on their achievement needs.*

*H<sub>3</sub>: The personality characteristics of entrepreneurial candidate youth have a positive impact on the view of entrepreneurship as a career choice.*

*H<sub>4</sub>: The innovativeness has a positive impact on the view of entrepreneurship as a career choice.*

*H<sub>5</sub>: The need for achievement has a positive impact on the view of entrepreneurship as a career choice.*

*H<sub>6</sub>: Innovativeness has a mediation variable effect on the relationship between personality characteristics and entrepreneurship career choices.*

*H<sub>7</sub>: The need for achievement has a mediation variable effect on the relationship between personality characteristics and entrepreneurship career choices.*

#### **4. Analysis**

Factor analysis was carried out to investigate the construct validity of the scales representing the variables examined within the scope of the research model. The Kaiser-Meyer-Olkin sample suitability value of 0.844 and Bartlett's significance level of 0.000 (for  $p \leq 0.05$ ) showed that the data are suitable for factor analysis (Büyüköztürk, 2005). The variables prepared according to the 5-point Likert scale were measured by a questionnaire incorporating 30 items. As a result of factor analysis, 14 questions were excluded from the scale since they did not show factor distribution. The remaining 16 questions were spread over 4 factors:

**Table 1. IBM SPSS rotated component matrixa**

	Component			
	1	2	3	4
ECC4. I started working on my own business idea.	0,837			
ECC5. I have accumulated capital to start a business.	0,821			
ECC6. I have the necessary knowledge and equipment to become an entrepreneur.	0,811			
ECC2. I will probably be an entrepreneur after I finish my education.	0,769			
ECC3. I attend training courses to become an entrepreneur.	0,762			
ECC1. I prefer self-employment rather than paid employees.	0,683			
NFA3. I will assume responsibilities in the jobs given to me.		0,802		
NFA4. I will try to perform better than my friends.		0,790		
NFA2. I make the necessary effort to be successful.		0,768		
NFA1. I successfully fulfill the difficult tasks given to me.		0,721		
I8. I like to try several ways to do the same thing.			0,812	
I1. I often surprise people with my ideas.			0,801	
I2. People often ask me for help in creative activities.			0,720	
PC4. I have full confidence in entrepreneurship.				0,884
PC3. Entrepreneurship is easier if close relatives have experience in entrepreneurship.				0,804
PC2. The most important features of an entrepreneur are specialization, patience, responsibility, and resistance to risk.				0,612
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 5 iterations.				

ECC: Entrepreneurial career choice, NFA: Need for Achievement, I: Innovativeness, PC: Personality Characteristics

A skewness value between + 1.0 and - 1.00 is considered to be insignificant. In some studies, a value between +2.0 and -2.00 may be considered as insignificantly skewed (George and Mallery, 2016) Normal distribution tests were performed for all variables. According to the results, the skewness and flattened coefficients for the variables were found between -1 and +1. With normal distribution of expressions, CB-SEM was preferred.

Cronbach Alpha was used to determine whether the total values of the factors and their equivalence were appropriate (Cronbach, 1951). Cronbach Alpha is closely related to the number of variables included in the scale, and it is sufficient to have an alpha of 0.50 and above in newly developed and one-dimensional scales. The fact that Cronbach alpha was 0.70 and above in the scales showed that the internal consistency of the research is high (Cortina, 1993; Nunnally, 1978; Hair et al., 2000). Alpha values obtained from model items and AVE and CR values calculated from factor loads are given in Table 2.

**Table 2. IBM SPSS reliability results**

<b>Variables</b>	<b>Number of Questions</b>	<b>Cronbach Alpha (<math>\alpha</math>) Values</b>	<b>AVE</b>	<b>CR</b>
Entrepreneurial career choice	6	0,894	0,61	0,90
Need for Achievement	4	0,814	0,59	0,85
Innovativeness	3	0,782	0,61	0,82
Personality Characteristics	3	0,717	0,60	0,82

AVE (average variance extracted) gives the convergent validity value and CR (composite reliability) value is one of the criteria used to measure content validity. It is sufficient that AVE values are greater than 0.50 and CR values are greater than 0.70. CR values should also be greater than their AVE values. It can be said that the model has good compatibility under these conditions (Sonmez Cakir and Adiguzel, 2020).

Analysis and interpretations between -1 and +1 values are made for correlation analysis in the relationships between variables. The values between the variables -1 and +1 indicate the direction and degree of the relationship (Ural and Kılıç, 2013). It can be explained that if one of the variables decreases, the other increases or as one variable increases, the other decreases. If there is a "0" coefficient, it is stated that there is no relationship between the variables (Kalaycı, 2010). Pearson correlation coefficient, which is frequently used to explain the relationships between variables, was used in this research. The results obtained are given in Table 3.

**Table 3. IBM SPSS correlations coefficients**

	Innovativeness	Personality Characteristics	Need for Achievement	Entrepreneurial Career Choice
Innovativeness	<b>0,781</b>			
Personality Characteristics	0,168**	<b>0,775</b>		
Need for Achievement	0,448**	0,259**	<b>0,768</b>	
Entrepreneurial Career Choice	0,442**	0,345**	0,256**	<b>0,781</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed). N=510.

As a result of the correlation analysis, there is a significant and positive relationship between all variables. All p-values were obtained as <0.05. Double stars next to the correlation coefficients show that that coefficient is significant at the 0.01 significance level. Fornell Larcker Criterion was also checked for Discriminant Validity. The square root of the AVE values calculated according to this criterion is compared with the correlations of the variables. It must be greater than all correlation values in the row and column containing the calculated value. Expressions shown in bold in the table are the largest value of the row and column in which it is located. This shows that the decomposition validity is ensured. After the correlation analysis, the results of the analysis of the effects of the independent variables examined on the dependent variables, other than the intermediate variable effect, are shown in table 4.

**Table 4. IBM AMOS path analysis hypothesis results**

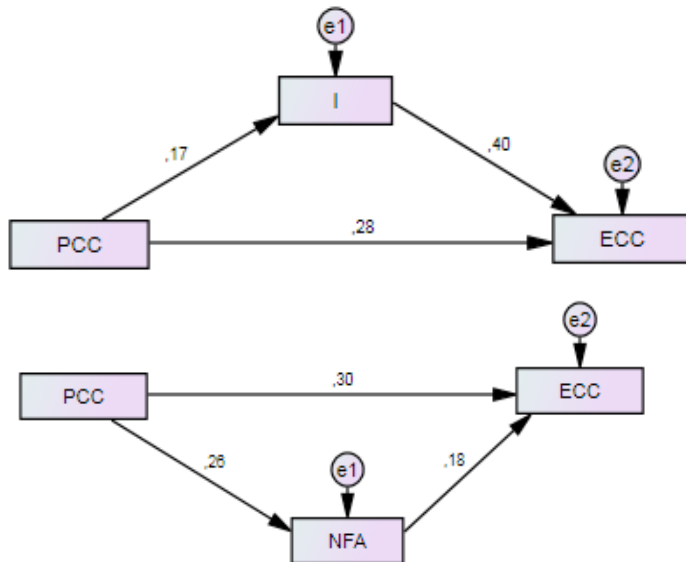
	Exogenous Variable	Endogenous Variable	Estimate	Std. Estimate	Std. Error	C.R.	P Value
H <sub>1</sub>	PC	I	<b>0,153</b>	<b>0,168</b>	<b>0,040</b>	<b>3,854</b>	<b>***</b>
H <sub>2</sub>	PC	NFA	<b>0,199</b>	<b>0,259</b>	<b>0,033</b>	<b>6,052</b>	<b>***</b>
H <sub>3</sub>	PC	ECC	<b>0,406</b>	<b>0,345</b>	<b>0,049</b>	<b>8,306</b>	<b>***</b>
H <sub>4</sub>	I	ECC	<b>0,572</b>	<b>0,442</b>	<b>0,051</b>	<b>11,123</b>	<b>***</b>
H <sub>5</sub>	NFA	ECC	<b>0,391</b>	<b>0,256</b>	<b>0,066</b>	<b>5,968</b>	<b>***</b>

By dividing the regression weight estimate by the standard error estimate, C.R. value is obtained (C.R. for H1= 0.153/0.040 etc.) Estimate values show how much change the 1-unit change in the argument will produce in the dependent variable. P value (\*\*\*) shows regression weight for exogenous in the prediction of endogenous is significantly different from zero at the 0,001 level (two-tailed). Table 5. shows whether the hypotheses tested and developed as a result of the

regression analysis other than the mediating variable effect are supported. It can be seen that all hypotheses are supported.

**Table 5. Hypotheses Results**

Hypotheses	Supported / Not Supported	Level of Significance (Sig.)
<i>H<sub>1</sub>: The personality characteristics of entrepreneurial candidate youth have a positive impact on innovativeness.</i>	<b>Supported</b>	<b><i>P&lt;0.001</i></b>
<i>H<sub>2</sub>: The personality characteristics of entrepreneurial candidate youth have a positive impact on their achievement needs.</i>	<b>Supported</b>	<b><i>P&lt;0.001</i></b>
<i>H<sub>3</sub>: The personality characteristics of entrepreneurial candidate youth have a positive impact on the view of entrepreneurship as a career choice.</i>	<b>Supported</b>	<b><i>P&lt;0.001</i></b>
<i>H<sub>4</sub>: The innovativeness has a positive impact on the view of entrepreneurship as a career choice.</i>	<b>Supported</b>	<b><i>P&lt;0.001</i></b>
<i>H<sub>5</sub>: The need for achievement has a positive impact on the view of entrepreneurship as a career choice.</i>	<b>Supported</b>	<b><i>P&lt;0.001</i></b>



**Figure 2. Innovativeness and Need for Achievement variables mediation effect**

**Table 6. The effect of the mediation variable results**

	Path	Estimate	Std. Estimate	Std. Error	C.R.	P	Std. Direct E.	Std. Indirect E.	Total Effect	Indirect effect Two Tailed
<b>H<sub>6</sub></b>	I←PCC	0,153	0,168	0,040	3,854	***	0,168	0,000	0,168	0,005
	ECC←PCC	0,328	0,279	0,045	7,266	***	0,279	<b>0,067</b>	0,345	
	ECC←I	0,512	0,395	0,050	10,295	***	0,395	0,000	0,395	
<b>H<sub>7</sub></b>	NFA←PCC	0,199	0,259	0,033	6,052	***	0,259	0,000	0,259	0,004
	ECC←PCC	0,352	0,299	0,050	7,071	***	0,299	<b>0,046</b>	0,345	
	ECC←NFA	0,272	0,178	0,065	4,208	***	0,178	0,000	0,178	

After the procedures, whether the standard indirect effect values are meaningful or not and according to the obtained results for the H6 hypothesis, the standardized indirect (mediated) effect of PCC on ECC is significantly different from zero at the 0.001 level ( $p = ,005$  two-tailed). In other words, variable "I" has a mediation effect in the relationship between PCC and ECC. For the H7 hypothesis; the standardized indirect (mediated) effect of PCC on ECC is significantly different from zero at the 0.001 level ( $p = ,004$  two-tailed). In other words, the NFA variable has a mediation effect in the relationship between PCC and ECC.

**Table 7. Mediation variable hypothesis results**

Hypotheses	Supported / Not Supported	Level of Significance (Sig.)
<i>H<sub>6</sub>: Innovativeness has a mediation variable effect on the relationship between personality characteristics and entrepreneurship career choices.</i>	<b>Supported</b>	<b><i>P&lt;0.001</i></b>
<i>H<sub>7</sub>: The need for achievement has a mediation variable effect on the relationship between personality characteristics and entrepreneurship career choices.</i>	<b>Supported</b>	<b><i>P&lt;0.001</i></b>

H6 and H7 hypotheses that are tested and developed are supported in the analysis results of the mediator variable effect. In this case, it can be concluded that the mediating variable effect of both innovativeness and the need for achievement positively affects university entrepreneurship career choices.

## 5. Discussion

Success as a motivational element means a driving force for individuals to achieve success (Sagie and Elizur, 1999). Individuals with a motivation for

success can much more easily focus on a goal. While some studies suggest that entrepreneurs have a higher motivation for success than non-entrepreneurs, there are also some studies that argue that there is no relationship between motivation of success and the success of a newly opened workplace (De Pillis, 1998). As a result of the analysis, it was concluded that a need for achievement has a positive effect, both as an independent variable and as a mediation variable.

A study on young entrepreneurs in the UK shows that entrepreneurs have a higher level of internal control than that of non-entrepreneurs. They also believe in the importance of working hard to achieve success. While examining and making inferences about all these research results, it should be remembered that some cultural factors may cause a change in the relationship between entrepreneurship and motivation for success. Furthermore, in the analyzes, it can be explained that personality characteristics have a positive effect as an independent variable. Apart from cultural factors, it turns out to be very important in personality characteristics. Achieving different results in different studies may also be related to the perception of entrepreneurial value.

Confidence and self-efficacy are also very important concepts, as well as personality characteristics and a need for achievement. To further explain, confidence and self-efficacy are intertwined concepts, although they have different meanings. While trust is a mental assessment of the individual, taking into account all of its existing characteristics as a whole, self-efficacy is rather the individual's confidence in his/her abilities to perform a special task or a specific job (Tanoğlu, 2008). Self-efficacy defines one's belief in the skills that will enable him or her to manage the situations expected outcomes. The concept of self-efficacy, which expresses the belief that a person can fulfill the tasks and roles expected from an entrepreneur, is one of the determinants of entrepreneurship intent (Krueger, 1993). These individuals are more prone to entrepreneurship, as they think that the successful results achieved are due to their talents and personal activities (İşcan and Kaygın, 2011).

In the research conducted by Rauch and Frese (2007), in addition to the personality characteristics defined as the need for achievement, innovativeness, stress tolerance, desire for independence, and proactive personality, self-efficacy is also found to be correlated with entrepreneurial behavior (Rauch and Frese,

2007). Research revealed that young people with an internal control focus and a strong sense of self-efficacy are better motivated, work towards their goals, and have more employment opportunities compared to people with an external control focus. Therefore, individuals with high internal control focus are considered to be more aggressive in establishing their own businesses. Therefore, it can be said that there is a correct relationship between entrepreneurial behavior and internal control focus.

In our research, it is supported by the hypotheses that personal characteristics are important for entrepreneurship because in order to be an entrepreneur, the personal characteristics of individuals must be suitable for entrepreneurial activities. Since taking risks is the basis of entrepreneurship, it can be stated that personal characteristics are not suitable for entrepreneurship in every individual. In future studies, it is necessary to better examine the reasons that push individuals to entrepreneurship. Therefore, attention should be paid to the consideration of many factors such as education, cultural characteristics, and environment, together with personal characteristics.

## 6. Conclusion

When the personality characteristics of entrepreneurship are evaluated in terms of the self-confidence of individuals, it is more common to see new entrepreneurial activities in individuals who have high self-confidence and who are close to entrepreneurship in terms of personality characteristics. In personality characteristics, entrepreneurial candidates have a desire to take risks and the need for achievement. This situation is heightened in younger individuals. The risk-taking degree decreases with age within the middle age group. The reason for this is that after a certain age, the previously existing desire for new entrepreneurship activities has decreased.

The entrepreneurial characteristics, in terms of personality characteristics, consists of individuals who have high self-confidence and the ability to do independent work while also having the ability to control the initiatives they have targeted. Individuals with these characteristics can take risks in their initiatives because they are focused on getting successful results. Young people, especially in terms of personality characteristics, are expected to have an open mind, be knowledgeable, versatile, innovative, and have creative personality



characteristics. The research results point in this direction when the analyzes are examined, and in fact it is seen that the personality traits of university students support innovation in entrepreneurship. Additionally, university students are more inclined to technology within their education and social environment, and they can follow innovations within the widespread use of the internet that enable the development of new ideas in the field of entrepreneurship. Furthermore, young entrepreneurs are more likely to start businesses with a smaller amount of financial capital compared to more mature entrepreneurs.

The need for achievement among young university students is also seen as the main factor in considering entrepreneurship as a career choice. A young entrepreneur in the business world, while being defined as a successful, competent, innovative, and brave change agent, is likely to be inexperienced and will encounter difficult obstacles. While young entrepreneur candidates are trying to succeed, there are doubts, risks, failures, and difficulties.

It is stated that the motivation of students who are enthusiastic about entrepreneurship and who want to engage in entrepreneurship activities is higher (Delgado García et al., 2015). This may explain the effect of personality traits on the need for achievement, and the impact of the need to succeed as a career choice. According to De Oliveira Lima Filho et al. (2009), as an entrepreneur's characteristics, the courage to self-actualize, gain dignity, and start a business stands out. At the same time, De Oliveira Lima Filho et al. (2009) emphasize the young entrepreneurs' willingness, independence, and desire to secure their own future.

In general, it is possible that young entrepreneurial candidates also have increased because of the high potential to take risks in terms of personality characteristics. The opportunities provided by public institutions and organizations for young people can remain within a certain limit. At the same time, the fight against unemployment has important roles for associations, foundations, and angel investors in creating new employment opportunities. A strong social platform is needed for this as investments that will add value to the national economy through training, support, and consultancy should be provided to young entrepreneurial candidates.

Considering the limitations of the study, the data were collected through a questionnaire filled out by university students studying, and the sample

population consists of students studying in Istanbul. Therefore, it may not be correct to generalize the results of the research.

In future studies, better results are likely to be obtained if researchers can collect data from students studying at universities in different regions in a way to expand the sample size. At the same time, it will be better to make comparative analyzes among the individuals who have just graduated from the university in terms of contribution to the literature.

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