

**THE COMPARISON OF Y AND Z GENERATION'S ENTREPRENEURSHIP  
TENDENCIES IN TERMS OF ENTREPRENEURS PERSONALITY  
CHARACTERISTICS: AN EMPIRICAL STUDY ON UNIVERSITY AND HIGH  
SCHOOL STUDENTS.**

**A THESIS SUBMITTED TO**

**THE INSTITUTE OF SOCIAL SCIENCES**

**OF**

**YILDIRIM BEYAZIT UNIVERSITY**

**BY**

**İBRAHİM YIKILMAZ**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS**

**FOR**

**THE DEGREE OF MASTER OF MANAGEMENT AND ORGANIZATION**

**IN**

**THE DEPARTMENT OF MANAGEMENT**

**JANUARY 2018**

## Approval of the Institute of Social Sciences

---

(Title and Name)  
Manager of Institute

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Management and Organization.

---

(Title and Name)  
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Management and Organization.

---

(Title and Name)  
Co-Supervisor

---

(Title and Name)  
Supervisor

**Examining Committee Members** (first name belongs to the chairperson of the jury and the second name belongs to supervisor)

Doç.Dr. Nilay ALÜFTEKİN SAKARYA (YBU) \_\_\_\_\_

Doç.Dr. Kerim ÖZCAN (YBU) \_\_\_\_\_

Doç.Dr. İrge ŞENER (Çankaya Üniversitesi) \_\_\_\_\_

## **PLAGIARISM PAGE**

I hereby declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work; otherwise I accept all legal responsibility.

Name, Last name: İbrahim YIKILMAZ

Signature

## ABSTRACT

### THE COMPARISON OF Y AND Z GENERATION'S ENTREPRENEURSHIP TENDENCIES IN TERMS OF ENTREPRENEURS PERSONALITY CHARACTERISTICS: AN EMPIRICAL STUDY ON UNIVERSITY AND HIGH SCHOOL STUDENTS

Yıkılmaz, İbrahim

Master, Department of Management and Organization

Supervisor: Doç. Dr. Nilay ALÜFTEKİN SAKARYA

January, 2018

The sustainability of economic processes in an efficient and effective way, the creation of a dynamic effect supporting this process and the solution of many socio-economic and economic problems, entrepreneurship, as an instrument, play an active role both in short and long-term. In this context, the Y generations which is the dynamic part of the business world and especially the Z generations which have strong entrepreneurial identity and dynamism that has vital importance for sustainable solutions, a prosperous future, and qualified management processes, are considered in this study. The main purpose of the study is to compare the Y and Z generations' entrepreneurial personal traits "*internal locus of control, the need for achievement, risk taking propensity, tolerance for ambiguity, self-confidence and innovativeness*", A questionnaire is applied to 400 students which represent the Y and Z generations to collect data and compare the Y and Z generations' entrepreneurial personal traits. Results implied that there is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a high level of need for achievement, internal locus of control and the tolerance for ambiguity. This study is also important to include findings related to the Z generations, which has recently started to take place in the literature. This thesis also provides some useful recommendations for further studies on the entrepreneurial personal traits of the two generations.

**Keywords:** Entrepreneurship, Entrepreneurship Tendency, Entrepreneurial Personality Traits, Y Generations, Z Generations

## ÖZET

### Y VE Z KUŞAKLARININ GİRİŞİMCİLİK EĞİLİMLERİNİN GİRİŞİMCİ KİŞİLİK ÖZELLİKLERİ AÇISINDAN KARŞILAŞTIRILMASI: LİSE VE ÜNİVERSİTE ÖĞRENCİLERİ ÜZERİNDE AMPİRİK BİR ÇALIŞMA

Yıkılmaz, İbrahim

Yüksek Lisans, Yönetim ve Organizasyon Bölümü

Danışman: Doç. Dr. Nilay ALÜFTEKİN SAKARYA

Ocak, 2018

Ekonomik süreçlerin etkin ve verimli bir şekilde sürdürülebilirliği, bu süreci destekleyen dinamik bir etki yaratılması ve birçok sosyo-ekonomik ve ekonomik sorunun çözümü olan girişimcilik, kısa ve uzun vadede aktif bir enstrüman olarak rol oynamaktadır. Bu bağlamda, iş dünyasının dinamik parçası olan Y kuşağı ve sürdürülebilir çözümler, müreffeh bir gelecek ve nitelikli yönetim süreçleri için hayati önemi olan güçlü girişimci kimliği ve dinamizmi olan Z kuşağı bu çalışmada ele alınmıştır. Araştırmanın temel amacı, Y ve Z kuşaklarının girişimci kişilik özelliklerini (içsel kontrol odağı, başarı isteği, risk alma eğilimi, belirsizliğe karşı tolerans, kendine güven ve yenilikçilik) karşılaştırmaktır. Y ve Z kuşaklarını temsil eden 400 öğrenciye, veri toplamak ve girişimci kişilik özelliklerini karşılaştırmak için anket uygulanmıştır. Sonuçlar Y ve Z kuşaklarının girişimci kişilik özellikleri arasında istatistiksel olarak; "başarı ihtiyacı, içsel kontrol ve belirsizliğe karşı tolerans" özellikleri arasında anlamlı bir farklılığın olduğunu göstermektedir. Bu çalışma son zamanlarda literatürde yeni yer almaya başlayan Z kuşaklarına yönelik bulguları içermesi yönünden de önemlidir. Ayrıca bu tez, iki kuşağın girişimci kişisel özellikleriyle ilgili daha ileri çalışmalar için de bazı faydalı öneriler içermektedir.

**Anahtar Kelimeler:** Girişimcilik, Girişimcilik Eğilimi, Girişimci Kişilik Özellikleri, Y Kuşağı, Z Kuşağı

## **DEDICATION**

To my family and beloved friends

## ACKNOWLEDGEMENTS

The author wishes to express his deepest gratitude to his supervisor Doç. Dr. Nilay ALÜFTEKİN SAKARYA for his guidance, advice, criticism, encouragements and insight throughout the research.

The author would also like to thank Muhammed Emin KARABACAK, İsmail Çağrı DOĞAN, Semih CEYHAN, Dr Murat SAĞBAŞ, Dr Şilan Burcu TAŞLI and Fulya AKDENİZ for their valuable suggestions and comments and helps throughout the study.

The author wishes to express his special thanks to Doç. Dr. Kerim ÖZCAN, Doç Dr Ayşe GÜNSEL and Doç. Dr. İrge ŞENER for their valuable contributions and support.

## TABLE OF CONTENTS

PLAGIARISM PAGE .....	iii
ABSTRACT.....	iv
ÖZET .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF FIGURES/ GRAPHS.....	xi
1. INTRODUCTION.....	1
2. THEORETICAL FRAMEWORK .....	3
2.1.The Concept And Definition Of Entrepreneurship.....	3
2.2.The Concept And Definition Of Generations .....	5
2.2.1.Traditionalists.....	8
2.2.2.Baby Boomers .....	9
2.2.3.X Generations.....	9
2.2.4.Y Generations.....	10
2.2.5.Z Generations.....	13
2.3. Entrepreneurship Tendency .....	17
2.3.1. Personality and Entrepreneurial Personality .....	18
2.3.1.1.The need for achievement.....	23
2.3.1.2.Locus of Control .....	24
2.3.1.3.Risk Taking Propensity .....	25
2.3.1.4.Tolerance for Ambiguity .....	26
2.3.1.5.Self-Confidence .....	27
2.3.1.6.Innovativeness .....	27
2.3.1.7.Creativeness.....	28
2.3.1.8.The Need For Independence.....	28
2.4. Previous Studies Related To Variables.....	29
3. METHODOLOGY .....	34
3.1. Purpose Of Study .....	34
3.2. The Importance Of Research .....	35



3.3.	Problem and Sub-problem .....	35
3.4.	The Model and Hypotheses of research .....	36
3.5.	Research Assumptions and Limitations .....	42
3.6.	Methodology.....	42
3.6.1.	The Population and Sample of the Study.....	43
3.6.2.	Development of Data Collection Instrument.....	43
4.	FINDINGS.....	45
4.1.	Methodology.....	45
4.2.	Reliability and Validity.....	46
4.2.1.	Reliability.....	46
4.2.2.	Validity .....	46
4.3.	Comparison Of Y And Z Generations In The Terms Of Demographic Properties.....	51
4.4.	Comparing Generations In Terms Of Entrepreneur Personality Trait .....	59
4.4.1.	A Detailed Study of Entrepreneurial Personality Traits Which Is Significantly Different From Each Other .....	63
4.4.1.1.	Evaluation of The Tolerance For Ambiguity of Entrepreneurial Personal Traits .....	64
4.4.1.2.	Evaluation of The Need For Achievement of Entrepreneurial Personal Traits.....	65
4.4.1.3.	Evaluation of The Internal Locus Of Control Of Entrepreneurial Personal Traits.....	67
4.5.	Analyzes in Terms of Demographic Variables.....	68
4.5.1.	Evaluation the Relationship Between Gender and Entrepreneurial Personality Traits	69
4.5.2.	Evaluation the Relationship Between The Sector They Want To Work In The Future and Entrepreneurial Personality Traits .....	72
4.5.3.	Evaluation the Relationship Between Entrepreneurial Experience and Entrepreneurial Personality Traits .....	76
4.5.4.	Evaluation The Relationship Between Entrepreneurs In The Family And Entrepreneurial Personality Traits .....	78
5.	CONCLUSIONS AND RECOMMENDATIONS .....	82
	REFERENCES .....	82
	APPX-1. Questionnaire Form .....	100
	APPX-2. : Photocopying Permission Form for Thesis.....	105

## LIST OF TABLES

Table 1 The Population Of Each Generation.....	7
Table 2 The Comparasion Of The Characteristics Of Two Generations.....	12
Table 3 Some Characteristics Of The Generations On The Basis Of Core Values, Special Interest, Education And Communication.....	13
Table 4 Technology Tendecy, Marketing And Educational Styles Of The X, Y, And Z Generations .....	14
Table 5 Some Models That Conceptualize The Entrepreneurship Tendencies In Different Ways .....	21
Table 6 Common Characteristics Of Entrepreneurs .....	22
Table 7 The List Of The Hypothesis.....	41
Table 8 Several Characteristics And Distribution Of Students Of Two Generations.....	45
Table 9 Descriptive Statistics And Reliability Analysis Of Entrepreneurship Scale .....	48
Table 10 Exploratory Factor Analysis Results .....	49
Table 11 Factor Loadings .....	50
Table 12 Comparison Of Demographic Structures Of Groups Of Y And Z Generations.....	51
Table 13 Evaluation Of The Sample In Terms Of Entrepreneur Personality Traits.....	60
Table 14 Evaluation Of University And High School Sample In Terms Of Entrepreneur Personality Traits .....	61
Table 15 Evaluation Of The Tolerance For Ambiguity Of Entrepreneurial Personal Traits...64	
Table 16 Evaluation Of The Need For Achievement Of Entrepreneurial Personal Traits .....	66
Table 17 Evaluation Of The Internal Locus Of Control Of Entrepreneurial Personal Traits..67	
Table 18 The Results Of T Test On Gender According To Entrepreneurial Personal Traits Of Y And Z Generations .....	70
Table 19 The Annova Test Results Of Evaluation The Relationship Between The Sector They Want To Work In The Future And Entrepreneurial Personality Traits .....	73
Table 20 The T Test Results Of The Evaluation The Relationship Between Entrepreneurial Experience And Entrepreneurial Personality Traits .....	76
Table 21 The T Test Results Of The Evaluation The Relationship Between Entrepreneurs In The Family And Entrepreneurial Personality Traits .....	78
Table 22 The Acceptance And Rejection Of The Hypotheses Evaluated In The Study .....	81

## LIST OF FIGURES/ GRAPHS

### FIGURES

Figure 1 The Definitions Of Entrepreneurship .....	4
Figure 2 Distribution Of Generations By Years.....	6
Figure 3 Some Characteristics Of Gen Z Different From The Closest Generation Y.....	16
Figure 4 . How Does Entrepreneurship Tendency Develop In The Person?.....	19
Figure 5 Distinguishing Features Of The Entrepreneurs .....	23
Figure 6 The Descriptive Survey Model Of The Study.....	36

### GRAPHS

Graphs 1 The Percentages Of The Each Generation In Total Population .....	7
Graphs 2 Percentages Of Each Generation In Labour Force.....	8
Graphs 3 The Age Disribution Of The Sample .....	53
Graphs 4 Mother's Educational Status Of The Y And Z Generations .....	53
Graphs 5 Father's Educational Status Of The Y And Z Generations.....	54
Graphs 6 Father's Sector Of The Y And Z Generations .....	55
Graphs 7 Mother's Sector Of The Y And Z Generations. ....	55
Graphs 8 Desire To Establish Their Own Businesses Status Of The Y And Z Generations.	56
Graphs 9 Entrepreneurial Experience Status Of The Y And Z Generations. ....	56
Graphs 10 Which Sector You Want To Work In The Future Status Of The Y And Z Generations .....	57
Graphs 11 Own Business Idea Of The Y And Z Generations. ....	57
Graphs 12 Entrepreneurs In The Family Status Of The Y And Z Generations.....	58
Graphs 13 Ideal Job They Want To Do After School Status Of The Y And Z Generations.	58
Graphs 14 The Possibility Of Establishing One's Own Job In The Future Status Of The Y And Z Generations.....	59
Graphs 15 Evaluation Of The Sample In Terms Of Entrepreneur Personality Traits .....	60
Graphs 16 Results Of T Test For Comparison Of Y And Z Generations's Entrepreneurial Personal Traits .....	62
Graphs 17 Evaluation Of The Tolerance For Ambiguity Of Entrepreneurial Personal Traits	65
Graphs 18 Evaluation Of The Need For Achievement Of Entrepreneurial Personal Traits....	66
Graphs 19 Evaluation Of The Internal Locus Of Control Of Entrepreneurial Personal Traits	68
Graphs 20 The Results Of T Test On Gender According To Entrepreneurial Personal Traits Of Y And Z Generations.....	71
Graphs 21 The Annova Test Results Of Evaluation The Relationship Between The Sector They Want To Work In The Future And Entrepreneurial Personality Traits .....	74
Graphs 22 The T Test Results Of The Evaluation The Relationship Between Entrepreneurial Experience And Entrepreneurial Personality Traits .....	77
Graphs 23 The T Test Results Of The Evaluation The Relationship Between Entrepreneurs In The Family And Entrepreneurial Personality Traits .....	79

## 1. INTRODUCTION

*“This defines entrepreneur and entrepreneurship - the entrepreneur always searches for change, responds to it, and exploits it as an opportunity.” ( Peter F. Drucker, Innovation and Entrepreneurship: Practice and Principles)*

In today's world, in which globalization and change have reached an inevitable pace, the success of businesses in terms of sustained organizational life cycles; production techniques and competition strategies are undeniably linked to these two concepts of compatibility. In sustainable economic development; entrepreneurship is at the forefront of the solution dynamics of economic growth and unemployment struggles from today's core problems. It is known that the competition and entrepreneurial innovation increase the dynamism of economical implementation and processes (Wennekers ve Thurik, 1999: 42, Robbins ve Coulter, 2002: 103). It once again emphasizes the importance of entrepreneurship that businesses that transform information, produce information and re-use the information for producing again needs to have the entrepreneurship attitude to continue to life cycles and be able to take place in the niche markets. The result of examining the economic profiles of the developed countries is also shows that there is an undeniable relationship between the level of entrepreneurship and the current development dynamics (eg, Canada, France, Germany, Italy, Japan, the UK and the USA), especially in countries with 65% of the global economy (Salvatore, 2005). Entrepreneurs with both dynamic understanding of the economic process and positive results with employment; have a great importance in transforming the society with their close examination of society and global dynamics. The current state of the human resource, which is the greatest added-value stakeholder of enterprises and organizations, and the possible trends it will exhibit; gives an idea to the decision mechanisms to take forward decisions about the feasibility of them. These attitudes are the strongest indicators of behavior to be formed, especially the distinctive differences between generations born at the same time and exhibiting similar characteristics. Good analysis of this collective way of thinking for the individual; it is crucial to make decisions that are related to them and to make them effectively and efficiently. These collective ways of thinking defined as generations are separated by certain historical periods, by values, attitudes and names. When a detailed literature review is carried out, the following situation is encountered. The time periods and the name of the generations differ in different studies. But the generations which is defined and considered in

this study are “ *Traditionalists, Baby Boomers, X Generations, Y Generations and Z Generations*”.

The traditionalist are defined as the adult generation, with the descendants who were born between the years 1925 and 1945 (Lehto vd, 2008), The Baby Boomers are defined as the descendants who were born between the years 1946-1964 ( ERC Report, 2011), X Generations are defined as the descendants who were born between the years 1965- 1979 (Alwin, 2002), Y Generations are defined as the descendants were born between the years 1980 -2001 (Lower,2008), Z Generations are defined as the descendants who were born between the years 2000-2020 (Adıgüzel, Batur and Ekşili, 2014:174; Kavalcı and Ünal, 2016:1036). As of the last census, when the population is examined that especially the innovative and entrepreneurial features that businesses need to sustain; The population in the 0-19 age group defined as Z Generations constitutes 32 % of the total population with 25 549 101 and the population in the 20-40 age group constitutes 38% of the total population with 31 050 825. When these rates are already taken into account by the fact that Y Generation constitutes about 60% of the labor population and Z Generation (above the age of 15) constitutes about 12 % of the labor population, Determining the possible outcomes of a sustainable economy and the effectiveness and efficiency of proposed solutions; It is clear that the attitudes of these two generations, which are result of the collective way of thinkings, have close relationship with the success. As Mueller and Thomas (2001) mentioned in their study; entrepreneurship attitudes and the behaviours of the individuals are controlled and affected by their characteristics. It means that the individuals characteristic are one of the most effective determinant of the entrepreneurship behaviour. When compared with the characteristic features of the Y generations, Z generations departs in many ways from Y generations (Iorgulescu,2016; Adecco, 2015, Tulgan, 2013, Bolser and Gosciej, 2015). In this context, Y generations which is the dynamic part of the business world and especially the Z generations which have strong entrepreneurial identity and dynamism that has vital importance for sustainable solutions, a prosperous future and a qualified management processes, are considered in this study. The concept and definition of entrepreneurship, entrepreneurship attitudes and tendency, Y and Z generations and the studies in the literature are summarized. Subsequently the information about the method and sample to be applied was given and results and suggestions were made according to the findings obtained.

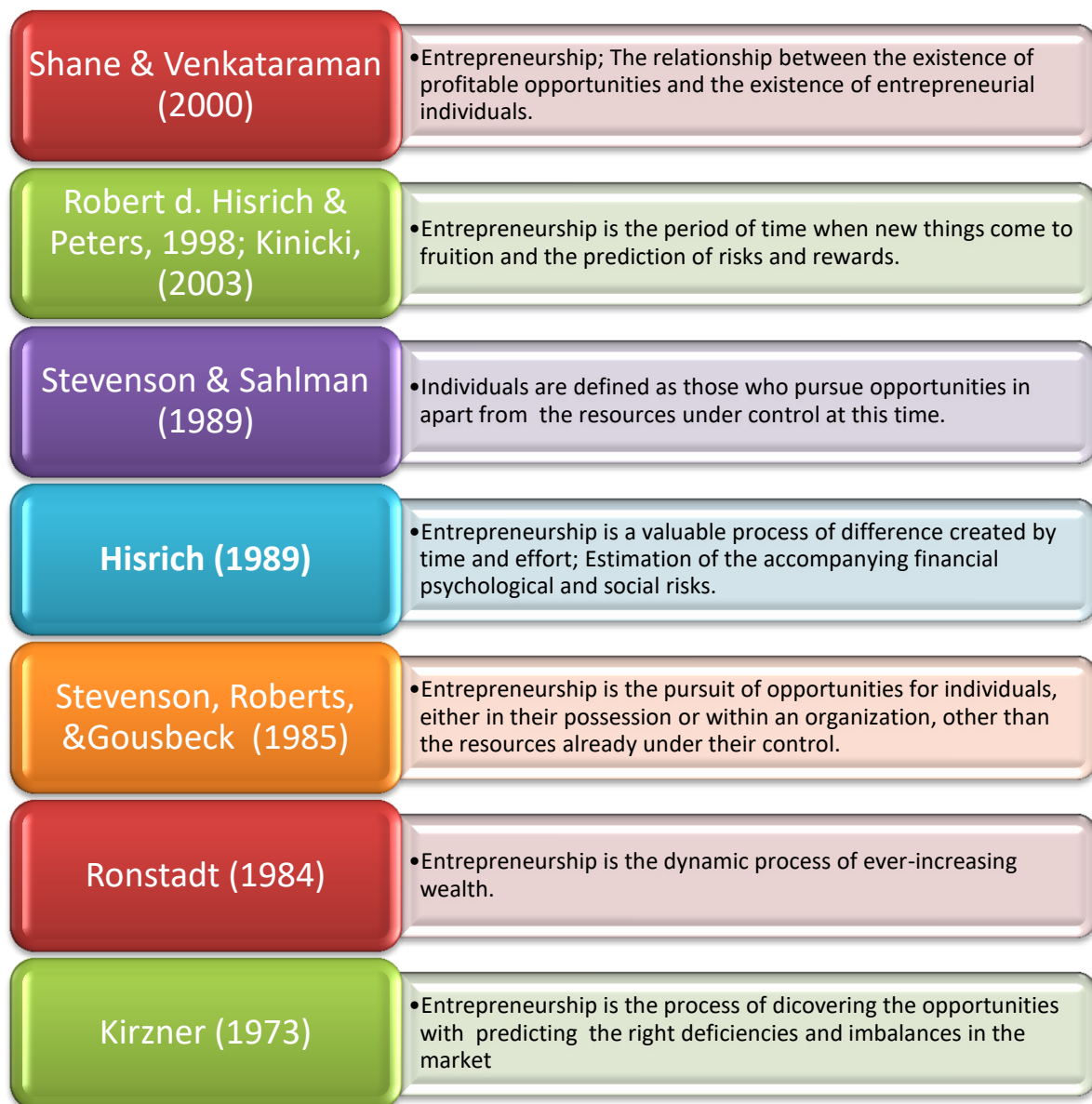
## **2. THEORETICAL FRAMEWORK**

### **2.1.The Concept And Definition Of Entrepreneurship**

In today's society; entrepreneurship is one of the strongest actors of the country's economy and at the same time an interdisciplinary intervention in our life as an element of increasing employment and social welfare. Especially the emergence of new inventions and job opportunities as a result of the entrepreneurial spirit, reveals the fact that this concept will indispensably be a part of life now and in the future. To address the notion of entrepreneurship, which embodies "enterprise" and "entrepreneur" within its context, "enterprise"; According to the Turkish Language Institution (TDK,2017) "attempt, to have a bash" and "entrepreneur" is defined as the combination of entrepreneurial concept in English, "enter" - entrance and "pre" - first concepts. This word, derived from the word "entreprendre" in French, means "to do something".

In the historical process, entrepreneurial perspectives and the meaning of it are evolving. In the 18th century, with regard to this evolving perspective and understanding; Cantillo has also taken on a different dimension by adding the risk factor (Moore,2003,38). In the 19th century, the concepts of "planning, supervising, organizing, etc." which is located in the business life and in every field of industrial society has been added to the definition of entrepreneurship and there is a definition that is more focused on the factors of production (Naktiyok,2004,5). Schumpeterian evaluates this concept in terms of "new and first-time technologies", and with the innovative aspect, the concept of dynamism has been incorporated into the concept of entrepreneurship (Naktiyok,2004,6).

Today, the concept of entrepreneurship, which has an impact on all aspects of life and which is the result of the interdisciplinary interaction of the solution dynamics of economic growth and unemployment struggles, is defined in many ways according to the different aspects. Some of them are explained below in table 1 (Kılıç,R, Keklik,B., Çalış,N.; 2012);



**Figure 1 The Definitions of Entrepreneurship**

Also; entrepreneurship is expressed in terms of " *innovation and change, flexibility, dynamism, risk taking, creativity and development oriented* " characteristics (Korkmaz, 2000). These features belong to the individuals. When evaluated in terms of individuals; the examination of many definitions reveals that some of the common features are evident in the definitions of this concept. It can be summarized below;

- creative thinking skills
- high level of desire to work
- courage, passion and commitment
- the ability to establish a high level of relationship with people,
- the ability to express himself orally and in writing,

- loving work and motivating work,
- a rich consciousness and the power of imagination,
- tendency to team and teamwork,
- having a personal vision and mission,
- change, transformation is open and willing,
- the ability to act flexibly tolerant,
- sincere, trustworthy, sympathetic and humorous personality,
- the ability to convince and persuade people is high,
- management skill and leadership ability,
- job finishing determination and excitement,
- a habit of catching forward vision and opportunities (Hisrich and Peters, 1973)

Common features of definitions and their close relationship with individuals show that entrepreneurship is motivated by the need for achievement more than an economic motivation (Erdoğmuş, 2000). In determining the individuals who have entrepreneurial characteristics in the practice of social life; these characteristics should be considered as a distinctive factor; the environment in which the individual is living should be assessed from the perspective of features such as ‘needs for achievement, superior social skills and personal commitment’ (Çavuş and Akgemici, 2008). More detailed information on entrepreneurs' personality traits and entrepreneurial attitude and tendency will be explained in detail in entrepreneurial tendency section.

## **2.2.The Concept And Definition Of Generations**

The concept of generations is linked to many disciplines in the literature. This intense relationship and the diversity of each discipline from the perspective of this concept has led to the definition of it in a wide variety of forms. The concept of generation, which is based on collective thought style and individual differences on the ground; It has become a subject of many different types of research, especially history, sociology, psychology, and management sciences. Various classifications, historical time intervals, tried to be defined in the axis of social events.

The term ‘‘generation’’ is defined at Turkish Language Association (TDK)’s Turkish Dictionary ([www.tdkterim.gov.tr](http://www.tdkterim.gov.tr)) as *"A group of people who were born in about the same year, who shared the same age conditions, and therefore had similar dreams, fate, and were obliged to do similar assignments and the individuals who constitute the age groups of about*



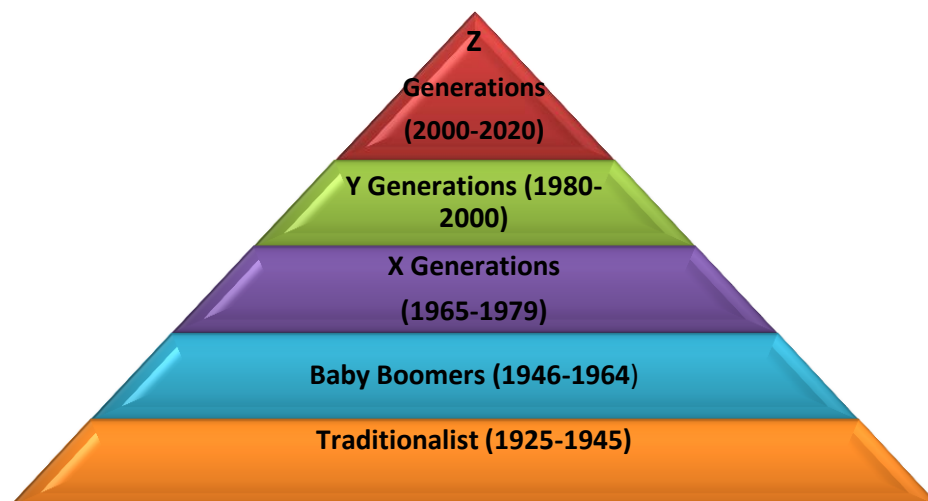
*twenty-five and thirty-year age* ".Evaluating the generation concept with the birth time parameter only in the definitions; It will describe the sociological process in one dimension. It will be appropriate to define this concept by adding in common thoughts, experiences and values (Zemke et al., 2013; 4).

The generation concept, which has a direct influence on individuals' way of being and working together; create a need for a specific classification. It is considered in various forms in various disciplines. Also, the culture factor has great influence in the formation of definitions.

The generations which are the collective ways of thinking; are differentiated from each other by certain historical periods, values, attitudes, and names. We can summarize the time periods of the each generation types and how this period named reported in some different sources; Howe and Strauss (2005) define the Silent Generation who were born in the years between 1925-1943, Boom Generation 1943-1960, 13th Generation 1961-1981, Millennial Generation 1982-2000 and Generation Z 2004 – 2025. Oblinger & Oblinger (2005) define Matures the individuals born till the date of 1946, Baby Boomers the year between 1947 – 1964, Gen-Xers 1965 – 1980, Gen-Y (NetGen, Millennials) 1981 – 1995 and Post-Millennials 1995 – Present.

Tapscott (2009) define generations; Baby Boom Generation years between 1946 – 1964, Generation X 1965 – 1975, Digital Generation 1976 – 2000. Zemke, Raines, & Filipczak (2000) define the generations; Veterans the years between 1922 – 1943, Baby Boomers 1943 – 1960, Gen-Xers 1960 – 1980 and Nexters 1980 – 1999(Oh and Reeves, 2011)

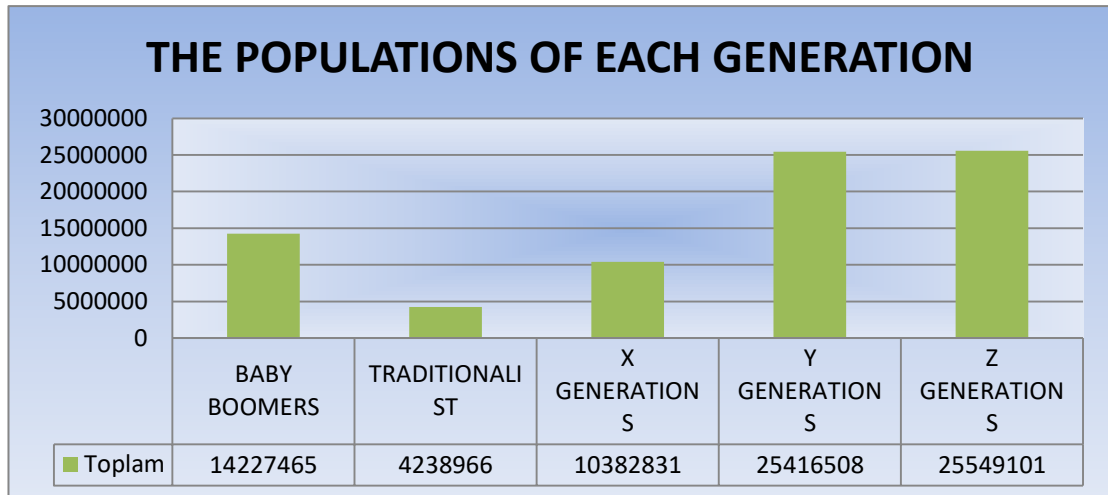
As mentioned above; generations of different time periods and names are referred to in different sources, and in this study, generations are evaluated to include time periods, as described below, in view of the common points of these sources;



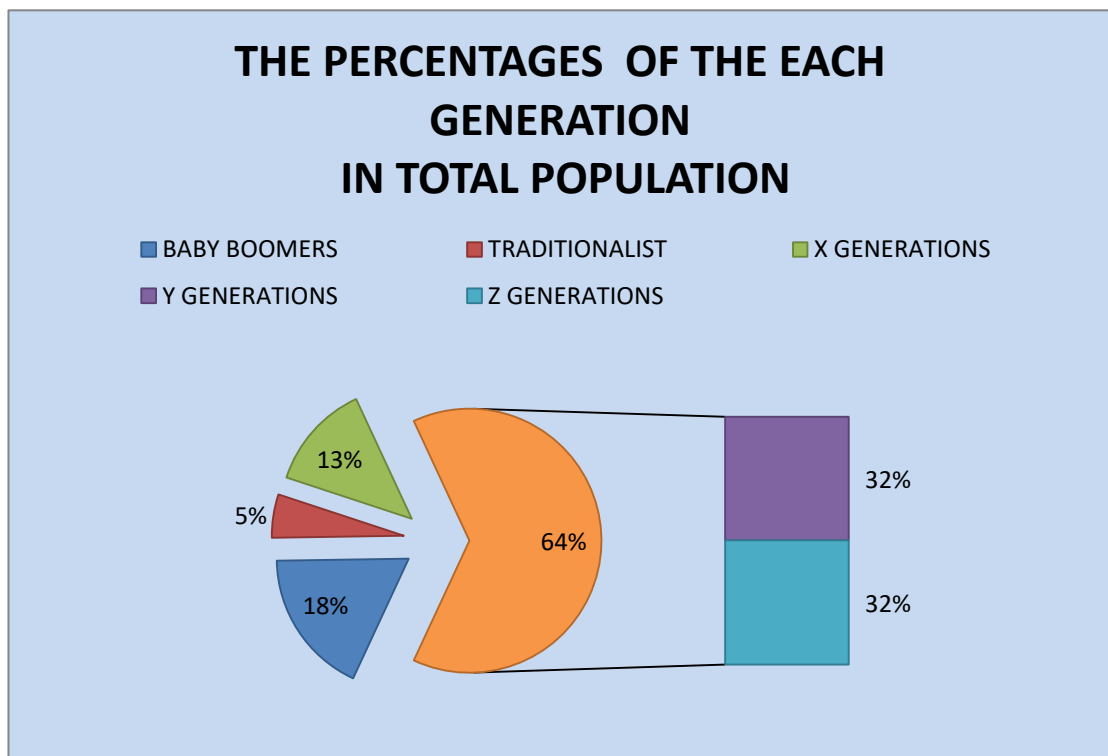
**Figure 2 Distribution of generations by years**

When the current population of Turkey is evaluated in terms of the individuals born in the time periods stated in figure 2 within the scope of the study, a distribution in figure 3 is reached. Also, as shown in Graph 1, 64% of the total population is in the Y and Z generations, 5% traditionalist, 13% X generations and 18% Baby Boomers .

**Table 1 The population of each generation**

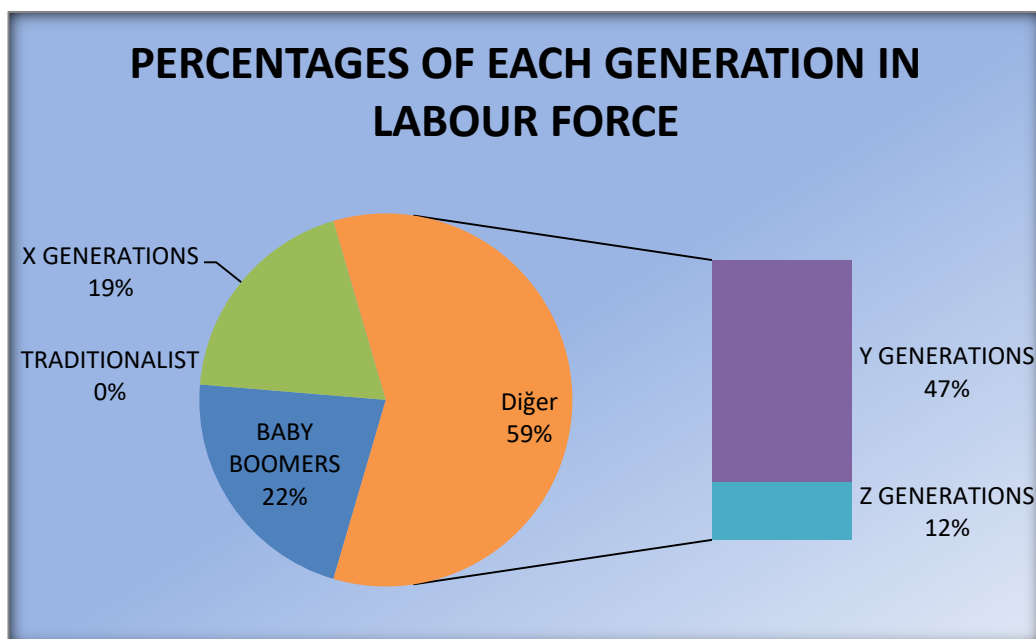


**Graphs 1 The Percentages Of The Each Generation In Total Population**



The active population is described as "Population with working ability, usually between 15 and 65 years of age" (BSTS / İktisat Terimleri Sözlüğü 2004). The term of labour force is also "Includes the population of the working age who is in labor supply for the production of economic goods and services during the reference period. The labor force is expressed as the sum of the employed and the unemployed.". When we evaluate the current state of the Turkish population in terms of labor force; Y and Z generations have a rate of 59%, X generations have 19%, Baby Boomers have a rate of 22%. The proportion of each generations in labour force is summarized at Graphs 2.

**Graphs 2 Percentages Of Each Generation In Labour Force**



### 2.2.1. Traditionalists

Traditionalists are given different names in different sources. Some of these are; " Silent generation " and " adult generation ". The individuals belonging to this generation mostly come to the world between 1925 and 1945. Due to the characteristics of the historical period they belong to; they are prudent and sensitive to risk taking (Lehto et al., 2008).

This generation is which the individuals who are not involved in active working life at their present age; because of the fact that the foundations of the working principles of the business world have been laid and keeping the memory of the rapid change in their structures, they are important for the business life and organizations (Zemke et al., 2013; 45-46). This generation has to face with difficult problems such as economic depression, famine, unemployment in the

world scale. Regarding this generation in ERC 2011 Report; it is loyal to authority. They have a tendency to obey the equilibrium system. The individuals in this generation, stay in the same job for a long time and they prefer to work for a lifetime. They are self-disciplined. The trust is important for them.

Traditionalist represent approximately 5% (4.238.966) of today's Turkey's Population. The members of this generation are enjoying and experiencing their retirement.

### **2.2.2. Baby Boomers**

The individuals belonging to this generation mostly come to the world between 1946-1964. They experienced the world that was shaped by the economic crisis and the World War II. Due to the intense population increase in the welfare environment experiences, The name has come to be defined this way. There are also geographical and cultural differences in determining the collective thinking style of this generation and the specific intellectual patterns related to it (ERC Report, 2011)

As stated in the ERC Report 2011; individuals belonging to this generations are hardworking and idealist. But also this generation has some negative features such as a sense of empowerment, workaholic, and selfishness. The term "workaholic" is evaluated that this concept is used to express the enthusiasm for business that started with this generation (Johnson and Johnson, 2010). They are very sensitive on the work ethics. For them; Education and life-long learning are one of the constituents of the success. ( Wiedmer,2015,. Hendricks and Cope,2013) They give importance on prestige and position and consider the work as energizing enterprise (Eastland and Clark,2015, Hendricks and Cope, 2013, Krishnaraj et al,2012)

Baby boomers represent approximately 18% (14.227.465) of today's Turkey's Population and 22% (11814928) of the workforce. The oldest members of this generation are considering their retirement options

### **2.2.3. X Generations**

Members of generation X were born between 1965 and 1979 (Alwin, 2002). They are also named as "**gen Xers, busters, and the lost generation**" (Eastland and Clark,2015;

Smither,2015; Wiedmer,2015). One of the names of this generation is "buster" that is why they have dramatically lower birth rates than the Baby Boomer Generation ( Wiedmer, 2015)

They give an importance on maintaining a balance between work and family life. They don't have a strong tendency to work long hours (Wiedmer,2015; Hendricks and Cope,2013). They are " cynical, keeping some distance between authority and themselves and finding middle-class managers as offensive ". It can be said about their characteristics that they are "independent, self-reliant, and informal". They are "entrepreneurial and goal-oriented" (Jianrui, 2011) They do not prefer stressful jobs. They have a tendency trying to enjoy their work. The constant hustle on improving themselves cause them to feel being behind the times (Adıgüzel, Batur and Ekşili, 2014:172). They are capable of achieving multitasks and working independently (Wiedmer,2015). Mostly they are not considered themselves as a team member but they can work as a member of the team under some certain circumstances like being a member of the team is important for the organizational target's sensitivity on achieving the goals. It is important for them to have a control on managing time and setting the frame of work on their own (Hendricks and Cope, 2013). They are familiar with changing situation and new trends at technology (Eastland and Clark,2015). Among the factors that cause a radical change in the technological viewpoint of this generation are; It can be shown that the use of the first personal computer also coincides with this. This has led to major changes both in this generation and in other generations ruled by them (Yelkikalan and Altin, 2010). This rapid change process has also created conflicts with the next generation, the Y generation. Women who are a member of this generation are actively involved in the workplace, seeking to come into prominence and plan their careers. Also, it is important for men and women to have job security and enough salary.

X Generations represent approximately 13% (10.382.831) of today's Turkey's Population and 19% (10.382.831) of the workforce. They take place in the work life actively.

#### **2.2.4.Y Generations**

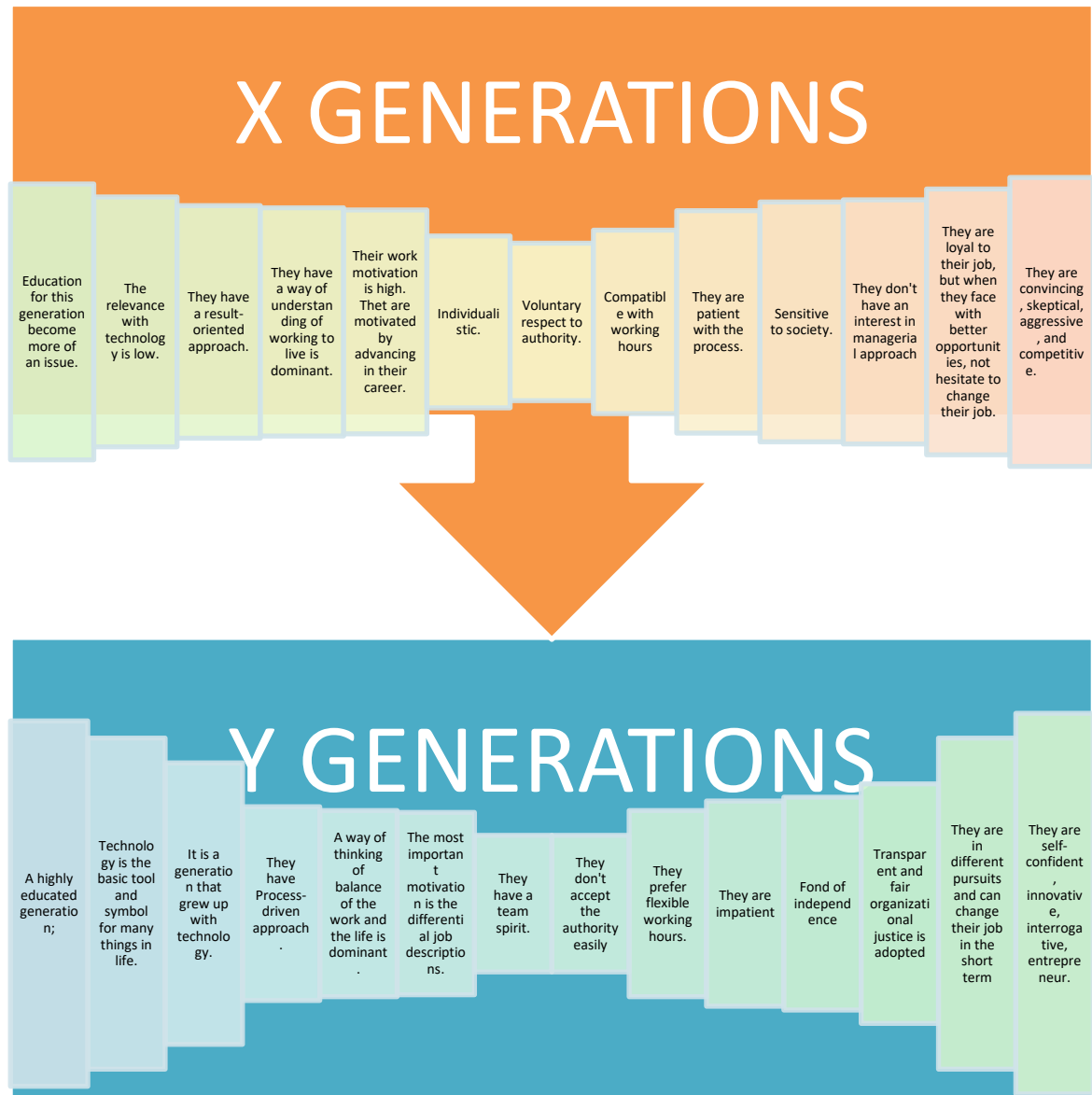
Y Generation is given different names in different sources. Some of these are; " Y Generation, millennials and nexters ". The individuals belonging to this generation mostly come to the world between 1980 and 2000 (Smither,2015; Wiedmer,2015). Y generation had to struggle with problems such as kidnapping, school violence, and drugs during the time they were in 13. In this problematic period, parents increased control over the children and a new concept

emerged. This concept is "helicopter parents". This can be explained as the involvement of parents in all aspects of children's lives(Smith,2015; Wiedmer,2015).

The members of this generation are "less independent, more community-oriented, and seek a sense of meaning in greater contexts"(Wiedmer,2015). They give an importance on money. Mostly they have "a short attention span" and tendency to reach the results and motivated by instant resulted target (Smith,2015; Hendricks and Cope, 2013). Compared to the previous generations, these generation members; more social, giving importance to balance between life and their work (Smith,2015; Hendricks and Cope, 2013). It is important for them having supervision, feedback, mentoring and clear goals(Eastland and Clark,2015; Wiedmer,2015) . Instead of traditional authority in their work environment, they are more compatible with managers who believe in the work they do (Adıgüzel, Batur and Ekşili, 2014: 176). For the member of this generation; job satisfaction is an important issue in the business environment and they want to enjoy their work (Kaye, 2012: 48). One of the changes emerged by the technological developments in the collective understanding of this generation is that unlike the traditional organizational structure at work, they want much more flexible work environment and job definition and expert power based managers. Taking part in teamwork and the strategic human resources have also become important issues in business life (Dereli and Toruntay, 2015: 4).

With advanced technological involvement in every aspect of life, radical differences have begun to emerge between the two close generations, X and Y. In this context, It can be seen these changes in the following table comparing the characteristics of two generations;

**Table 2 The Comparison of the characteristics of two generations.**



Source: Nabza Göre Şerbet, Kuşağa Göre Etkinlik: Eğlencenin Pazarlanması ve Kuşaklar.Pazarlama ve İletişim Kültürü Dergisi (Pi), S:2012/2; It was compiled from 1-5.

To sum up, the characteristics of the Traditionalist, Baby Boomers, Generation X and Generation Y are shared above and the information about the time when they were born is given. We can summarize these statements in terms of personal characteristics, lifestyle and workplace characteristics at the following table;

**Table 3 Some Characteristics Of The Generations On The Basis Of Core Values, Special Interest, Education And Communication**

<b>Views Toward</b>	<b>Traditionalist (1922– 1945)</b>	<b>Baby Boomers (1946 – 1964)</b>	<b>Generation X (1965 – 1980)</b>	<b>Generation Y (1981 – 2000)</b>
<b>Core values</b>	Respect of authority, discipline	Optimism, involvement	Skepticism, fun, informality	Realism, confidence, extreme, fun, social
<b>Education</b>	A dream	A birthright	A way to get there	An incredible expense
<b>Dealing with money</b>	Put it away, pay cash	Buy now, pay later	Cautious, conservative, save	Earn to spend
<b>Work is ...</b>	An obligation	An exciting adventure	A difficult challenge, a contract	A means to an end, fulfillment
<b>Interactive style</b>	Individual	Team player	Entrepreneur	Participative
<b>Communication</b>	Formal	In person	Direct, immediate E-mail,	Voice mail
<b>Special interests</b>	Want to feel needed, they are patient and loyal and expect loyalty in return	Look for future security rewards	Are most likely to excel at multitasking	Is amazingly optimistic. "We can do this". Sometimes this is detrimental to achieving success in the workplace.

Source: The Employees of Baby Boomers Generation, Generation X, Generation Y and Generation Z in Selected Czech Corporations as Concoisseurs of Development and Competitiveness in their Corporation ( Bejtkovský, 2016).

### **2.2.5.Z Generations**

The irresistible speed of the technology (cell phone, tablet, social media) that creates the way of thinking differences between generations X and Y; due to the same reason, a new generation description has been made in the Y generation. The generation Z is hard to classify because of the fact that the discrepancy is based on differing assumptions about when they were born. For this study; we will assume that Generation Z includes the individuals that were born after 2000 (Adıgüzel, Batur and Ekşili, 2014:174; Kavalcı and Ünal, 2016:1036) and have been already at the high school. This generation was born in the "truly tech-dependent" time. This is important because The individuals who belong to this generation are born in the middle of



advanced technology, not the ones who is adapted to it. They are not familiar with the things before Wikipedia (2001), YouTube (2005) and the iPhone (2007), Facebook (2004). This rapid change in technology, the economy which is shaped by the technology and the new opportunities emerged at the end of these two's have shaped the way of life and characteristics of this generation. The following table clearly shows that how technology have changed between the last three generations to some extent. Also this table clearly states that different generations of society with heterogeneous structure have different forms of perception, value, judgments and lifestyles and the necessity of taking the differences into consideration in the business and operations to be carried out.

**Table 4 Technology tendency, marketing and educational styles of the X, Y, and Z Generations**

	<b>X GENERATIONS</b>	<b>Y GENERATIONS</b>	<b>Z GENERATIONS</b>
	<b>1960-1979</b>	<b>1980-1999</b>	<b>2000-2000+</b>
<b>ICONIC TECHNOLOGY</b>	Video (VHS)	DVD	Google-Facebook
	Walkmann	Internet-Email-SMS	Twitter-Instagram
	IBM PC	Gameboy-Xbox	Ipad-Iphone
		Ipod	Android-PS4-Wii
<b>PURCHASE</b>	Brand preference	No brand loyalty	Brand obsession
<b>MOTIVATION IDEAL</b>	Specialties	Friend reference	Trends
<b>LEADERSHIP</b>	Directive leadership	empowering	Inspiring
		leadership	
<b>CHARACTERISTICS</b>	Authoritarian	collaborative	Co-creator
<b>MARKETING METHOD</b>	Direct marketing	Viral References	Interactive campaigns
<b>TRANING METHOD</b>	Balance-sheet	Electronic marketing	Brand interest
	Spontane	Multiple sensory	Student centred learning
	Interactive	Image	Kinesthetic
	Comfortable environment	Cafe style	Salon style
	Table-desk	Music-multiple model	Multiple excitation

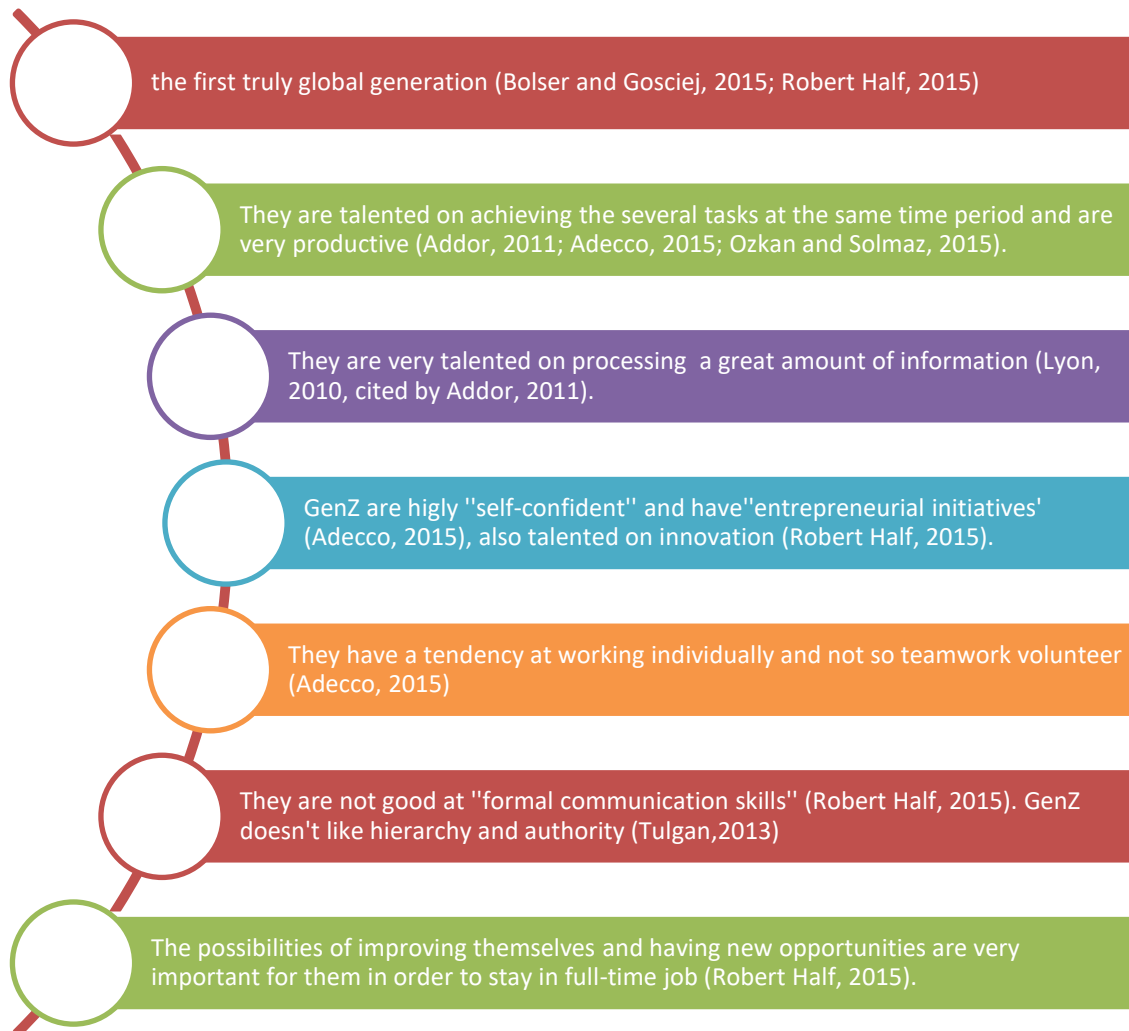
Source: McCrindle Research, Generations Defined: 50 Years of Change Over 5 Generations, (2012).

This generation's members is defined in different sources such as " Digital Generation ", " Generation I-i Gen", " Instant Online ", " Zero Generation ", " Generation We "and " Mobile, Multitasking " (Akdemir et al., 2013: 15, Seçkin, 2005, Senbir, 2004: 29; Toruntay, 2011: 82).

The individuals of this generation; they are not very good at interpersonal relationships. They usually use the virtual platform as a means of communication. They make the best use of the advantage of advanced technology that virtual platform, presented to them, are above the limit of space. This virtual platform and the virtual society in this environment; to leave behind some physical and social reservations, and connect with a large number of people. At the same time, this situation lags behind the concept of "personal meeting" (Cook, 2015; Gouws and Tarp, 2016; Harber, 2011; Singh, 2014). When using the virtual environment and technology, it is considered as a generation that does not depend on it but reflects innovation in every aspect of life and innovation in service in accordance with its purpose. Social media, visual communication, internet shops, instead of e-mail social media; Life standards are used to adapt to today's world in which this rapid change is irresistible. This generation is using the opportunities of knowledge access and information processing very well. Tablets, smartphones, wearable and portable technologies ... Especially early in the education process compared to other generations, that causes to develop in intellectual development and problem-solving. Individuals are able to deal with more than one subject at the same time and focus on different tasks (Senbir 2004: 27-28; Williams, 2010: 12). They are more practical and intelligent and enjoy engaging in new phenomena and work. The characteristic features such impatient and agile make them look for new challenges. The idea of change means the new opportunities for them and they enjoy the continuous change, unlike other generations. When difficulties are encountered, unlike the previous generations, instead of asking for the help of other people's personal experiences, they start to search for solutions from internet sources instead of seeking a place (Bencsik, Horvath-Csikos, Juhasz; 2016).

The reason for the fact that training costs and specialization require more training and certification, These generations have to work in alternative jobs before the job is preferred by themselves. In addition, rapid change will create new kinds of jobs. This generation, unlike the other generations, will be people who work in jobs that offer them the opportunity to work freely, not in a job drawn with fixed time limits. Despite the fact that the service economy will grow, with the entrepreneurial spirit they have, they are more concerned with the "professional and technical idea economy"(Wiedmer, 2015).

This generation is the center at attraction of academics and business life analysts. Gen Z has some characteristics different from the closest generation Y (Iorgulescu, 2016). We can summarize these;



**Figure 3 Some characteristics of Gen Z different from the closest generation Y**

### 2.3. Entrepreneurship Tendency

Entrepreneurship has taken its share from the changes that have taken place in every aspect of life as well as the changes that have occurred towards the information society from the industrial society. In the information society that is experiencing and rapidly developing; it is important to understand the concept of this entrepreneurship and to evaluate its features and form from the perspective of knowledge society (Müftüoğlu and Durukan, 2004). The increase in the competitive orientation of economic practice on a global scale has also increased the attention to this concept (Özkul, 2007: 344). Especially whether the world scale or national level; administrative and economic changes are very intense in this period; has increased the importance of SMEs and the entrepreneurship parallel to this, as an actor who will increase the level of development.

The studies that have been carried out to date with increasing importance are gathered around three main topics;

1. Environment created after the action of entrepreneurship
2. Why entrepreneurs are involved in this action
3. How do entrepreneurs operate and what are their characteristics?

The studies taking place in the first group, the economical approach focuses on the results of the actions of the entrepreneurs. In the second group, the psychological and sociological perspectives focus on the individual as the actor of the entrepreneurship act. In the third group of studies, environmental factors affecting entrepreneurial action are examined (Stevenson and Jarillo, 1990: 17). Especially in the management literature, the concept of entrepreneurship is taken into consideration as an individual entrepreneur and what he does (Venkataraman, 1997: 121).

According to Erdoğan (2000), when evaluating the concept of entrepreneurship, it is more explicable to regard this not only as a natural end result of trying to make money at a certain rate, or as a result of monetization, but as a natural consequence of the need of individuals to achieve within the practice of social life. In this context, individual elements such as " *work experience, personal determination, success needs, risk taking tendencies* " should be

examined in order to examine the individual differences in the determination of entrepreneurial individuals (Çavuş and Akgemici, 2008).

There are many factors, such as financial resources, education, role models, work experience, beliefs, family, culture and personality traits that have a decisive influence on entrepreneurial tendencies or entrepreneurial intentions. This study focuses on entrepreneurial personality traits that affect entrepreneurship.

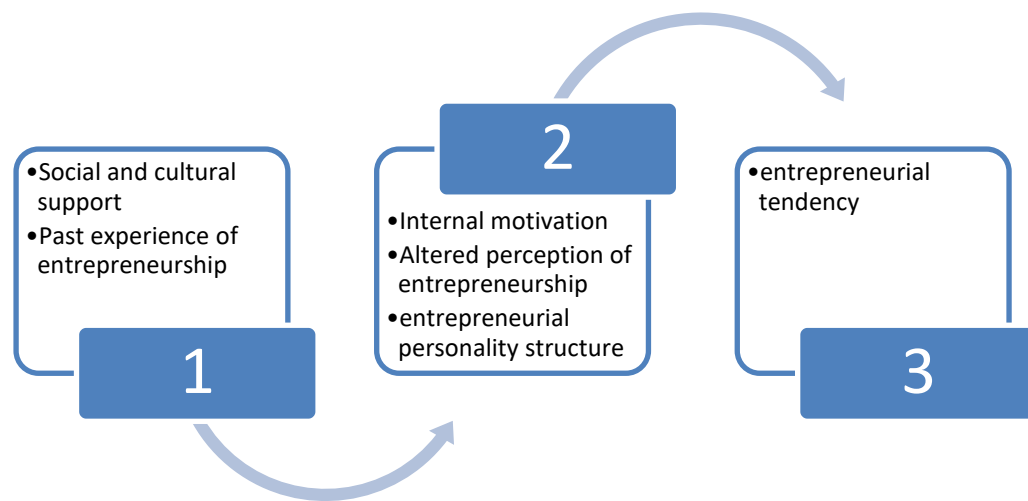
### **2.3.1. Personality and Entrepreneurial Personality**

Although the concept of personality is one of the most important factors in human interaction with the environment; the evaluation of this concept in the scientific process began to be considered as a separate discipline by the concept of personality psychology since 1930. Personality is defined as a concept that covers the behaviors, attitudes, interests and skills of an individual, clothing and physical appearance, speech style, communication skills, habits and interaction with other individuals and thus explains all the individual characteristics of the individual (Bozkurt, 2013:59). According to another definition, personality is a form of relationship that is established by the individual's internal and external environment within the sociological process, and that distinguishes it from other individuals and is consistent and structured. The personality is the whole of the features that make up the similarities and differences in the individual, feelings, thoughts and behaviors. Each individual exhibits different behavior patterns from one individual to another. Personality in this sense refers to internal situations that help explain how individuals will behave in the physiological and mental processes. Inner states include all emotional, motivational and cognitive processes that develop within the individual, affecting how the individual will behave and feel in the interaction with the outside environment (Erdurur, 2012: 32-33).

The concept of entrepreneurship is formed as a result of various factors influencing and directing the individual. Some features that must be found by the entrepreneurs need to be exhibited by individuals and this process of exhibition and the emergence of talents is influenced by many factors such as "family, friends, social environment, technology ..." (Örücü, Kılıç and Yılmaz, 2007: 30). As stated earlier in the definition of personality, it can be said that socio-psychological, physiological, and hereditary factors affect the entrepreneurship of behavioral patterns that distinguish and exhibit individuals (Negiz et al., 2009: 256). In other words, entrepreneurial personality traits are closely related to individual personal characteristics (Tekin, 1999: 25).

If it is necessary to define the concept of entrepreneurship with a general approach; it can be summarized as " *the ability to explore opportunities, to select, to interpret, and then to innovate in an uncertain environment* ".This ability is shaped by several factors (Ferrante, 2005). These personal factors are "*need for achievement, focus on control, risk taking propensity, tolerance for ambiguity, self-confidence and innovation*" (Koh, 1996).

In addition to these personality traits, which are possessed by the person, these features are an important factor in the emergence of this ability. In a broad perspective, the entrepreneurial tendency in individuals occurs as follows;



**Figure 4 . How does entrepreneurship tendency develop in the person? (Source: Adapted from Summers,1998,148)**

It has been the subject of many studies on how these decisions are taken in the decision-making process for entrepreneurs' dimension of action and what lies behind this process. At the same time, the investigation of these reasons has required interdisciplinary studies and communication as a natural result of the process. Researchers have tried to explain the tendency of individuals to be entrepreneurs with the characteristics of those who are called '*push and pull*' factors in the literature. Again, in some cases, it is considered that "*life style, past life experiences and individual characteristics*" are a powerful factor behind this decision (Martin,1984). In studies on entrepreneurship; in addition to its contribution to the economic processes is connected to many sociological fields because of its psychological and social influences in terms of personality traits and because of its ability to direct to some extent, it introduces it to an interdisciplinary field of study. This multiplies the factors that affect the individual being an entrepreneur. The individual is influenced by economic, social and psychological factors without deciding on entrepreneurship process. Economic factors, the first of these factors; the individual gets a certain economic income in the society he lives in and the desire to taste the economic satisfaction towards increasing this rate leads the individual to

entrepreneurship process. That is, it is not possible for people to increase this satisfaction without being aware of their own capabilities (Erdoğan, 2007).

The evaluation of entrepreneurial value positively by the social community, the positive and encouraging perspective of entrepreneurial processes in society are playing effective role at the individual's entering into action (Roper,1998). The reputation and prestige of individuals who are active members of the society as a result of the increase in economic earnings is also an impressive element in sociological relations. The motivation to increase the social status of the individual, particularly with respect to society, is influential in motivational growth in the process of exhibiting entrepreneurial tendency by individuals(Eren,1998). Family factor in terms of social; the way they grow up in their family, the support of the family, the professions of the family members and the social reputation they earn; it is the factor that influences the entrepreneurship process sociologically. The education that the family has given their children in the direction of entrepreneurial personality is important in this process. The studies show that those who have entrepreneurial individuals in their family have a higher probability of acting in the tendency of self-employment(Wang and Wong, 2004). Finally, psychological factors have been the focus of many studies in particular and have been among the most obvious variables that have influenced the process of entrepreneurship. At the beginning of the psychological factors, there are many studies, centered on internal and external control. The focus of control perceptions that can be summarized as the individual perceptions of the result of events; particularly the studies conducted towards entrepreneurial business owners there is some evidence that entrepreneurial business owners have a high internal control focus (Avşar, 2007) As a psychological factor, the risk taking capacity of a person is considered as a decisive factor in the need for achievement.

In entrepreneurship approaches, like the factors that determine it; these are economical, psychological and sociological approaches. Economic approaches mainly focus on economic outputs of entrepreneurial activity. Psychological approaches are mainly focused on the personality traits of entrepreneurs. Especially, by developing different viewpoints on the "being different" personality characteristic, the factors underlying this tendency and determining in the decision-making process were tried to be explained (Shane, 2000). Finally sociological approaches are; apart from being a mere personality, this process is conceptualized in the context of the relationship and interaction between private societal qualities and the individual societies. It is evaluated that culture and society are influential in entrepreneurship process and affect entrepreneurship performance.

We can summarize some models that conceptualize the entrepreneurship tendencies in different ways (Avşar, 2007);

**Table 5 Some models that conceptualize the entrepreneurship tendencies in different ways**

<b>NAME OF THE MODEL</b>	<b>HOW THE MODEL DEFINE THE ENTREPRENEURSHIP TENDECY</b>
<b>LEARNED'S ENTREPRENEURSHIP ATTITUDE MODEL</b>	He studied what is the main factor in the tendency of entrepreneurship in the individual and defined this process in three stages. The first stage; in recognizing the difference; the entrepreneurial personality trait of the individual and previous experience are important. The second phase; the formation of an entrepreneurial tendency in the individual; it is formed as a result of the interaction between some characteristics of the individual and underlying factors. Third stage; the realization of entrepreneurial activity; together with the individual characteristics of the individual, is a process of results in the establishment of resource, environmental and economic factors and the network of information about the area to be initiated.
<b>BIRDS' MODEL OF ENTREPRENEURIAL INTENTION</b>	The tendency of entrepreneurship in this model is assessed as being formed by the bringing together of 'conceptual, personal, intellectual and intuitive' elements. Experience and talent as individual factors, Adminisrative legislation and current market condition can as a conceptual factor, goal, idea , mission and visionary perspective of person as an intuitive factors can be summarized.
<b>AJZEN'S (THEORY OF PLANNED BEHAVIORS)</b>	The entrepreneurship intention is evaluated in terms of three elements: expected values, normative beliefs, and behavioral tendencies that result in the motivation of the person himself/herself. Expected values and normative beliefs are environmental and behavioral tendencies are related to one's own. The normative beliefs of the society in which the individual is located are impressive in that the expectations of the person constitute the entrepreneurial tendency. But the common belief is that the personal expectations of the individual are more likely to play an active role. Another factor is the tendency of the person to self-motivate, people tend to be an entrepreneur on favorable terms.( Krueger et al., 2000, 416).
<b>SHAPERO'S MODEL OF THE ENTREPRENEURIAL EVENT</b>	In this model, the personal tendency is the result of the perception of the person. It occurs as a special need, desire, conformity or perception of certain conditions (Krueger et al., 2000, 418).



In studies on the entrepreneurship process; it has been found that there are some common characteristics in the personality traits of the entrepreneurs. These are (as cited in Salik, 2015,p:47).

**Table 6 Common Characteristics of Entrepreneurs**

<b>COMMON CHARACTERISTICS OF ENTREPRENEURS</b>	<ol style="list-style-type: none"> <li>1. Take risks</li> <li>2. High desire for Success</li> <li>3. Innovative thinking ability</li> <li>4. High work motivation</li> <li>5. Active communication</li> <li>6. Creativity</li> <li>7. High will to work and ready for busy working environment</li> <li>8. Openness to change</li> <li>9. Confidence</li> <li>10. Having a vision</li> </ol>
--	--

A number of studies have been carried out during the identification of the above features and Koh (1996) also emphasizes the distinguishing features that should be emphasized as follows;

1. Having high need for the success,
2. Internal locus of control,
3. To have a high level of uncertainty tolerance,
4. Self confidence,
5. Innovation (Altinay et al., 2012: 490),
6. Desire for independence
7. Creativity
8. Risk Taking (Bozkurt and Erdurur, 2013: 64)



**Figure 5 Distinguishing Features Of The Entrepreneurs**

Source: Bozkurt and Erdurur (2013: 64).

### **2.3.1.1. The need for achievement**

As mentioned in McClelland theory (1961), one of the decisive factors that direct people's behavior is; the need for achievement. In the process of entrepreneurship, which requires high motivation and working commitment; are essential factors affecting the behavior of an entrepreneur in need for achievement. The need for achievement in the individual leads him to enter into the struggle. The individual feels a desire to concentrate on the process of success, and they like to achieve this goal and achieve their goals (Koh, 1996). This feature, which is seen as the driving force of all kinds of human behavior, it plays a driving role at every stage from the beginning to the end of your entrepreneurship. Success motivation; it is both the driving force to achieve a successful outcome in economic processes and the most widely accepted determinant of entrepreneurship (Pillis ve Reardon, 2007). Individuals who need to achieve demonstrate their behavior through these desires and they act in a way that solves the

problems related to the results they achieve, takes risks and takes responsibility. With this driving force and this point of view, they are highly motivated and focused on their goals.

The need for achievement, as stated in McClelland's theory of learned needs, states that the work is to be done efficiently and effectively, and that the complex tasks demand and specialize in reaching and solving the problem (Ören ve Biçkes, 2011: 74). McClelland; expresses the psychological characteristics of an entrepreneur and refers to 3 basic attitude (Ceylan ve Demircan, 2002: 4);

1. A specific purpose, understanding of responsibility for this purpose and effective problem solving
2. Capacity of risk in acceptable level
3. Information on the achievement of the intended objective is stated.

Again, we can summarize the characteristics of these motivated person as follows (Keleş, 2013: 31);

- Being aware of this abilities
- Being oriented towards the future,
- An optimistic outlook
- Focused on the target
- Using time effectively
- Energetic and decisive while conducting business and operations
- Determined to struggle with problems, insisting on reaching their goals
- High motivation to work intensively and long.

### **2.3.1.2.Locus of Control**

Locus of control; refers to perceptions of the factors that affect the outcome of these events in relation to the events in which the individuals are involved. It is the tendency that one can control the consequences of these events in the process (Kaygın ve Güven, 2013: 13-14).

Locus of control expresses the relationship between the behavior exhibited by the person and the conclusion of this behavior. In this scope; it is the belief that the result can be controlled by the person (Bozkurt ve Erdurur, 2013: 60). Regarding this belief, Julian Rotter (1966) has argued that "locus of control theory" has differences in terms of people's sense of controlling

their own lives, which is under two headings. These are internal and external control (Korkmaz, 2012: 212). We summarize these two control points as follows; those who have an external locus of control about the consequences of events; they have the belief that some factors other than their own control, such as fate or chance, are effective on the results. In the internal control center; perception and belief about the outcome of events; that the individual exhibiting his or her behavior is related to its superiority and lack of interest in this goal. (Naktiyok, 2004: 25).

There is a high correlation to the entrepreneurship behavior of the internal control perception, which expresses, in particular, the dominance of the events and the deficiencies of the individuals as a determining factor. Because individuals with internal control focus; with this perception, they are innovative, leaders, determined and active in taking risks (Naktiyok, 2004: 26). We can also express the characteristics of the people with internal locus of control as follows (Keleş, 2013: 31-33):

- To believe that they have an control on the result of events
- Responsibility for the elimination of obstacles to reaching the target
- In the course of life, Their will plays an active role
- Instead of luck , the individual effort is the determining factor

### **2.3.1.3.Risk Taking Propensity**

Entrepreneur is an active role-bearer with innovative and leading qualities in economic and social processes; in the process of reaching the goals that it sets out, it must evaluate some opportunities and make some value-creating actions(Ören ve Biçkes, 2011: 74). Here is the concept of risk at the beginning of these actions; the probability that an individual will encounter undesirable outcomes, and a numerical data on this probability (Bozkurt ve Erdurur, 2013: 60-61). Risk concept again can be defined as " the probability of a undesired event or effect occurring "(Balıkçı, 2009). In the process of entrepreneurship, which is part of the economic life, the risk is defined as the probability of loss of potential gain (Ören ve Biçkes, 2011: 74). Risk-taking process; means to decide on unknown conditions at the stage of generating value from the potential situation (Bozkurt ve Erdurur, 2013: 60-61). Norton Jr. and Moore's (2006) studies on risk taking ability; entrepreneurs have a distinctive feature, and that entrepreneurs tend to take a different path than other business owners with these distinctive features, that is, the way in which they take risks.

We can express the characteristics of the people with high risk taking as follows (Keleş, 2013:31):

- Determination
- Being Aware of their potential and the need to evaluate it
- To be able to look at the events in different perspective and think analytically,
- To be able to make benefit/loss analysis of possible movements,
- Focus on target,
- Determine measurable and challenging targets.

#### **2.3.1.4.Tolerance for Ambiguity**

The process between the individual and the surrounding environment has a dynamic process and changes. This constant change causes uncertainty. However, this uncertainty is actually more than a negativity; just like the minerals that come with earthquakes, are in the depths of the world and are important for life. The important point is that is inevitability of change, and if realized and evaluated properly, this ambiguity has the potential to be transformed into great opportunities. Entrepreneurs can create opportunities in this uncertain environment by setting the appropriate course of action and tolerate this ambiguity just as if the potentialities of these vital minerals were to be recognized.

On the basis of the change and ambiguity of the environment, the lack of information on that entrepreneurial process, and the events that are not categorized. In this uncertainty environment, entrepreneurs are willing to enter into this struggle with the need for achievement, innovative and leading personality traits (Naktiyok, 2004: 26). Uncertainty tolerance is the attitude of the individual in responding positively to the uncertainty (Keleş vd., 2012: 109). Entrepreneurship process is a result of its nature as an evaluation of new jobs and ideas, the level of uncertainty is at the highest level and the information level of this new environment is at the minimum level. This uncertainty has a decisive influence on the behavior of the entrepreneur and in order to be successful; they must insist on high tolerance to this uncertainty (Bozkurt ve Erdurur, 2013: 61). So this characteristic has a great deal of entrepreneurship. This is a new field, and it is often the case which they attempt for entrepreneurship is only a potential case, and it is not clear whether this will be successful. In this environment, the entrepreneur takes risks and keeps progressing towards its goal, keeping the uncertainty tolerance high (Bozkurt, 2011: 14). During this process; they focus on their

goal and are comfortable in case of uncertainty (Bayrak ve Terzi, 2004: 8). The environment of uncertainty for an entrepreneurial individual; it is an indispensable part of professional business life with being a sea of opportunities that have high potentials.

#### **2.3.1.5. Self-Confidence**

In the case of ambiguity, as mentioned above, while the targeted job or process is still in potential condition, it should proceed with a high determination for entrepreneurial purposes and be self-confident at this point (Korkmaz, 2012:213). In other words, it is the belief that the entrepreneur has encountered in a business process under the condition of ambiguity and has the ability to cope with that problems (Bowman, 1999). It is of great importance to find adequate your own capabilities in a business and particularly entrepreneurs with an internal control focus; they believe in achieving success (Bozkurt, 2011: 14).

With limited resources, capital and time; they are involved in new venture processes. It is possible to be successful and motive in the future with confidence. Self-confidence is a decisive factor in their performance and success and It is effective when they deal with uncertainty (Hallak ve diğ. 2011: 145).

#### **2.3.1.6. Innovativeness**

Entrepreneurship; is a sociological and economic process and in this environment where the uncertainty and change in the entrepreneur dominate; Innovative solutions to meet the needs of the entrepreneur's intended population and to respond to unexpected developments are of great importance in reaching its goal.

According to Schumpeter (1934) innovation is at the heart of Entrepreneurial activities. Innovation from the other side is the process of increasing limited resources and creating new job facilities in the field where they serve (Rahman ve Lian, 2011).

Innovation according to Wonglimpiyarat (2005); combining the already existing potential with the existing technology to create and develop a new product. Karimi and others (2011) expressed innovation as "new products, services, processes, technologies and business models. The entrepreneur transforms opportunities through innovation and achieves success with awareness created (İşcan ve Kaygın, 2011: 447). Innovation, which is the main focus of the entrepreneur, achieves the individual's success.

### **2.3.1.7.Creativeness**

Creativity, defined as the presentation of different perspectives and ideas; that it can be found beyond the boundaries of thought found in it (Kaygın ve Güven, 2013: 14).

The entrepreneur encounters different problems in the changing environment where uncertainty is dominant and produces solutions to them by looking at them in a different way. Since the field of activity is often new, the solution tools and methods must be new and creative. That must be creative to achieve success at this point (Keleş, 2013: 31). An entrepreneur is a person who can transform idea into action (Arıkan, 2004: 110). Seeing an area which have a potential and creating a new venture; It can be done by people with a high tendency to creativity. Also, it must nurture the process of being constantly creative for the entrepreneur's intended population and for the expectation and satisfaction of the external environment. In this context, we can list the characteristics of creative individuals as follows; (Keleş, 2013: 31);

- Creativity and innovativeness in new ideas,
- Strong intuition in uncertainty
- To make accurate estimations about entrepreneurship process,
- Continuous focus on change and development
- Evaluating events from different angles
- Versatility.

### **2.3.1.8.The Need For Independence**

Entrepreneurs who have a business understanding beyond the usual rules and modes of behavior; are individuals innovative, creative, leadership-oriented individuals who aim to be independent (Keleş, 2013: 31). The goals set out and the autonomy request in the entrepreneurial process motivate the entrepreneur and make them accountable for the outcome. (Naktiyok, 2004: 24). Both being economically independent and having autonomy request on jobs and business process; these motivate them to be independent. In the study of Cromie et al. (1992) in exploring managers' entrepreneurial tendencies; the need for independence is a determining factor. As a result of the study of Cromie et al.'s entrepreneurship feature, the distinctiveness of the need for independence has been clearly identified (Özer ve Topaloğlu, 2007). Again in Brice (2002), a positively positive relationship was found between taking place in entrepreneurial process and desire for independence (Avşar, 2007).

In sum, the individuals who hold this desire have the following characteristics; (Keleş, 2013: 31):

- Independence, sensitivity to work requests alone,
- To be able to express oneself,
- Need to reveal their own style,
- Individuality and indifference towards group pressure,
- Desire to create diversity
- Attention trends
- Insistence and determination in the fields and subjects they want to work on.

#### **2.4.Previous Studies Related To Variables**

Many studies have been conducted in the literature in order to determine entrepreneurship tendencies. The some of them are summarized as follows:

Arslan (2002) investigated the effects of factors such as "family, gender, place of birth, income level ..." of students of Haliç University in the formation of entrepreneurship levels of students. It has been found that male students are more likely to establish self-employment and female students are more likely to work in an already established job, and that the income level and the number of children in the family are positively and that a neutral relation to the paid work of the father in his independent work is linked to the entrepreneurial tendency.

Girginer and Uçkun (2004) research was conducted on the Osmangazi University Faculty of Economics and Administrative Sciences Department of Business Administration on 3rd and 4th grade students; this study investigating entrepreneurial characteristics and tendencies in terms of demographic characteristics. They tried to determine with a questionnaire applied to 220 people. Female students consider an education while male students consider experience as important. In addition, the motivation for female students is more important than experience, and male students pay more attention to experience after money and vision.

Örücü, Kılıç and Yılmaz's (2007) study that have examined the effect of the familial factor on entrepreneurship tendency. The presence of the entrepreneur in the family does not result in a statistically significant association with being an entrepreneur; the higher income level is more effective in the formation of entrepreneurial individuals.

Kayalar and Ömürbek (2007) in their studies on Süleyman Demirel University Faculty of Economics and Administrative Sciences senior students in business administration; it is



generally considered that there is a low risk taking capacity and that gender-based risk is not a distinctive feature.

Dündar and Ağca (2007) studied in Afyon Kocatepe University on the undergraduate students, they aimed at examining the entrepreneurial characteristics and the effect of demographics on it. There is no difference between male and female students' entrepreneurship characteristics and it is evaluated that there are changes in entrepreneurship characteristics of individuals trained in different fields

Özden, Temurlenk, and Başar (2008) study in Erzurum Atatürk University and Kyrgyzstan Manas University in Turkey (KTMÜ) have compared entrepreneurial tendencies of secondary and administrative science students. In this scope; the two universities had low entrepreneurial tendencies in their faculties.,

Yılmaz and Sünbül (2009) at Selçuk University; in their study, they plan to develop an instrument to measure entrepreneurship; it is found that there is a significant relationship between entrepreneurship levels of 474 male and female students in the demographic characteristics.

Bilge and Honey (2012) in their studies on some Vocational Schools affiliated to Manisa Celal Bayar University and 234 students in four year schools; 'individual power against risk-taking, opportunism, stability and external influences' are low in the sub-dimensions of entrepreneurial tendencies and it is also found that the general tendency is low.

Karabulut (2009); his study of 164 university students who received undergraduate study in business, they did in terms of the entrepreneurship subcategories of "creativity, tolerance and entrepreneurship motivation"; found that entrepreneurship tendencies were not high for students with high subcomponents because the entrepreneurship process could not be explained solely by these subcomponents.

Yüzüak (2010); his study at the Biga School of Economics and Administrative Sciences investigated the effects of the factors on the entrepreneurship tendency, the elements of entrepreneurship tendency in education (attitude towards behavior, personal norm, assumed behavior control) it has been found that female students tend to be entrepreneurs when they have the entrepreneur mother and there is a positive effect of the education they receive in college about decision of being entrepreneur.

İşcan and Kaygın (2011) have studied comparative entrepreneurship tendency on senior students at Kafkas University and Kırıkkale University Faculty of Economics and

Administrative Sciences. It has been found that the students of Kafkas University are more successful than the students at Kırıkkale University in the elements of "self confidence, innovation, need for achieving, control and risk taking", whereas the opposite is observed in the element of "tolerance to ambiguity".

Keleş, Kırıl Özkan, Doğaner and Altunoğlu, (2012) 's study which is named "Research on Determining Entrepreneurship Levels of Associate Degree Students". on entrepreneurship levels in Bahcesehir University Vocational School and Adnan Menderes University Nazilli Vocational School (in terms of being a family business, university and work experience variables) was carried out and according to the results of the study; It has been found that those who are educated at the foundation university (private university) have a higher level of entrepreneurship tendency than public universities and participants who did not have work experience had a higher level of entrepreneurship than those who had experience.

Kılıç, Keklik and Çalış (2012) a study named "A Research on the Entrepreneurial Tendency of University Students: A Sample of Bandırma Faculty of Economics and Administrative Sciences" which is conducted on Balıkesir University Bandırma Faculty of Economics and Administrative Sciences Department of Business Administration 2011-2012 students shows that Monthly incomes and entrepreneurship tendencies were found to be positively related to 'innovation, self-confidence, opportunism, risk taking, openness and achievement belief' , grade point average was found to be positively related to 'innovation, opportunism, risk taking and belief factors' but there is no significant relationship between monthly income and "opportunistic nature".

Uygun, Mete and Güner (2012) examined the relationship between entrepreneurial personality traits, resume factors and entrepreneurship tendency of Aksaray University 2011-2012 spring semester students. They found that there is a meaningful relationship between entrepreneur personality traits and personal and resume factors and no significant relationship was found between entrepreneurship tendency of dimensions other than self-confidence and risk-taking tendency.

Korkmaz (2012); A study was conducted to determine the entrepreneurial personality and the psychological, demographic and family factors of the entrepreneurship tendency on the students in the first and second education in the 1st, 2nd, 3rd and 4th classes of Bülent Ecevit University. It was evaluated that psychological, demographic and family factors have significant correlations with entrepreneurship tendency.

Aktürk (2012); how the personality traits of university students affected the entrepreneurial tendencies were studied on 700 students at the Düzce University ". The study shows that there is a positive and significant relationship between 'extravert person and compatible personalities' and 'intellectual and behavioral entrepreneurial tendencies' and a negative relationship between neurotic personality and behavioral entrepreneurship tendencies.

Yıldız and Kapu (2012); The relationship between individual values and entrepreneurial tendencies has been studied in their studies. It has been found that the students of Kafkas University have a high entrepreneurial tendency, also It has been determined that the shared values are "Security, Philanthropy, Universality, Traditionality, Power and Success and Hazarism" and that their individual value is related to positive and high with "power and success" in the tendency of entrepreneurship and "traditionality" value is related to negative.

Doğan (2013) in the study of the determination of entrepreneurial tendencies of the students of the department of the Istanbul University Faculty of Economics, Çanakkale Onsekiz Mart University, Biga Faculty of Economics and Administrative Sciences and Cumhuriyet University Faculty of Economics and Administrative Sciences (Economics, Business Administration, Labor Economics and Industrial Relations, Finance);It has been determined that entrepreneurship tendencies are influenced by " trustworthiness and responsibility, risk-taking and creativity, openness, openness to criticism, conservatism and dignity, sensuality and fantasy, tension and optimism ' and gender, having a family member who has own business and education in this respect does not affect the tendency of entrepreneurship.

Yumuk (2013); A study on the occupational preferences of students of Tourism Department of Trakya University and the determination of the entrepreneurship tendencies of the students who take entrepreneurship education were carried out.It has been found that there is no meaningful difference in entrepreneurship determination among the students who take entrepreneurship education and non-educated students.

Can (2014) investigated whether there is a relationship between entrepreneurship tendencies and socioeconomic and demographic characteristics at the study which is named " The Analysis of Entrepreneurial Potential and Trends of Veterinary Faculty Students: A study on 'Mustafa Kemal University' ". It has been determined that the entrepreneurship scores of individuals who want to establish their own business are high, the positive effect of "independence and high profits" and "inexperience and potential risks" play a negative role in these decisions, emphasized that the necessity of providing entrepreneurship education would be an influence on the increase of entrepreneurial tendencies.

Akçakanat, Mücevher and Çarıkçı (2014) conducted a study on the relationship between entrepreneurship tendencies and their demographic characteristics of students who read in verbal, numerical and equal weight sections at Süleyman Demirel University on Turkish Language and Literature, History, Civil Engineering, Mechanical Engineering, Business and Economics. The study shows that participants were found to have a "high entrepreneurial" tendency, male participants had a higher entrepreneurship score than female participants. Also; In terms of entrepreneurship training; it was found that there was no significant difference between the participants.

Güreşçi (2014) conducted a study which is named "A Research on Entrepreneurship Tendency: Professor Hamza Polat Vocational School of İspir" on the determination of the entrepreneurship tendencies of the 2nd year students of Ataturk University, İspir Hamza Polat Vocational School Office Management and Secretarial Department. In this study; entrepreneurship training which is taken by student who have a low income level among participants from middle-class families such as civil servants-workers-farmers, may be effective in the entrepreneurial tendency.

### **3. METHODOLOGY**

#### **3.1.Purpose Of Study**

The sustainability of economic processes in an efficient and effective way, the creation of a dynamic effect supporting this process and the solution of many socio-economic and economic problems, entrepreneurship, as an instrument, plays an active role both in short and long-term. Societies; focuses on the concept of entrepreneurship and the number of entrepreneurs in solving the social problems of welfare level, economic and related them. In terms of the number of these entrepreneurs and the sustainable solutions related to this, it is very important to identify the entrepreneurial individuals and to provide adequate conditions in the process of revealing this tendency. The main purpose of the study is to compare the Y and Z generations' entrepreneurial tendency in the terms of entrepreneurial personal traits "internal locus of control, need for achievement, risk taking propensity, tolerance for ambiguity self-confidence and innovativeness, which is highly important for economically, managerially and socially transformative and value-added sustainable solutions. The aim of the study is to determine whether there is a statistically significant difference in entrepreneurial personality traits between the high school students who represent the z generation and university students who representing Y generation. It is considered that the proposals to be made in terms of the differences to be determined are of great importance for the decisions taken by the decision mechanisms to reach the conclusion in an effective way. Determination of the entrepreneurial tendencies of individuals belonging to these generations in the decision-making processes of decision mechanisms, especially in the context of increasing competition and uncertainty on a global scale, is important for a sustainable management understanding. It is aimed to provide suggestions to improve the entrepreneurial tendencies of both generations according to the results of the analyzes made and to contribute to the literature with the results and interpretations of the studies on entrepreneurship tendency. This study is also important to include findings related to the Z generations, which has recently started to take place in the literature.

### **3.2.The Importance Of Research**

The importance of entrepreneurship in economic and social life is increasing day by day. Entrepreneurship, which creates a sustainable atmosphere in terms of social prosperity and individual job satisfaction; continues to be an important subject for decision-makers.

In today's world where technological change and globalization affect deeply; a way of intergenerational understanding is changing too. A close examination of the last two generations; Y and Z which are especially consist of those born into change; has become a necessity in all areas of management.

The identified differences between two generations, the role of these generations about the long-run economic system and the sustainable social order, and their entrepreneurial tendencies; are of great importance in decisions to be taken. Nowadays, the difference between the generations of a way of thinking and the concept of doing things differs from that of the older generations, Findings from the results of the this study to be carried out will show us that especially the entrepreneurial personality of the last two generations and the tendency of entrepreneurship, and the perspective of these generations to entrepreneurship.

### **3.3.Problem and Sub-problem**

The main problem of the study is;

*Is there a statistically significant difference between the Y and Z generations' entrepreneurial tendencies in terms of entrepreneurial personality traits?*

Sub problems of the study are ;

1. Is there a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a high level of need for achievement"?
2. Is there a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Internal locus of control "?
3. Is there a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Having a high level of ambiguity tolerance "?
4. Is there a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " self-confidence "?

5. Is there a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " innovativeness "?
6. Is there a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " risk taking propensity "?

### 3.4.The Model and Hypotheses of research

This research model has been developed taking into account the content, discussion and literature review of the subject studied in the literature and is shown in figure 6.



**Figure 6 The Descriptive Survey Model Of The Study**

The hypotheses developed to determine the relationship between Y generation which is represented by senior students who are studying in the department of Business Administration in Ankara Yıldırım Beyazıt University and Z generation which is represented by senior high school students who are studying in private high school" in terms of entrepreneurship personal traits "internal locus of control, need for achievement, risk taking propensity, tolerance for ambiguity, self-confidence and innovativeness " are as follows:

The main problem of the study is;

*Is there a statistically significant difference between the Y and Z generations' entrepreneurial tendencies in terms of entrepreneurial personality traits?*

In this context, our hypotheses are formed as follows;

- It is stated that individual behavior of entrepreneurs is a decisive factor in past studies on entrepreneurship. Shapero (1982), as mentioned in his study, determined entrepreneurial behaviors primarily when examining entrepreneurial characteristics. The individual must have the personality traits required to be able to engage in an entrepreneurial action. Again, Kim and Hunter (1993) found that there is a significant relationship between personal traits and entrepreneurial tendencies. The attitude and behavior that the individual will exhibit depends on the character structure of the person (Summers,1998,59). In this context, the existence of the high entrepreneurial personality of the individual increases the self-confidence of the person; it will increase the risk capacity and show entrepreneurship tendency and act to establish its own business (Sequeira, 2004,33). There are also some studies in which there are some distinctive features between the two generations. GenZ are highly "self-confident" and have "entrepreneurial initiatives" (Adecco,2015), also talented on innovation (Robert Half, 2015).

In this context, H1 is formed as follows;

H1:there is a statistically significant difference between the Y and Z generations' entrepreneurial tendencies in terms of entrepreneurial personality traits.

- It is possible to examine the H1 hypothesis in more detail by developing sub-hypotheses. The need for achievement among entrepreneurial personality traits has an impact on the entrepreneurial tendency. Successful entrepreneurs believe that the successes or failures of their work are a result of their own actions. (Rotter, 1990). Also, according to McClallend (1961), the need for achievement, known as a strong psychological factor that directs people's behavior, plays a decisive role in the entrepreneurial activities of individuals (Koh, 1996). According to this information the H2 hypothesis is formed as follows.

H2:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a high level of need for achievement "



- Successful entrepreneurs believe that business successes or failures are a result of their own actions (Rotter, 1990). According to this information, the H3 hypothesis is formed as follows:

H3: There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Internal locus of control."

- Entrepreneurs must be determined and persistent in their efforts to cope with the challenges when uncertainties are high. The literature emphasizes the need for entrepreneurs to be willing to take on all the risks that may arise in a new business environment in uncertain environments (Wu et al., 2007; Acedo and Florin, 2006). According to this information, the H4 hypothesis is formed as follows:

H4: There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a high level of tolerance for ambiguity."

- Entrepreneurs believe that when they are engaged in a new business, they will be able to come up with this work, so that it is their ability. Self-confidence, which expresses this belief, is also defined as a determining factor of success (Bowman, 1999; Lamping and Kuehl, 2003). According to this information, the H5 hypothesis is formed as follows:

H5: There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "self-confidence."

- Drucker (1985) stated that innovation is an action that brings entrepreneurship to a new capacity to create a vehicle and prosperity, by describing it as "useful information that enables them to make different people knowledgeable and competent for the first time" (Durna, 2002: 5). According to this information, the H6 hypothesis is formed as follows:

H6: There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "innovativeness"?

- Taking risk is an important feature of entrepreneurs and it has been reached as a result of studies that entrepreneurs tend to take risks according to non-entrepreneurs (Norton Jr. ve Moore 2006; Teoh ve Foo, 1997). According to this information, the H7 hypothesis is formed as follows:

H7: There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a desire for taking risk"?

- In previous entrepreneurial researches, demographic characteristics were examined in terms of the effect on research. For example, in the study of Sharma and Thandi (2004), the entrepreneurial behavior of students is examined; the degree of preparation for entrepreneurship is measured by the number of factors (information, behavior, experience, communication, expertise etc.) and various demographic factors (sex, selected MBA program, student's permanent location, source, working status, marital status, as well as factors that are experienced.) In addition, male students were more likely to be entrepreneurs than female students in terms of factors such as "knowledge, traits and experience" (Sharma ve Thandi; 2004, 209-226). Also in many studies in the literature, the effect of demographic variables on entrepreneurial tendencies is studied. From these studies, it can be said that demographic variables have an effect on entrepreneurship tendency. Again, different results are gathered in studies in which the age factor which is one of the demographic factors is related to the entrepreneurial personality characteristics of university students. For example, according to some research results; it only has a significant influence on the dimensions of self-reliance and innovation. There is no significant effect on dimensions such as need for achievement, the locus of control, risk tolerance and tolerance for ambiguity (Korkmaz, 2012). According to some research results, it only has a significant effect on the locus of control dimension. There is no significant effect on other dimensions (Akkaya vd., 2014). According to this information, the H8 hypothesis is formed as follows:

H8: Is there a statistically significant relationship between two generation's entrepreneurial personality traits and " demographic variables"?

- Shapero (1982) notes that the experience of the past is an important influence on the development of entrepreneurial tendencies, and It is decisive for future decisions. Experience in daily life of the individual in vital practice affects one's entrepreneurial tendency, changing personal knowledge and perception (Summers,1998,59). Besides, the family environment, social pressure and subjective norms that one has are among the impressive main factors in establishing one's own business (Sequeira,2004,33). In studies on this subject, Sexton and Bowman (1983) studied the relationship between entrepreneurship and risk taking; gender, cultural background, etc. social experience in the process of learning entrepreneurship (McCarthy,2000,2;Chel, 1985); Bandura's (1977) study of monitoring the others in entrepreneurship and Scherer's (1989) research in the factor of acquiring entrepreneurship behavior toward the behaviors of family members (Avşar,2007). These results reveal the necessity of researching demographic factors in an effective entrepreneurship research and in this context sub-hypotheses of the H8 hypothesis have been developed that question the students' entrepreneurship tendencies and their demographic characteristics;

H8a: there is a statistically significant relationship between "two generation's entrepreneurial personality traits and gender of demographic variables"

H8b: there is a statistically significant relationship between two generation's entrepreneurial personality traits and the sector they want to work in the future of demographic variables".

H8c: there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurial experience of demographic variables"

H8d: there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurs in the family of demographic variables"

In this context, we can summarize the hypotheses to be studied within the scope of the study as follows;

**Table 7 The List Of The Hypothesis**

<b>HYPOTHESIS</b>	<b>SUPPORTING LITERATURE</b>
H1:there is a statistically significant difference between the Y and Z generations' entrepreneurial tendencies in terms of entrepreneurial personality traits?	Shapero (1982) Kim ve Hunter (1993) (Summers,1998,59). (Sequeira,2004,33). (Adecco, 2015), (Robert Half, 2015).
H2:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a high level of need for achievement "	(Rotter, 1990). McClallend'a (1961) (Koh, 1996).
H3:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Internal locus of control	(Rotter, 1990
H4: there is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Having a high level of tolerance for ambiguity "	(Wu et al., 2007) ( Acedo and Florin, 2006)
H5:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " self-confidence "	(Bowman, 1999) (Lamping and Kuehl, 2003).
H6:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " innovativeness "?	Drucker (1985), (Durna, 2002: 5).
H7:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Having a desire for taking risk "?	(Norton Jr. and Moore 2006) ( Teoh and Foo, 1997).
H8: Is there a statistically significant relationship between two generation's entrepreneurial personality traits and'' demographic variables"?	Shapero (1982) (Summers,1998,59). (Sequeira,2004,33).
H8a: there is a statistically significant relationship between two generation's entrepreneurial personality traits and gender of demographic variables"	Sexton ve Bowman (1983) (McCarthy,2000,2; Chel'in (1985) Bandura (1977) Schere (1989)
H8b: there is a statistically significant relationship between two generation's entrepreneurial personality traits and the sector they want to work in the future of demographic variables"	Sharma ve Thandi (2004) (Korkmaz, 2012). (Akkaya vd., 2014)
H8c: there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurial experience of demographic variables"	
H8d: there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurs in the family of demographic variables"	

### **3.5. Research Assumptions and Limitations**

Survey questions used in the research have all the features needed to measure variables that will be subject to analysis. Reliability tests of the scales were conducted and the reliability levels were found to be sufficiently high. For this reason, it is assumed that the answers given by the participants adequately reflect the existing situation.

The research covers senior students from Ankara Yıldırım Beyazıt University Department of Business Administration and senior students from a private high school in Ankara at 2016-2017 education year. It is the first limitation of the research and another one is; the questionnaires used are based on the students' perceptions of the answers and answers given by the students to the questionnaires. Again, there are limitations in the time and space of the work carried out; a cross-sectional study is also considered as an another limitation of the research too.

### **3.6. Methodology**

Within the scope of the literature review, Y and Z generations; The Y generations are defined as representing individuals between 1980-2000 and the Z generation is defined as representing individuals between 2000-2020. The sample of the study is formed with university's 4th-grade students representing Y generation and chosen high school senior students representing Z generation. Within the scope of evaluating entrepreneurial tendencies of the entrepreneurial personality of the two mentioned generations, a survey method of quantitative research methods was used to collect appropriate primary data for the purpose of research.

The questionnaire consists of two parts. In the first part, 15 expressions are included in the scale to determine the demographic characteristics. In the second part, there are thirty-six statements prepared in the form of a five-point Likert scale to measure entrepreneurial personality traits and entrepreneurial tendencies. These thirty-six statements used to measure entrepreneurial personality characteristics are those The questionnaires used by Summers (1998) and Brice (2002) used in research on entrepreneurial personality characteristics in constructing questionnaires. It has been applied to the participants in the way that Avşar (2007) used in his study, which has high reliability and validity and has been successfully translated into our language.

The scale of this section is graded between "strongly disagree" and "strongly agree". Because of the limitations of accessing the whole of the population in terms of material and time, the

questionnaire will be applied to the students at the class in face-to-face with convenience sampling method during 2016-2017 academic year spring semester. The obtained data will be processed by the researcher and the participants' evaluations of the study will not be shared with a third party and the necessary precautions will be taken. Participation will be conducted on a voluntary basis and problems that may arise eliminated during the survey because the survey application is conducted face to face

### **3.6.1. The Population and Sample of the Study**

The population of the study is consist of The Ankara Yıldırım Beyazıt University Business Administration Department's senior student in 2016-2017 and an one of the private high school in Ankara senior student in 2016-2017. The sample of the research is consist of the Ankara Yıldırım Beyazıt University Business Administration Department's 200 senior students in 2016-2017 and a one of the private high school in Ankara 200 senior student in 2016-2017.

### **3.6.2. Development of Data Collection Instrument**

In the questionnaire conducted to test the hypotheses examined within the thesis study; there is essentially a structure with two components. In the first part of the questionnaire, questions are asked to measure demographic variables. In the second part, there are research questions to measure entrepreneurial personality traits. During the questionnaire creation process, questions and suggestions used in previous researches were utilized. The scales used to measure entrepreneurial personality characteristics were examined and those that were appropriate for the research were used. The questionnaires used by Summers (1998) and Brice (2002) used in research on entrepreneurial personality characteristics in constructing questionnaires. It has been applied to the participant in the way that Avşar (2007) used in his study, which has high reliability and validity and has been successfully translated into our language.

In this study, the purpose of collecting data from the primary source and the survey method were used. With this method, it is aimed to achieve cheaper, healthier, time saving information on the correct sample. The questionnaires were applied to the students of Business Administration Department of Ankara Yıldırım Beyazıt University between 20.05.2017-25.05.2017 and to senior students who are studying at a foundation school in Ankara.

In the first part of the questionnaire survey there are 15 questions to measure demographic characteristics. In the second part of the questionnaire 36 questions were asked to measure

entrepreneur personality traits. Thus, 400 students in the sample were asked to collect data by asking a total of 51 questions. The questions in the first part of the questionnaire consist of proposals that measure whether or not people participate. In the second part, multiple choice questions were asked. The survey was conducted by reaching the senior students in high school and university in person. The questionnaires were applied with sufficient support from the faculty and high school administrations and taking the necessary permits from the institutions. The results were evaluated by SPSS analysis.

## 4. FINDINGS

### 4.1.Methodology

This research was conducted to determine whether there is a statistically meaningful difference in the entrepreneurial personality traits of the senior students of Ankara Yıldırım Beyazıt University business administration and senior high school students of one of the Ankara Private High School. In the survey, 200 students from the Department of Business Administration and 200 students from the senior high school. Frequency distributions of various characteristics of students are shown at Table 8:

**Table 8 Several Characteristics and Distribution of Students of Two Generations**

		N	Percent(%)
<b>GENDER</b>	Woman	207	51,8
	Man	193	48,3
	Total	400	100,0
<b>AGE</b>	18-21 between	270	67,5
	22-25 between	121	30,3
	26-29 between	7	1,8
	30 and more	2	,5
	Total	400	100,0
<b>MOTHER'S EDUCATIONAL STATUS</b>	literate	7	1,8
	primary school	118	29,5
	middle School	74	18,5
	high school	111	27,8
	university	82	20,5
	graduate	5	1,3
	doctorate	1	,3
	not literate	2	,5
Total	400	100,0	
<b>FATHER'S EDUCATIONAL STATUS</b>	literate	2	,5
	primary school	61	15,3
	middle School	54	13,5
	high school	132	33,0
	university	120	30,0
	graduate	21	5,3
	doctorate	10	2,5
	Total	400	100,0
<b>FATHER'S SECTOR</b>	not working	45	11,3
	has its own workplace	87	21,7
	working in the public sector	136	34,0
	private sector	132	33,0
	Total	400	100,0
<b>MOTHER' S SECTOR</b>	not working	262	65,5
	has its own workplace	18	4,5
	working in the public sector	62	15,5
	private sector	58	14,5
	Total	400	100,0
<b>DESIRE</b>	I do not want	54	13,5



**Table 8 (continued) Several Characteristics and Distribution of Students of Two Generations**

<b>TO ESTABLISH SELF-EMPLOYMENT</b>	I want less	34	8,5
	undecided	82	20,5
	I want	126	31,5
	I want so much	104	26,0
	Total	400	100,0
<b>ENTREPRENEURIAL EXPERIENCE</b>	Yes	224	56,0
	No	176	44,0
	Total	400	100,0
<b>WHICH SECTOR YOU WANT TO WORK IN THE FUTURE</b>	at any job in the private sector	43	10,8
	at any job in the public sector	33	8,3
	a prestigious job in the private sector	228	57,0
	a prestigious job in the public sector	96	24,0
	Total	400	100,0
<b>OWN BUSINESS IDEA</b>	Yes	197	49,3
	No	101	25,3
	I want to be	102	25,5
	Total	400	100,0
<b>ARE THERE ENTREPRENEURS IN THE FAMILY?</b>	Yes	172	43,0
	No	228	57,0
	Total	400	100,0
<b>IDEAL JOB THEY WANT TO DO AFTER SCHOOL</b>	work in the private sector	150	37,5
	work in the public sector	106	26,5
	do its own work	144	36,0
	Total	400	100,0
<b>THE POSSIBILITY OF ESTABLISHING ONE'S OWN JOB IN THE FUTURE</b>	very high	50	12,5
	high	121	30,3
	undecided	134	33,5
	low	74	18,5
	very low	21	5,3
	Total	400	100,0

## 4.2. Reliability and Validity

### 4.2.1. Reliability

The reliability of the scales was investigated and all the scales were found reliable in the research that is investigated whether there was a statistically meaningful difference between entrepreneurship personal traits of the senior students of the Ankara Yildirim Beyazit University Business Administration Department which represent the Y generation and the senior students of the private high school level representing the Z generation. The scales were taken as a whole and found to be reliable. As a measure of reliability, the Cronbach Alpha statistic is calculated as 0,731 and the general average is 3,32. Findings regarding the dimensions of each entrepreneurship personal traits are as follows

- In the scale of internal locus of control; Cronbach's alpha statistic was used as a measure of reliability and it was calculated as 0,634. The grand mean of the scale was

found to be 3.33. In other words, it can be said that this average generally shows that students' internal locus of control are "undecided" or mostly "agree" The highest score on the scale of internal locus of control was obtained with an average of 3,455 in the expression M1 "I believe that people' s misfortunes are due to mistakes they make. " . The lowest score was obtained with an average of 3.25 in the expression M7 "I believe success is a product of fortune and fate rather than personal effort".

- The Cronbach Alpha statistic was calculated as 0.632 for the reliability of the scale for the need for achievement and the overall average of the scale was found to be 3,137. In other words, it can be said that this average indicates that the students' the need for achievement are "undecided" or mostly "agree". In the scale of need for achievement, the highest score was m3 " The outcomes are good if they do not like the outcomes if they are not due to my work ' with an average of 3.27. The lowest score is m9 'I do not like a good income business if I can not feel satisfaction and success' with an average of 2.9.
- Cronbach's alpha statistic was used as a measure of the risk taking tendency scale and reliability was calculated as 0,720. The overall average of the scale was found to be 3,289. In other words, it can be said that this averaging generally shows that the risk taking tendencies of the students are "undecided" or mostly "agree" In the risk taking tendency scale, the highest score was obtained with an average of 3,692 M18 " The probability of success is 60% or more and I am willing to take the risk ". The lowest score is 2,570 M16 'It is no problem to work under uncertainty conditions as long as it is an acceptable income for me'.
- The Cronbach alpha statistic was calculated to be 0.815 in the scale of the tolerance to uncertainty. The overall average of the scale was found to be 3,310. In other words, it can be said that this average generally indicates that students' tendency towards tolerance for ambiguity are "undecided" or mostly "agree". In the scale of the tolerance for ambiguity, the highest score was obtained in the expression M10 'I just want to earn as much as possible to live a comfortable life' with an average of 3.3625. The lowest score is obtained in the expression M3 'I do not mind working in a routine and not difficult job if the wage is good' with 3.26.
- In the scale of the self-confidence, the Cronbach Alpha statistic is calculated as 0,732. The overall average of the scale was found to be 2.42. In other words, it can be said that this average generally indicates that students' tendency towards tolerance for ambiguity are "undecided". In the scale of the self-confidence; the highest score is 2.60 with a expression of m29 'I have fears and weaknesses that can not be removed'.

The lowest score is 2.18 with the expression of V31 'I would not be able to defend myself against the views of the majority.'

- In the scale of the innovation, the Cronbach Alpha statistic is calculated as 0.751. The general average of the scale was found to be 3,950. In other words, it can be said that this means that the students tend to be innovative in general. In the scale of the innovation; the highest score was achieved with an average of 4.10 in the expression V35 'I believe that there is always a new and better ways of doing things'. The lowest score is was achieved with an average of 3.61 in the expression m33 " While others do not see what is happening around them as an extraordinary opportunity, I can create business opportunities in these situations '.

The above-mentioned results of the scale can be summarized as follows;

**Table 9 Descriptive Statistics and Reliability Analysis of Entrepreneurship Scale**

<b>Entrepreneurial Personal Traits</b>	<b>Cronbach's Alpha</b>	<b>N / number of questions</b>	<b>Grand mean</b>	<b>Highest average</b>	<b>Lowest average</b>
<b>Self-Confidence</b>	0,732	6	2,420	2,600	2,180
<b>Tolerance for Ambiguity</b>	0,815	2	3,310	3,362	3,260
<b>Risk Taking Propensity</b>	0,720	4	3,289	3,692	2,570
<b>Innovativeness</b>	0,751	6	3,950	4,100	3,610
<b>Need For Achievement</b>	0,632	3	3,137	3,270	2,900
<b>Internal Locus Of Control</b>	0,634	3	3,330	3,455	3,250

#### 4.2.2. Validity

Within the scope of evaluating entrepreneurial tendencies of the entrepreneurial personality of the two mentioned generations, a survey method of quantitative research methods was used to collect appropriate primary data for the purpose of research. The questionnaire consists of two parts. In the first part, 15 expressions are included in the scale to determine the demographic characteristics. In the second part, there are thirty-six statements prepared in the form of a five-point Likert scale to measure entrepreneurial personality traits and entrepreneurial tendencies. These thirty-six statements used to measure entrepreneurial personality characteristics are those The questionnaires used by Summers (1998) and Brice (2002) used in research on entrepreneurial tendencies in constructing questionnaires. It has been applied to the participant in the way that Avşar (2007) used in his study, which has high reliability and validity and has been successfully translated into our language. The scale used to determine the entrepreneurship tendency was prepared in the form of a 5-point Likert type (1) strongly disagree , (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. Since scales used in this research are conducted on a new sample; the validity and reliability tests seems to be a statistical necessity Exploratory Factor Analysis (EFA) is employed to test the validity. The applied factor analysis results are as follows. According to the results, The KMO value was found to be 0,771. Based fact that the KMO test is close to 1, this result indicates that the questionnaire represents the population. The significance of the Bartlett test is  $p = 0.00$ , indicating the sufficiency of the sample, but also that significant factors can be obtained from the research data.

**Table 10 Exploratory Factor Analysis Results**

FACTORS	EXTRACTION SUMS OF SQUARED LOADINGS			ROTATION SUMS OF SQUARED LOADINGS		
	TOTAL	% OF VARIANCE	CUMULATIVE %	TOTAL	% OF VARIANCE	CUMULATIVE %
<b>Self-Confidence</b>	4,529	17,419	17,419	2,917	<b>11,219</b>	<b>11,219</b>
<b>Tolerance for Ambiguity</b>	2,620	10,077	27,495	2,708	<b>10,417</b>	<b>21,637</b>
<b>Risk Taking Propensity</b>	1,645	6,327	33,822	2,424	<b>9,324</b>	<b>30,960</b>
<b>Innovativeness</b>	1,416	5,447	39,269	1,841	<b>7,081</b>	<b>38,042</b>
<b>Need For Achievement</b>	1,316	5,060	44,329	1,445	<b>5,559</b>	<b>43,601</b>
<b>Internal Locus Of Control</b>	1,209	4,650	48,980	1,398	<b>5,379</b>	<b>48,980</b>

As a result of the applied factor analysis, it has been shown that the structure can be explained in 6 dimensions. The 6-dimensional structure can account for 48.99% of the total. Tolerance for ambiguity dimension is 5.56%, taking risk is 9.37%, need for achievement is 7.08%, innovativeness is 10.42%, internal locus of control is 5.38% and self-confidence dimension is 11.22%.

After the eliminating of the problematic items, data are collected in 6 factors as in the original study. These factors and their loadings are listed in the table below

**Table 11 Factor Loadings**

<b>FACTOR LOADINGS</b>						
	<b>Self-Confidence</b>	<b>Innovati-veness</b>	<b>Risk Taking Propensity</b>	<b>Need For Achievement</b>	<b>Tolerance for Ambiguity</b>	<b>Internal Locus Of Control</b>
m29	,720					
m31	,692					
m30	,684					
m36	,603					
m32	,546					
m14	,517					
m35		,747				
m34		,727				
m12		,622				
m21		,578				
m33		,479				
m28		,475				
m17			,687			
m16			,595			
m18			,585			
m25			,501			
m24			,404			
m23				,733		
m9				,662		
m3				,557		
m11					,804	
m10					,640	
m5						,645
m7						,606
m1						,560

### 4.3. Comparison Of Y And Z Generations In The Terms Of Demographic Properties

In this section, the demographic chart of the sample composed of senior students of Ankara Yildirim Beyazit University Business Administration Department and senior high school students of private high school was created and compared. Thus, it is aimed to prepare a more robust ground for comparative studies on entrepreneurial tendencies in terms of the entrepreneurial personal traits among the groups representing these two generations.

The table showing the percentage of answers to the questions in the questionnaire regarding the demographic structure is given below (Table 12). The results in the table are exactly the same, except in very small proportions.

**Table 12 Comparison of Demographic Structures of Groups of Y and Z Generations**

		GENERATIONS		Total
		Y	Z	
<b>MOTHER'S EDUCATIONAL STATUS</b>	literate	7	0	7
	primary school	66	52	118
	middle School	39	35	74
	high school	48	63	111
	university	37	45	82
	graduate	1	4	5
	doctorate	0	1	1
	not literate	2	0	2
Total		200	200	400
<b>FATHER'S EDUCATIONAL STATUS</b>	literate	2	0	2
	primary school	38	23	61
	middle School	28	26	54
	high school	63	69	132
	university	55	65	120
	graduate	9	12	21
	doctorate	5	5	10
Total		200	200	400
<b>FATHER'S SECTOR</b>	not working	31	14	45
	has its own workplace	43	44	87
	working in the public sector	60	76	136
	private sector	66	66	132
Total		200	200	400
<b>MOTHER'S SECTOR</b>	not working	138	124	262
	has its own workplace	8	10	18
	working in the public sector	24	38	62
	private sector	30	28	58
Total		200	200	400
<b>DESIRE TO ESTABLISH THEIR OWN</b>	I do not want	22	32	54
	I want less	10	24	34
	undecided	43	39	82
	I want	68	58	126

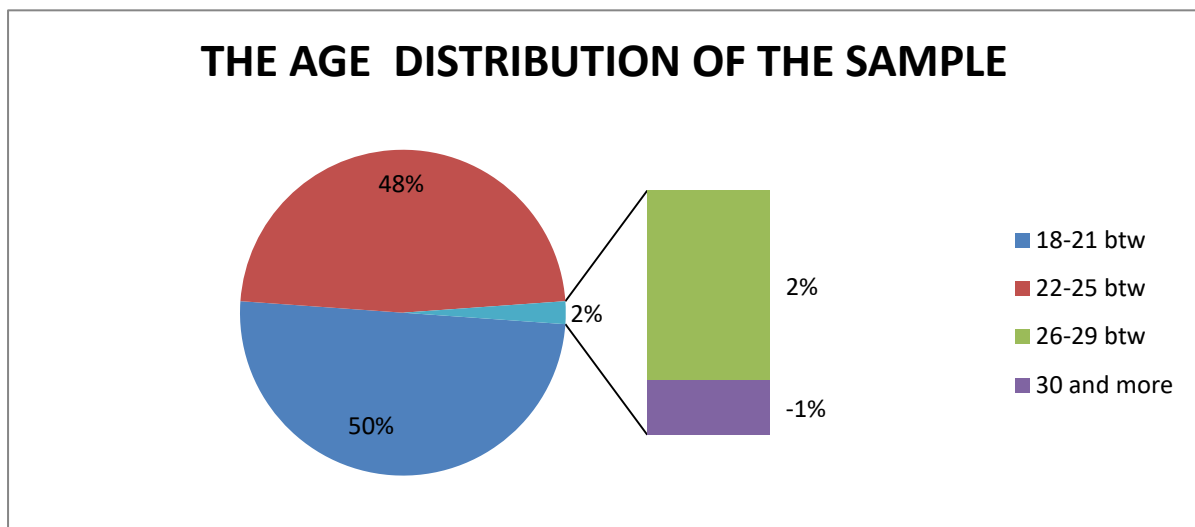
**Table 12 (continued) Comparison of Demographic Structures of Groups of Y and Z Generations**

<b>BUSINESSES</b>	I want so much	57	47	104
Total		200	200	400
<b>ENTREPRENEURIAL EXPERIENCE</b>	Yes	131	93	224
	No	69	107	176
Total		200	200	400
<b>WHICH SECTOR YOU WANT TO WORK IN THE FUTURE</b>	at any job in the private sector	29	14	43
	at any job in the public sector	13	20	33
	a prestigious job in the private sector	123	105	228
	a prestigious job in the public sector	35	61	96
Total		200	200	400
<b>OWN BUSINESS IDEA</b>	Yes	107	90	197
	No	39	62	101
	I want to be	54	48	102
Total		200	200	400
<b>ARE THERE ENTREPRENEURS IN THE FAMILY?</b>	Yes	87	85	172
	No	113	115	228
Total		200	200	400
<b>IDEAL JOB THEY WANT TO DO AFTER SCHOOL</b>	work in the private sector	99	51	150
	work in the public sector	37	69	106
	do its own work	64	80	144
Total		200	200	400
<b>THE POSSIBILITY OF ESTABLISHING ONE'S OWN JOB IN THE FUTURE</b>	very high	24	26	50
	high	64	57	121
	Not decided yet	72	62	134
	low	34	40	74
	very low	6	15	21
Total		200	200	400
<b>SEX</b>	Woman	102	105	207
	Man	98	95	193
Total		200	200	400
<b>AGE</b>	18-21 between	0	200	200
	22-25 between	191	0	191
	26-29 between	7	0	7
	30 and more	2	0	2
Total		200	200	200

When the characteristics of those participating in the study are examined in terms of the demographic characteristics as mentioned in the table above; It is seen that the high school group is 18 years old and 50% of the all sample and the university senior students are 48% of them are 22-25 years old and 2% of them are over 25 years old.

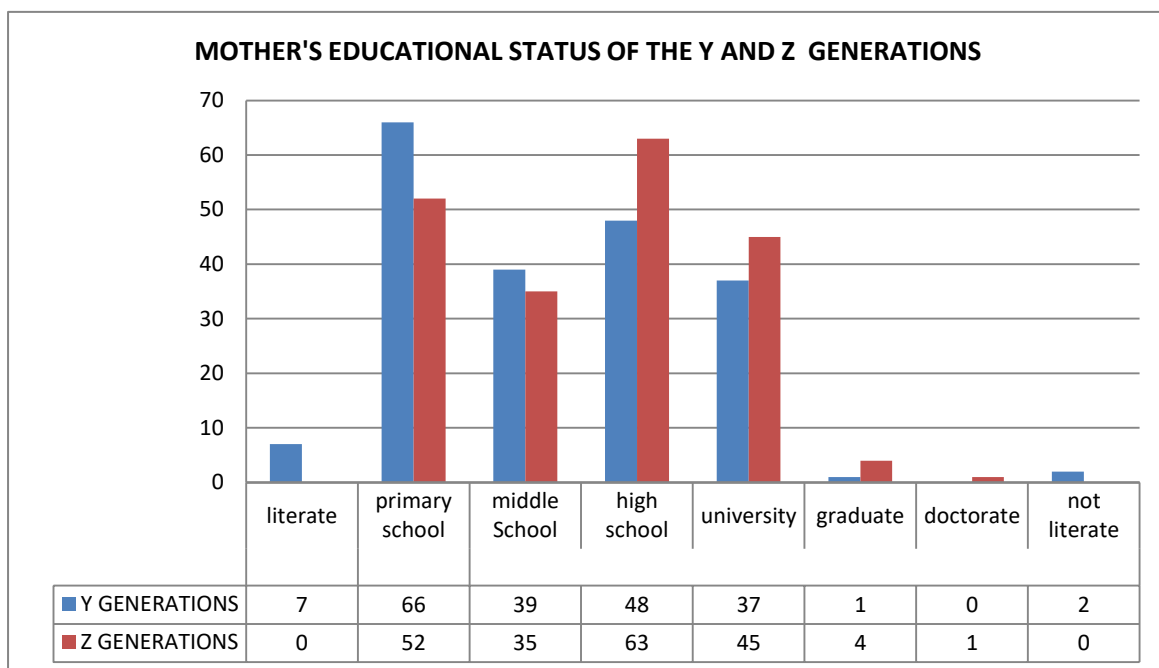
This situation is summarized in the following graph.

**Graphs 3 The age distribution of the sample**



When the education level of the mothers of the two participant groups is evaluated; it is seen that the parents of the z generations have more educated families as summarized in the table below, especially high school and university education level. In terms of graduate education, it is also observed that the parents of the z generations have more educated in higher education.

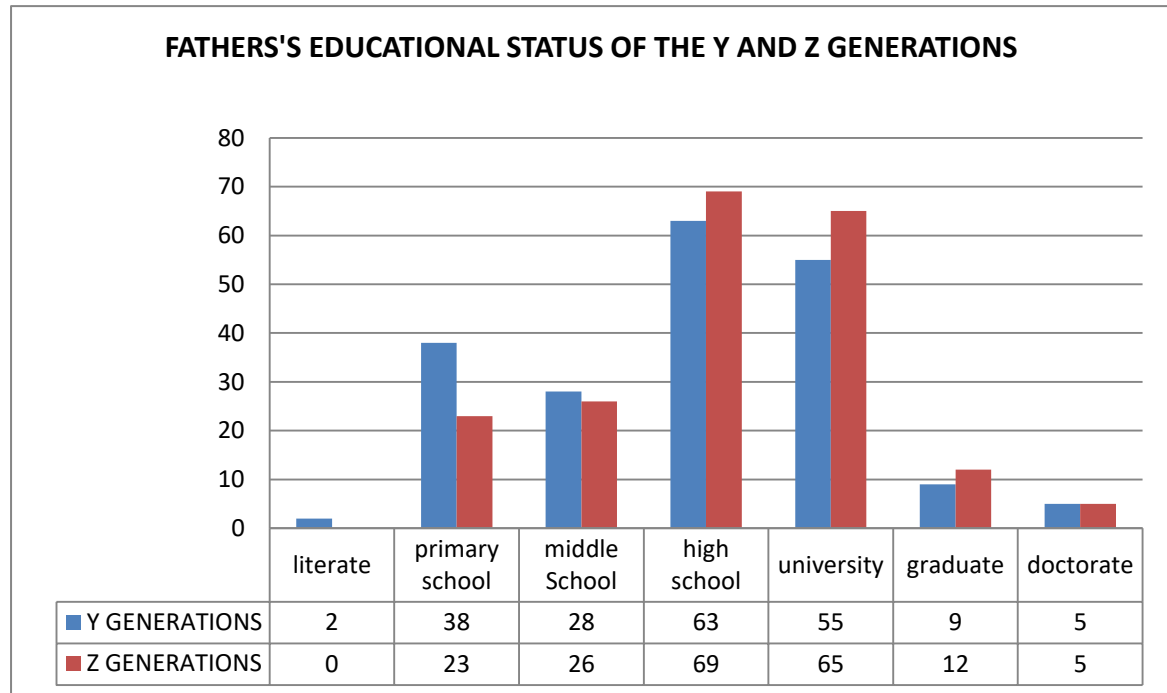
**Graphs 4 Mother's Educational Status Of The Y And Z Generations**





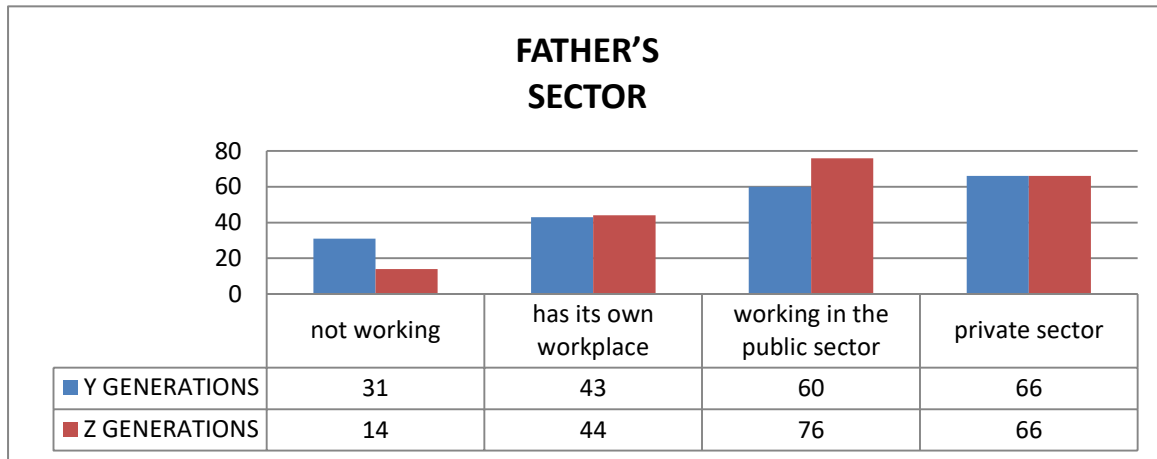
When the education level of the fathers of the two participant groups is evaluated; it is seen that the parents of the z generations have more educated families as summarized in the table below, especially high school and university education level. In terms of graduate education, it is also observed that the parents of the z generations have more educated in higher education.

**Graphs 5 Father's Educational Status Of The Y And Z Generations**



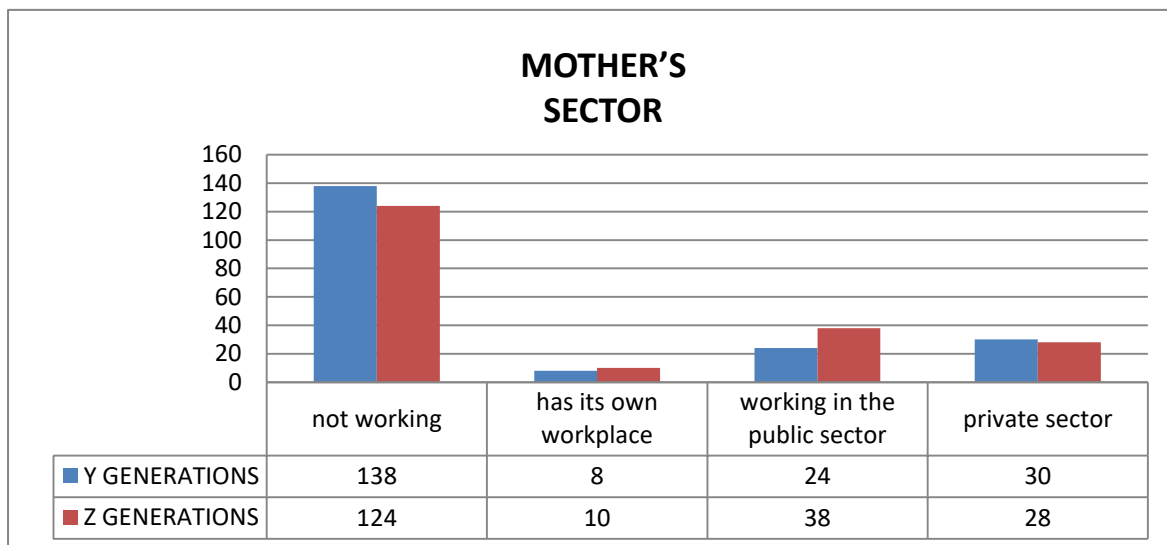
When generations are examined in terms of the sector in which their fathers operates; it is observed that the father of the members of the family are mostly take place in the public sector. Secondly, the most remarkable result is the high number of parents in the private sector and their own workplace.

**Graphs 6 Father's Sector Of The Y And Z Generations**



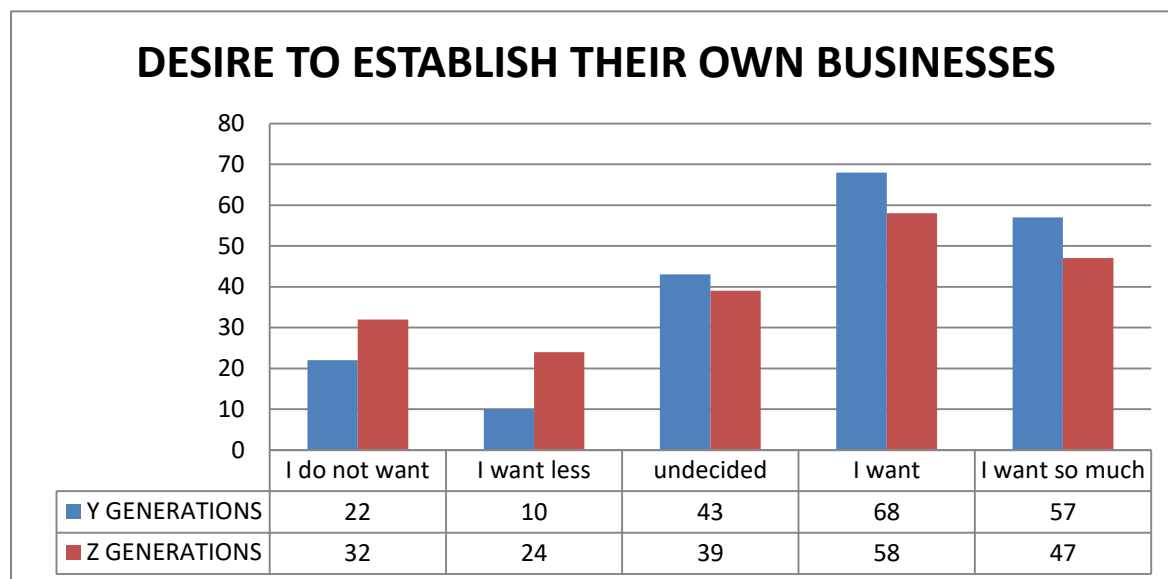
When generations are examined in terms of the sector in which their mothers operates; it is observed that the mothers of the members are mostly not working. It is observed that the mothers of both generations are mostly non-working individuals.

**Graphs 7 Mother's Sector Of The Y And Z Generations.**



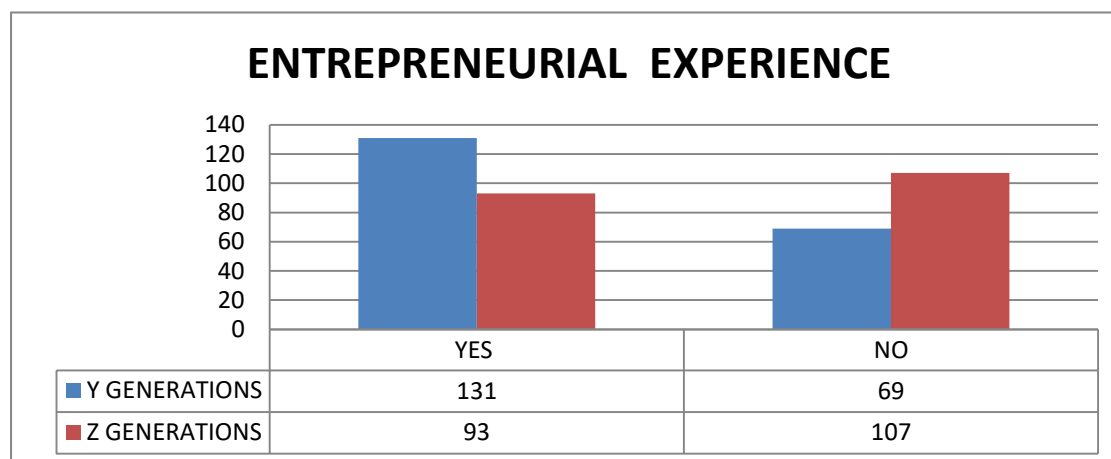
When the Y and Z generations examine their willingness to establish their own businesses in the future, The following table shows that Y is more willing to establish their own businesses.

**Graphs 8 Desire To Establish Their Own Businesses Status Of The Y And Z Generations**



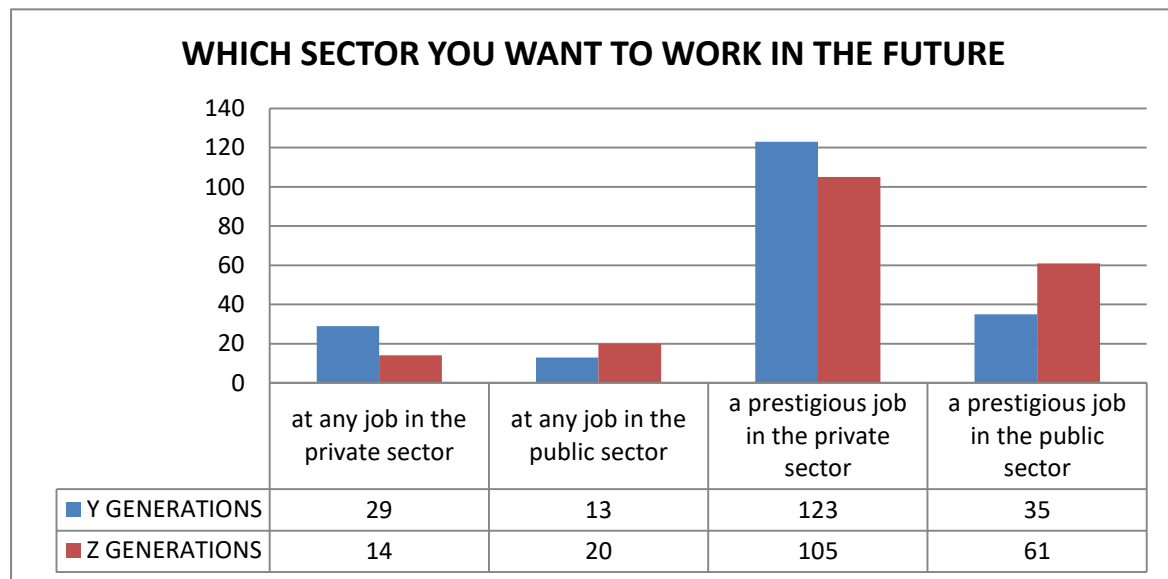
Whether or not the Y and Z generations have had any entrepreneurial experience until recently are compared; As seen in the table below, it is observed that Y generations have more entrepreneurial experiences than Z generations.

**Graphs 9 Entrepreneurial Experience Status Of The Y And Z Generations.**



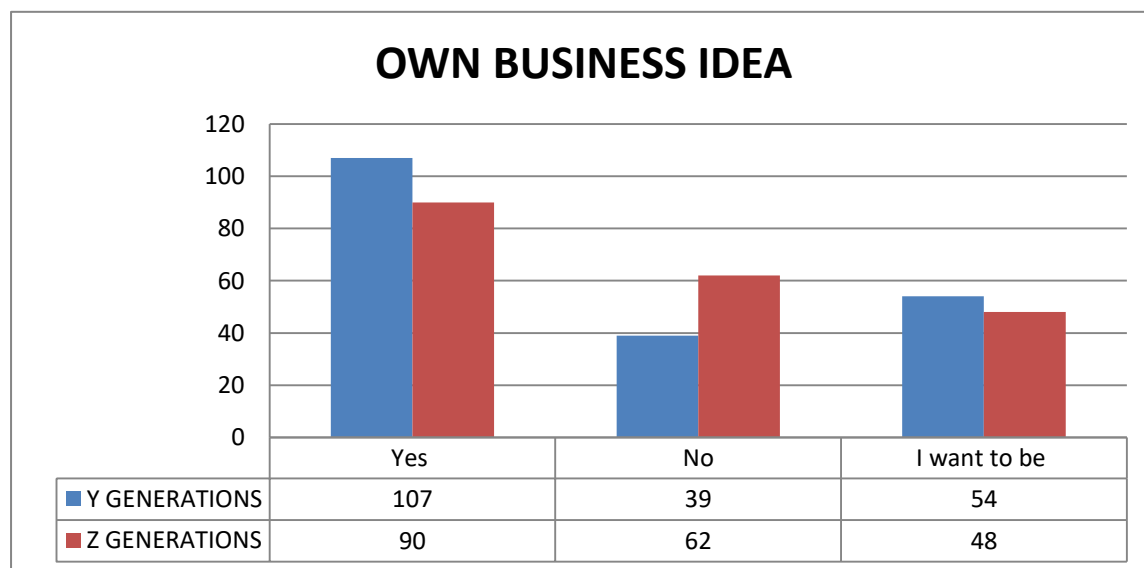
When Y and Z generations compare what they want to work in the future, those who do not want to set up their own business; it is observed that the two groups wish to work in a prestigious position in the private sector.

**Graphs 10 Which Sector You Want To Work In The Future Status Of The Y And Z Generations**



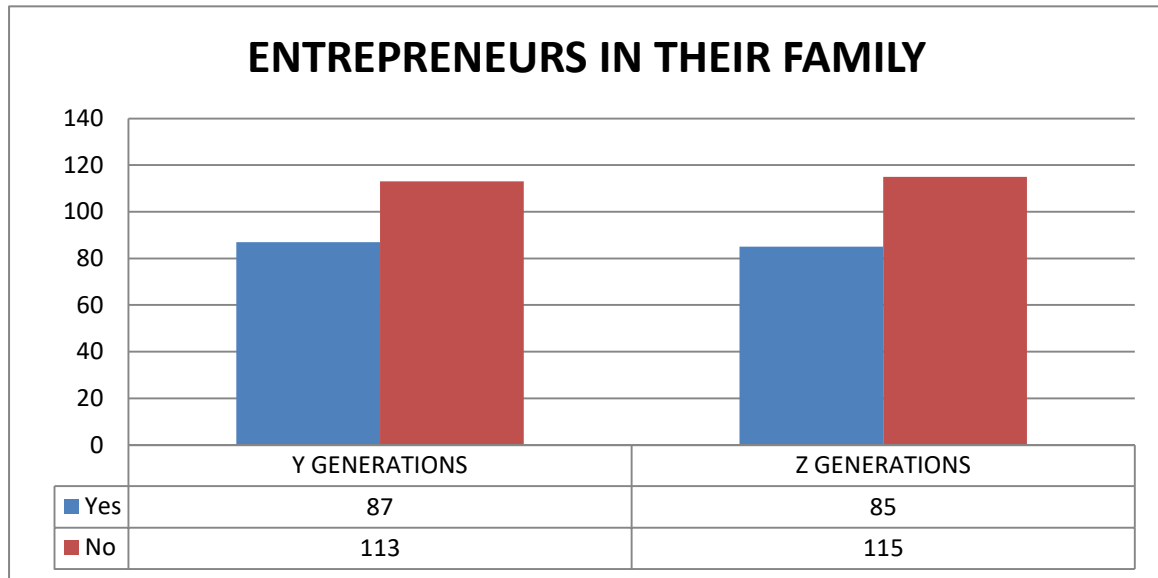
When Y and Z generations are considered to be a business idea of their own, it is observed that there is a business idea in the two groups and also a majority of the participants want to have a desire to have a business idea.

**Graphs 11 Own Business Idea Of The Y And Z Generations.**



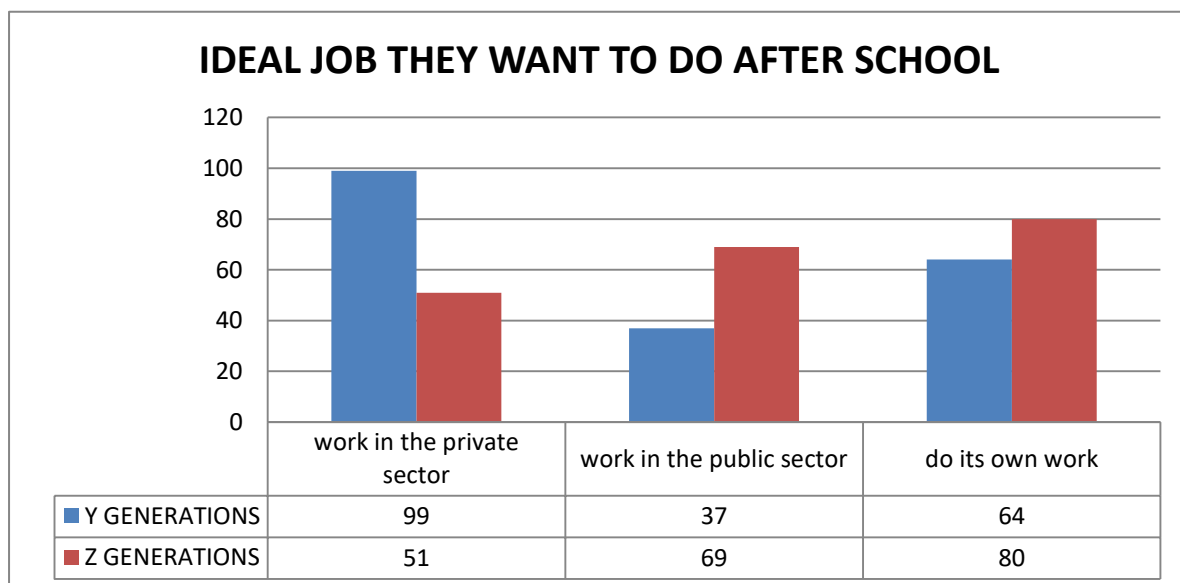
When the situation of the involvement of an entrepreneur in the family of Y and Z generations is examined; it is observed that the two groups have entrepreneurs in their family.

**Graphs 12 Entrepreneurs In The Family Status Of The Y And Z Generations.**



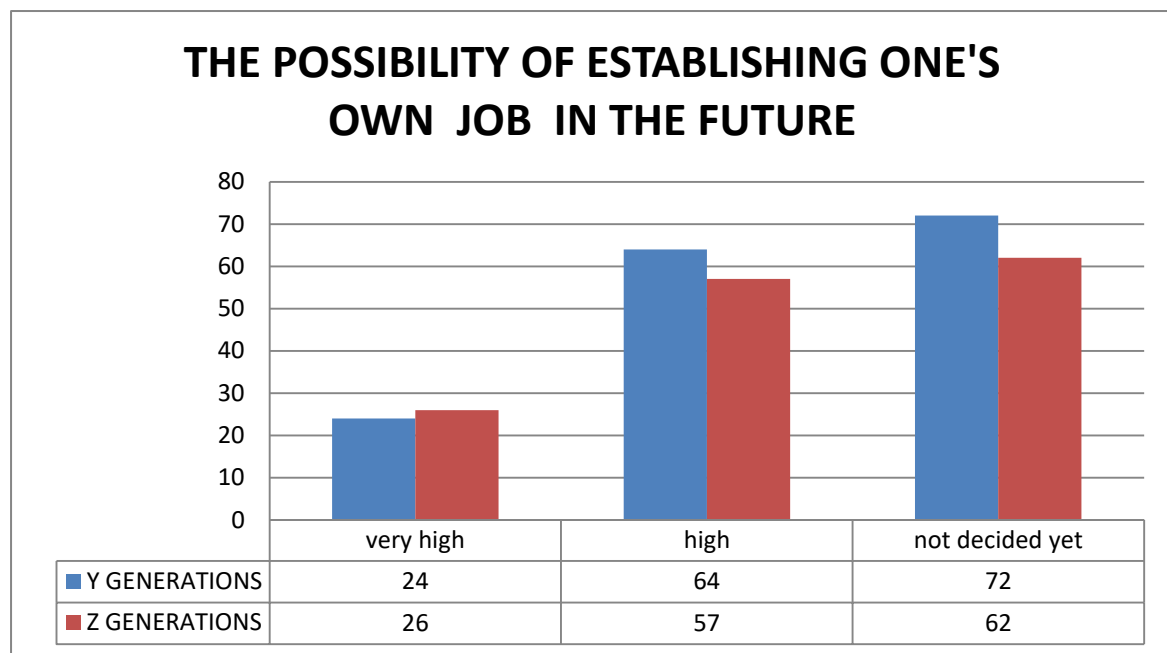
When a comparison is made about the occupation that Y and Z generations want to do in the post-school period; It is observed that the Z generations wants to do more of its own business.

**Graphs 13 Ideal Job They Want To Do After School Status Of The Y And Z Generations.**



When the possibility that the Y and Z generations establish their own business in the future is evaluated; It is estimated that Y is more undecided on this issue and Z generations are more stable.

**Graphs 14 The Possibility Of Establishing One's Own Job In The Future Status Of The Y And Z Generations.**



#### **4.4.Comparing Generations In Terms Of Entrepreneur Personality Trait**

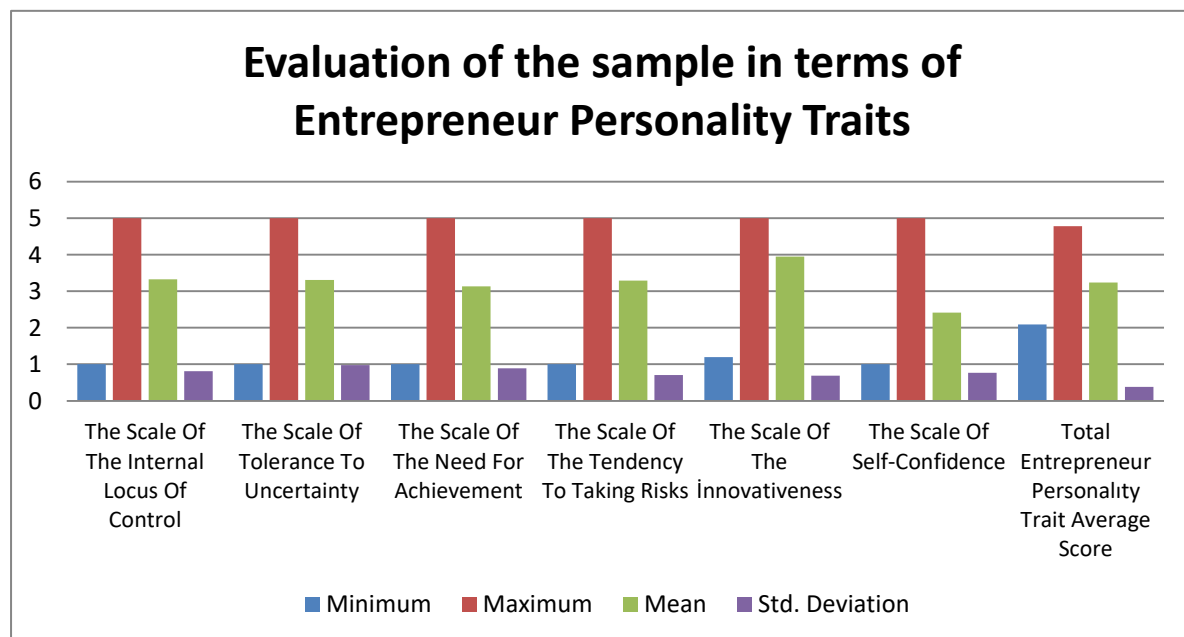
The main purpose of our study is to determine whether there is a statistically significant difference between the Y and Z generations in terms of entrepreneurial personality traits. In this context, the table below shows the averages of entrepreneurial personality traits in broaden perspective. The results of the level of entrepreneurship characteristics for the entire sample of this study conducted in the name of the main objective test are given in the table below (Table 13).

**Table 13 Evaluation of the sample in terms of Entrepreneur Personality Traits**

<b>Evaluation of The Sample In Terms of Entrepreneur Personality Traits</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Scale Of The Internal Locus Of Control	400	1,00	5,00	3,3292	,81495
Scale Of Tolerance for Ambiguity	400	1,00	5,00	3,3100	,97662
Scale Of The Need For Achievement	400	1,00	5,00	3,1367	,88629
Scale Of The Risk Taking Propensity	400	1,00	5,00	3,2894	,70656
Scale Of The Innovativeness	400	1,20	5,00	3,9475	,69177
Scale Of Self-Confidence	400	1,00	5,00	2,4117	,76924
Total Entrepreneur Personality Trait Average Score	400	2,09	4,78	3,2374	,38491

To describe on a graph in order to be able to evaluate the data in the table more clearly; the following graph is reached;

**Graphs 15 Evaluation of the sample in terms of Entrepreneur Personality Traits**



In this table, the sample consisting of university and high school students; it is seen that the mean of entrepreneurship traits is 3.24 and the standard deviation of the averages is 0.38.

*Internal locus of control, tolerance for ambiguity, the need for achievement, the risk taking propensity and innovativeness* appear to be higher than the average of the entire sample in terms of entrepreneurial personality traits but it is seen that the average level of self-confidence is low.

Again, in order to test the main purpose of the study, the t test results between the high school and the university students representing the Y and Z generations of entrepreneurial personality traits can be summarized as follows:

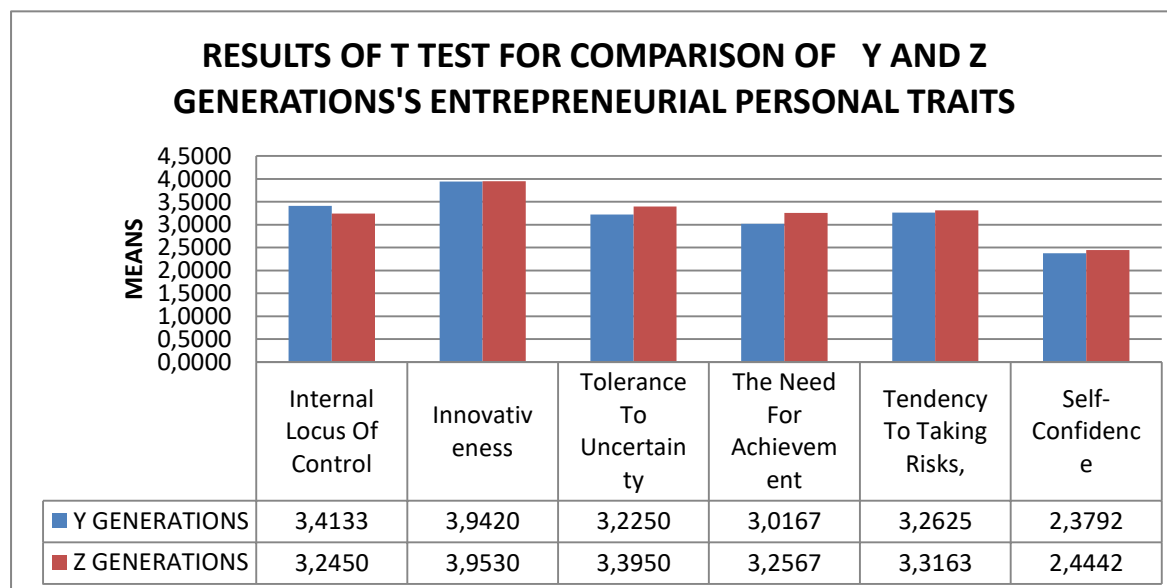
**Table 14 Evaluation of University and High School Sample in terms of Entrepreneur Personality Traits (n = 400) (it is evaluated as At least 1, at most 5)**

<b>RESULTS OF T TEST FOR COMPARISON OF Y AND Z GENERATIONS'S ENTREPRENEURIAL PERSONAL TRAITS</b>								
GENERATIONS		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	p
Internal Locus Of Control	Y GENERATIONS	200	3,4133	,78173	2,074	398	<b>,039</b>	<b>0,005</b>
	Z GENERATIONS	200	3,2450	,84041				
Innovativeness	Y GENERATIONS	200	3,9420	,61655	-0,159	381,560	,874	0,005
	Z GENERATIONS	200	3,9530	,76111				
Tolerance for Ambiguity	Y GENERATIONS	200	3,2250	,89070	-1,745	398	<b>,042</b>	<b>0,005</b>
	Z GENERATIONS	200	3,3950	1,05095				
The Need For Achievement	Y GENERATIONS	200	3,0167	,78494	-2,730	398	<b>,007</b>	<b>0,005</b>
	Z GENERATIONS	200	3,2567	,96430				
Risk Taking Propensity	Y GENERATIONS	200	3,2625	,63787	-0,760	398	,448	0,005
	Z GENERATIONS	200	3,3163	,76983				
Self-Confidence	Y GENERATIONS	200	2,3792	,67104	-0,845	398	,399	0,005
	Z GENERATIONS	200	2,4442	,85675				

To describe on a graph in order to be able to evaluate the data in the table more clearly; the following graph is reached;



Graphs 16 Results Of T Test For Comparison Of Y And Z Generations's Entrepreneurial Personal Traits



1. In the evaluations carried out within the scope of the information contained in the graph; the internal locus of control is higher in the sample of the university group representing the y generation; it is seen that the tolerance for ambiguity, the need for achievement, innovativeness, risk taking and self-confidence is higher in the sample of the high school representing Z generation. It is seen that there is a certain difference between entrepreneurial personality traits of entrepreneurial tendencies of generations as it is mentioned at the H1 hypothesis. In this context, **H1: "there is a statistically significant difference between the Y and Z generations' entrepreneurial tendencies in terms of entrepreneurial personality traits "hypothesis is supported.**

In order to examine in more detail the generation-based differences in entrepreneurial personality traits, each of the entrepreneurial traits is tabled and interpreted in the following sections, on a case by case basis.

As a result of the t test for comparing the entrepreneurial tendencies of Y and Z generations in terms of entrepreneurial personality traits, the following information has been obtained;

- y and z generations are different from each other in terms of the internal locus of control of entrepreneurial personality traits ( $t_{0,05:398} = 2.074$ ). According to this; the level of internal locus of control of y generations ( $\bar{X} = 3,4133$ ) is higher than the level of internal locus of control of z generations ( $\bar{X} = 3,2450$ ). In this context, **H3: "There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Internal locus of control" hypothesis is supported.**

- y and z generations are different from each other in terms of the tolerance for ambiguity of entrepreneurial personality traits ( $t_{0,05:398} = 1,745$ ). According to this; the level of the tolerance for ambiguity of z generations ( $\bar{X}=3,3950$ ) is higher than the level of the tolerance for ambiguity of y generations ( $\bar{X}=3,2250$ ) In this context, **H4: there is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Having a high level of tolerance for ambiguity " hypothesis is supported.**
- y and z generations are different from each other in terms of the need for achievement of entrepreneurial personality traits. ( $t_{0,05:398} = 2,730$ ). According to this; the level of the need for achievement of z generations ( $\bar{X}=3,2567$ ) is higher than the level of the need for achievement of y generations ( $\bar{X}=3,0167$ ). In this context, **H2:"There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a high level of need for achievement hypothesis" hypothesis is supported.**
- It has been determined that the Y and Z generations do not differ statistically from each other in terms of innovativeness, risk-taking and self-confidence entrepreneurial personality traits. In this context; **H5:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " self-confidence ", H6:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " innovativeness ", H7:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Having a desire for taking risk " hypotheses are not supported.**

#### **4.4.1. A Detailed Study of Entrepreneurial Personality Traits Which Is Significantly Different From Each Other**

In order to investigate whether there is a difference between entrepreneurial tendencies in terms of the entrepreneurial personal traits between the Y and Z generations, it is necessary to examine the answers to the questions of participants. In terms of comparing these features, the questions and answers are shown at the table below.

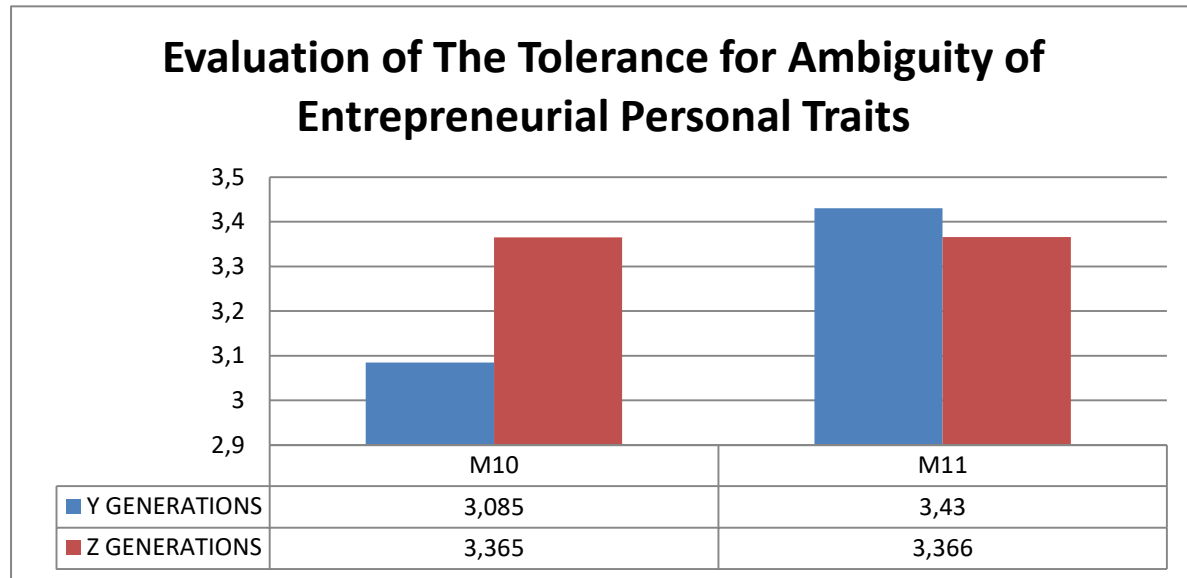
#### 4.4.1.1.Evaluation of The Tolerance For Ambiguity of Entrepreneurial Personal Traits

The level of participation of indirect expression groups asked about the tolerance to the uncertainty of entrepreneurial personal traits is given below. The averages of the answers given by the groups of generations about tolerance for ambiguity vary. This indicates that the levels of the tolerance for ambiguity levels of the participants from different generations have differed. These differences are summarized in the table. (Table.15). below for better understanding.

**Table 15 Evaluation of The Tolerance for Ambiguity of Entrepreneurial Personal Traits**

<b>Evaluation of The Tolerance for Ambiguity of Entrepreneurial Personal Traits</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
10. To me, good work is the business in which what is done is expressed by clear instructions.	Y Generations	200	3,0850	1,22691
	Z Generations	200	3,4300	1,29363
11. I'm self-reliant about my ability to succeed.	Y Generations	200	3,3650	1,16558
	Z Generations	200	3,3600	1,24828
<b>TOTAL</b>		<b>400</b>	<b>3,3100</b>	<b>,97662</b>

To summarize the information mentioned in the table on a chart, the following graph is reached;



In the evaluations carried out within the scope of the information contained in the graph; It is seen that the responses of the participants representing the Z generations are in a higher average than the answers of the other groups which represent the Y generations (Mean = 3.3950, Sd = 1.05095)).

#### 4.4.1.2.Evaluation of The Need For Achievement of Entrepreneurial Personal Traits

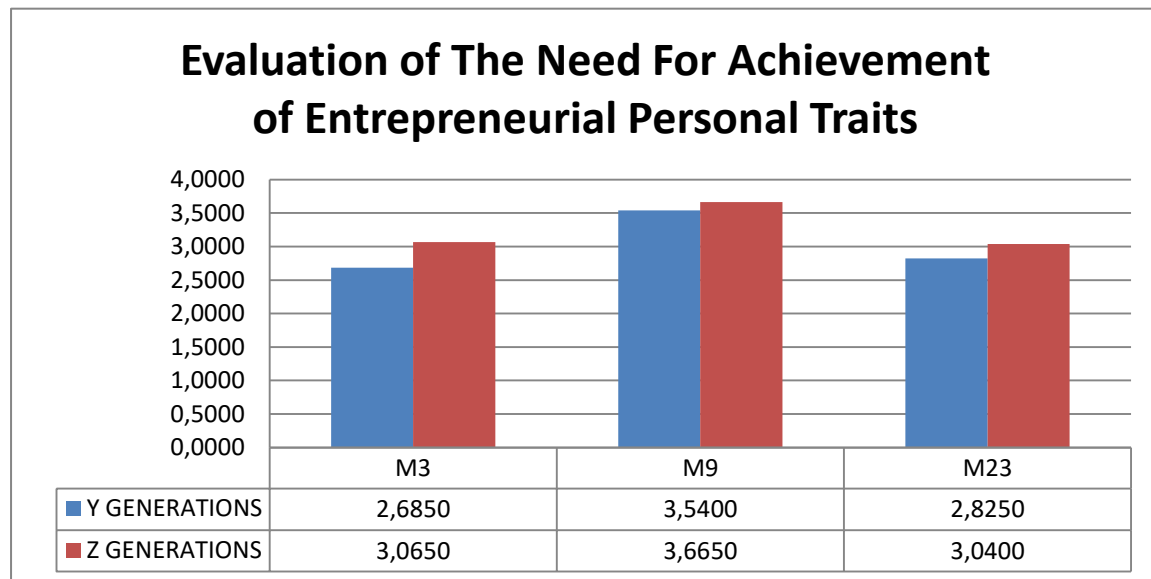
The level of participation of indirect expression groups asked about the need for achievement of entrepreneurial personal traits is given below. The averages of the answers given by the groups of generations about the need for achievement vary. This indicates that the levels of the need for achievement levels of the participants from different generations have differed. These differences are summarized in the table. (Table 16). below for better understanding.

**Table 16 Evaluation of The Need For Achievement of Entrepreneurial Personal Traits**

Evaluation of The Need For Achievement of Entrepreneurial Personal Traits		N	Mean	Std. Deviation
3. It is more important for me to have a job that is constant and secure.	Y Generations	200	2,6850	1,18439
	Z Generations	200	3,0650	1,39301
9. I am willing to take great risks to rise in my work.	Y Generations	200	3,5400	1,24344
	Z Generations	200	3,6650	1,25725
23. I can deal with new and unusual situations.	Y Generations	200	2,8250	1,09562
	Z Generations	200	3,0400	1,29491

To summarize the information mentioned in the table on a chart, the following graph is reached;

**Graphs 18 Evaluation Of The Need For Achievement Of Entrepreneurial Personal Traits**



In the evaluation conducted within the scope of the information contained in the graph and previous table 14; The answers given by the participants representing the Z generations show a higher average than the responses of the group representing the Y generations (mean = 3,2567, Sd =, 96430). When the graph above is examined, it is seen that the participant belonging to Z generations of each question shows a higher average.

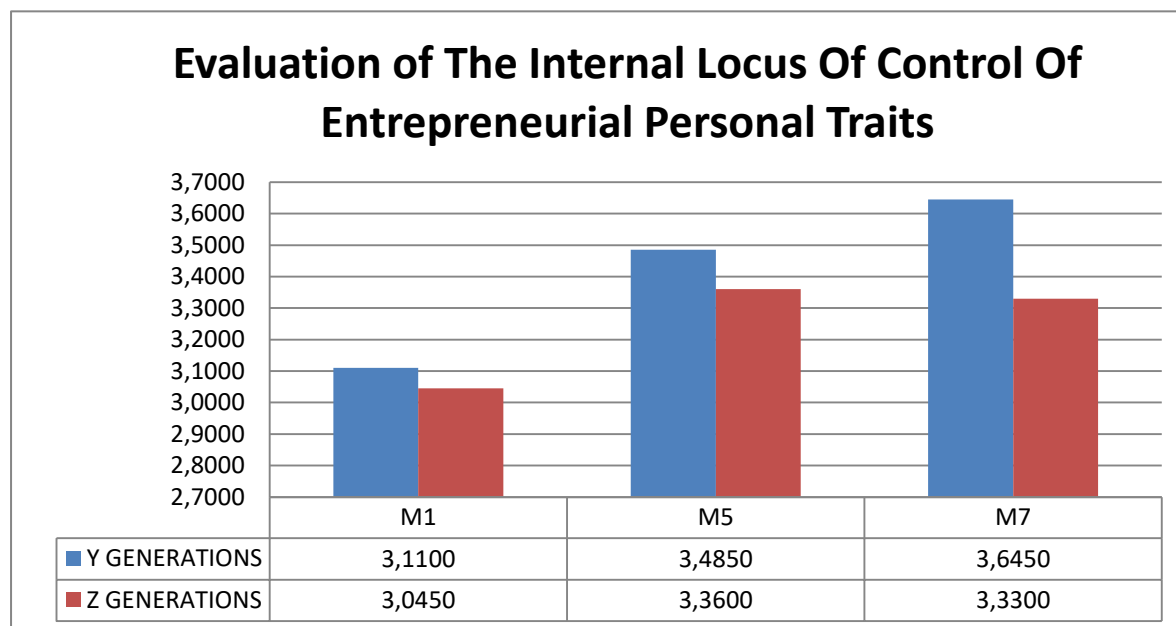
#### 4.4.1.3.Evaluation of The Internal Locus Of Control Of Entrepreneurial Personal Traits

The level of participation of indirect expression groups asked about the internal locus of control of entrepreneurial personal traits is given below. The averages of the answers given by the groups of generations about the internal locus of control vary. This indicates that the levels of the internal locus of control levels of the participants from different generations have differed. These differences are summarized in the table (Table 17). below for better understanding.

**Table 17 Evaluation of The Internal Locus Of Control Of Entrepreneurial Personal Traits**

<b>Evaluation of The Internal Locus Of Control Of Entrepreneurial Personal Traits</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
1. People's unfortunate is caused by mistakes what they do.	Y Generations	200	3,1100	1,18953
	Z Generations	200	3,0450	1,33863
5. In the absence of someone else's supervision, I am more successful.	Y Generations	200	3,4850	1,18185
	Z Generations	200	3,3600	1,33013
7. Unhappy situations of people are caused by bad luck.	Y Generations	200	3,6450	1,10684
	Z Generations	200	3,3300	1,26455

To summarize the information mentioned in the table on a chart, the following graph is reached;



In the evaluation conducted within the scope of the information contained in the graph and previous table 14; The answers given by the participants representing the Y generations show a higher average than the responses of the group representing the Z generations (mean = 3,4133, Sd =, 78173). When the graph above is examined, it is seen that the participant belonging to Y generations of each question shows a higher average.

#### 4.5.Analyzes in Terms of Demographic Variables

The demographic variables we examined include age, gender, parental occupation, entrepreneurial experience, parental educational status, future self-employment, entrepreneurs in the family, ideal job they want to do after school and the possibility of establishing one's own job in the future. These demographic variables have also been examined in previous entrepreneurial studies in terms of their impact on the research. For example, in the study of Sharma and Thandi (2004), a comparison of students' entrepreneurship behavior was first made in terms of 'knowledge, behavior, characteristics, experience, opportunity and communication' and various demographic factors (sex, selected MBA program, student's permanent location, source, working status, marital status, as well as factors that are experienced.) In addition, male students were more likely to be entrepreneurs than female students in terms of factors such as "knowledge, traits and experience" (Sharma ve Thandi; 2004, 209-226). Also in many studies in the literature, the effect of demographic variables on

entrepreneurial tendencies is studied. From these studies, it can be said that demographic variables have an effect on entrepreneurship tendency. Again, different results are gathered in studies in which the age factor which is one of the demographic factors is related to the entrepreneurial personality characteristics of university students. For example, according to some research results; it only has a significant influence on the dimensions of self-reliance and innovation. There is no significant effect on dimensions such as need for achievement, the locus of control, risk tolerance and tolerance for ambiguity (Korkmaz, 2012). According to some research results, it only has a significant effect on the locus of control dimension. There is no significant effect on other dimensions (Akkaya vd., 2014). According to this information, the H8 hypothesis is formed as follows:

- **H8: there is a statistically significant relationship between two generation's entrepreneurial personality traits and " demographic variables"**

The H8 hypothesis was established to investigate the relationship between demographic variables and entrepreneurial personality traits. Since demographic variables vary widely, it will be more useful to examine them in sub-hypotheses. Thus, the effect of individual demographic variables on entrepreneurial tendencies can be seen better.

#### **4.5.1. Evaluation the Relationship Between Gender and Entrepreneurial Personality Traits**

Gender differences affect the entrepreneurial tendencies of individuals (Steward et al., 2000). The gender difference creates a difference in terms of having appropriate characteristics according to individual's gender. This affects the perception and tendency of the individual (Erdem, 2001). It also influences perceptual change as well as the individual's adaptation to the social environment and the entrepreneurial tendency associated therewith. In this context, male individuals exhibit a more positive structure and tendency in terms of the entrepreneurship behavior (Davidsson, 2000).

In this respect, the H8a hypothesis as a sub hypothesis of the H8 hypothesis is constructed as follows:

- **H8a: there is a statistically significant relationship between two generation's entrepreneurial personality traits and gender of demographic variables"**



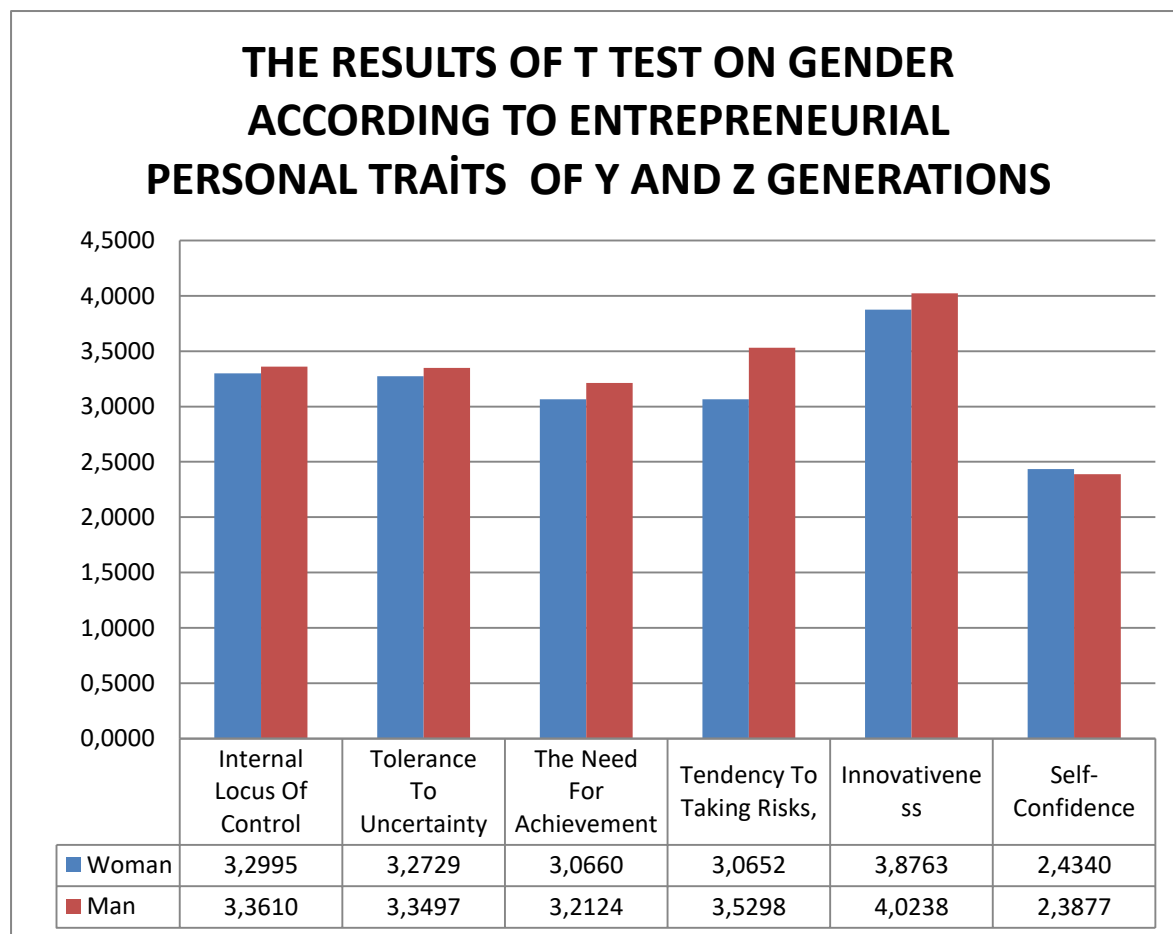
To test the H8a hypothesis and reveal the relationship between gender and entrepreneurial personal traits, t test was used. These results of the T Test are summarized in the (Table.18). below for better understanding.

**Table 18 The Results Of T Test On Gender According To Entrepreneurial Personal Traits Of Y And Z Generations**

<b>THE RESULTS OF T TEST ON GENDER ACCORDING TO ENTREPRENEURIAL PERSONAL TRAITS OF Y AND Z GENERATIONS</b>								
GENDER		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	p
Internal Locus Of Control	Woman	207	3,2995	,78993	-,753	398,000	,452	,050
	Man	193	3,3610	,84186				
Tolerance For Ambiguity	Woman	207	3,2729	,97873	-,785	398,000	,433	,050
	Man	193	3,3497	,97533				
The Need For Achievement	Woman	207	3,0660	,88280	-1,655	398,000	<b>,049</b>	<b>,050</b>
	Man	193	3,2124	,88605				
Risk Taking Propensity	Woman	207	3,0652	,66508	-6,950	398,000	<b>,000</b>	<b>,050</b>
	Man	193	3,5298	,67127				
Innovativeness	Woman	207	3,8763	,68703	-2,141	398,000	<b>,033</b>	<b>,050</b>
	Man	193	4,0238	,69045				
Self-Confidence	Woman	207	2,4340	,73767	,600	398,000	,549	,050
	Man	193	2,3877	,80296				

To summarize the information mentioned in the table on a chart, the following graph is reached;

**Graphs 20 The Results Of T Test On Gender According To Entrepreneurial Personal Traits Of Y And Z Generations**



In the evaluations carried out within the scope of the information contained in the graph; According to the results of the t test conducted to examine the relationship between entrepreneurial personality traits and gender of two generations, the following results were obtained;

- the need for achievement of the entrepreneurial personality traits of the two generations is found to be a significant difference between entrepreneurial personality traits and gender ( $t_{0,05:398} = 1,655$ ). According to this; the average level of the need for the achievement of participants with male gender of the two generations ( $\bar{X} = 3,2124$ ) is higher than the level of female participants ( $\bar{X} = 3,0660$ ).
- the risk taking propensity of the entrepreneurial personality traits of the two generations is found to be a significant difference between entrepreneurial personality traits and gender ( $t_{0,05:398} = 6,950$ ). According to this; the average level of the risk taking propensity of participants with male gender of the two generations ( $\bar{X} = 3,5298$ ) is higher than the level of female participants ( $\bar{X} = 3,0652$ ).

- the innovativeness of the entrepreneurial personality traits of the two generations is found to be a significant difference between entrepreneurial personality traits and gender ( $t_{0,05:398} = 2,141$ ). According to this; the average level of the innovativeness of participants with male gender of the two generations ( $\bar{X}=4,0238$ ) is higher than the level of female participants ( $\bar{X}=3,8763$ ).
- It has been found that there is no significant difference between the two generations of an internal locus of control, tolerance for ambiguity and self-confidence of the entrepreneurial personality traits and gender.

In this context, **H8a: there is a statistically significant relationship between two generation's entrepreneurial personality traits and gender of demographic variables"** hypothesis is partially supported.

#### **4.5.2. Evaluation the Relationship Between The Sector They Want To Work In The Future and Entrepreneurial Personality Traits**

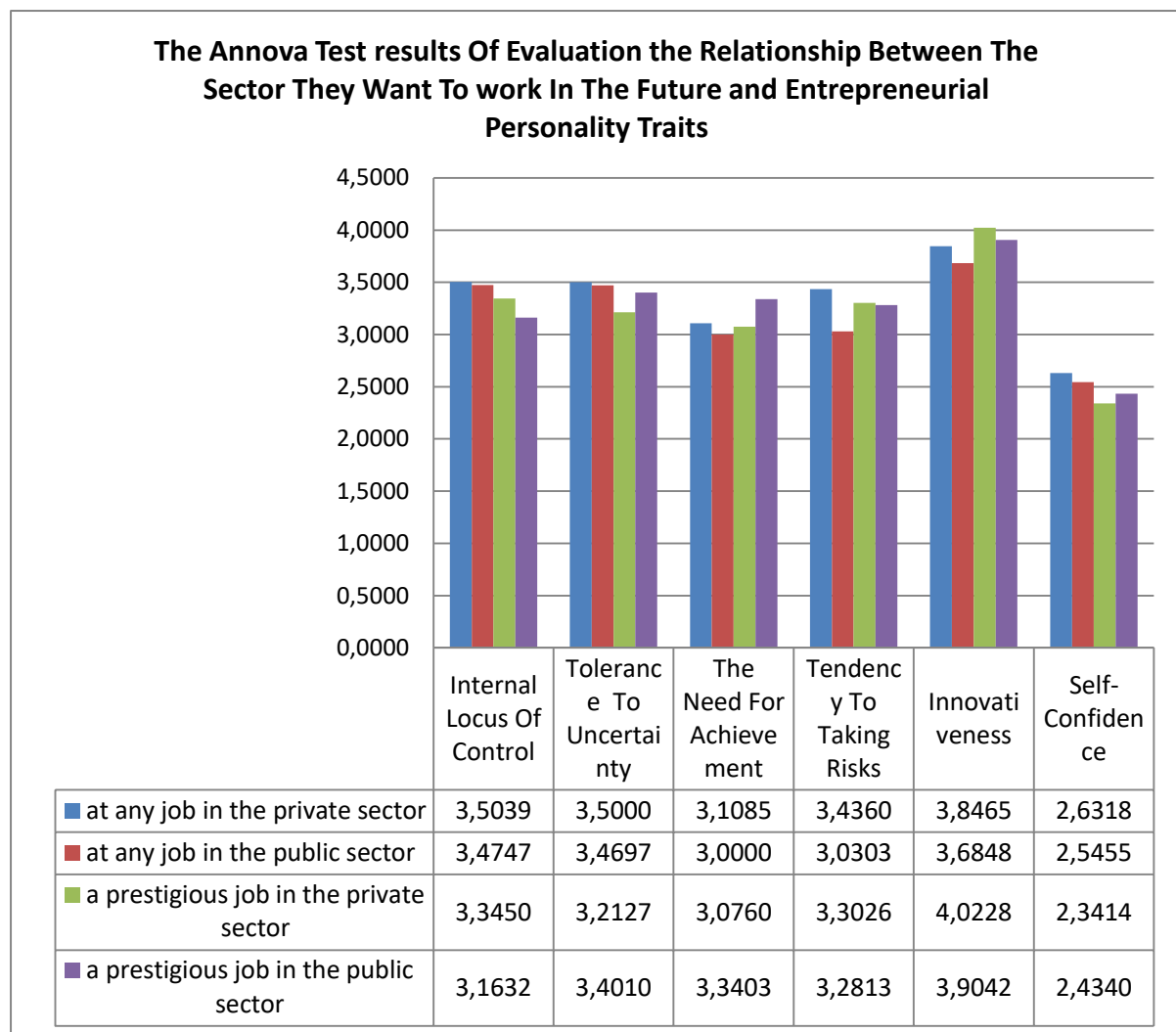
Anova test was conducted to determine which sectors the participants wanted to work in the future and whether there was a relationship between their entrepreneurial personality traits. As a result of this test, the following results were obtained and shown at Table 19

**Table 19 The Annova Test Results Of Evaluation the Relationship Between The Sector They Want To Work In The Future and Entrepreneurial Personality Traits**

<b>The Annova Test results Of Evaluation the Relationship Between The Sector They Want To work In The Future and Entrepreneurial Personality Traits</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>	<b>Sig.</b>
Internal Locus Of Control	at any job in the private sector	43	3,5039	,91250	<b>2,391</b>	<b>,048</b>
	at any job in the public sector	33	3,4747	,69737		
	a prestigious job in the private sector	228	3,3450	,79207		
	a prestigious job in the public sector	96	3,1632	,84188		
	Total	400	3,3292	,81495		
Tolerance For Ambiguity	at any job in the private sector	43	3,5000	,93223	1,881	,132
	at any job in the public sector	33	3,4697	,99953		
	a prestigious job in the private sector	228	3,2127	,95478		
	a prestigious job in the public sector	96	3,4010	1,02500		
	Total	400	3,3100	,97662		
The Need For Achievement	at any job in the private sector	43	3,1085	,80251	<b>2,344</b>	<b>,044</b>
	at any job in the public sector	33	3,0000	,95743		
	a prestigious job in the private sector	228	3,0760	,85862		
	a prestigious job in the public sector	96	3,3403	,94154		
	Total	400	3,1367	,88629		
Risk Taking Propensity	at any job in the private sector	43	3,4360	,76589	<b>2,146</b>	<b>,044</b>
	at any job in the public sector	33	3,0303	,91378		
	a prestigious job in the private sector	228	3,3026	,63962		
	a prestigious job in the public sector	96	3,2813	,73829		
	Total	400	3,2894	,70656		
Innovativeness	at any job in the private sector	43	3,8465	,71692	<b>2,960</b>	<b>,032</b>
	at any job in the public sector	33	3,6848	,76327		
	a prestigious job in the private sector	228	4,0228	,64855		
	a prestigious job in the public sector	96	3,9042	,73297		
	Total	400	3,9475	,69177		
Self-Confidence	at any job in the private sector	43	2,6318	,75816	<b>2,187</b>	<b>,039</b>
	at any job in the public sector	33	2,5455	,73157		
	a prestigious job in the private sector	228	2,3414	,72018		
	a prestigious job in the public sector	96	2,4340	,87809		
	Total	400	2,4117	,76924		

To summarize the information mentioned in the table on a chart, the following graph is reached;

**Graphs 21 The Annova Test Results Of Evaluation the Relationship Between The Sector They Want To Work In The Future and Entrepreneurial Personality Traits**



In the evaluations carried out within the scope of the information contained in the graph; According to the results of the Annova test conducted to examine the relationship between entrepreneurial personality traits and the sector that want to work in the future of two generations, the following results were obtained;

- The level of internal locus of control of the participants who want to work in the private sector is the highest level ( $\bar{X} = 3,5039$ ), while those who want to work prestigiously in the public sector have the lowest level of internal locus of control ( $\bar{X} = 3,1632$ ). The significance value for internal locus of control is found to be  $p = 0,048 < 0,05$  according to the variance analysis result made at 95% confidence level. That is, the locus of control of the entrepreneurial personality trait of the participants has a significant difference according to which sector they want to work in the future.
- Participants who want to work in a prestigious job in the public sector have the highest level of achievement ( $\bar{X} = 3,3403$ ), while those who want to work in the public sector have the lowest level of achievement ( $\bar{X} = 3,0000$ ). The significance value for the need

for achievement is found to be  $p = 0,044 < 0,05$  according to the variance analysis result made at 95% confidence level. That is, the need for achievement of the entrepreneurial personality trait of the participants has a significant difference according to which sector they want to work in the future.

- Participants who want to work in the private sector have the highest risk taking propensity level ( $\bar{X} = 3,4360$ ), while those who want to work in the public sector have the lowest tendency to risk taking level ( $\bar{X} = 3,0303$ ). The significance value for the risk taking propensity is found to be  $p = 0,044 < 0,05$  according to the variance analysis result made at 95% confidence level. That is, the risk taking propensity of the entrepreneurial personality trait of the participants has a significant difference according to which sector they want to work in the future.
- Those who want to work in a prestigious job in the private sector are at the highest level of innovativeness ( $\bar{X} = 4,0228$ ), while those who want to work in the public sector have the lowest level of innovativeness ( $\bar{X} = 3,6848$ ). The significance value for the innovativeness is found to be  $p = 0,032 < 0,05$  according to the variance analysis result made at 95% confidence level. That is, the innovativeness of the entrepreneurial personality trait of the participants has a significant difference according to which sector they want to work in the future.
- The self-confidence level of the participants who want to work in the private sector is the highest ( $\bar{X} = 2,6318$ ), while those who want to work prestigiously in the private sector have the lowest self-confidence level ( $\bar{X} = 2,3414$ ). The significance value for the self-confidence is found to be  $p = 0,039 < 0,05$  according to the variance analysis result made at 95% confidence level. That is, the self-confidence of the entrepreneurial personality trait of the participants has a significant difference according to which sector they want to work in the future.
- As a result of the analyzes made; it was determined that the tolerance to the uncertainty of entrepreneurial personality trait of participants did not differ significantly according to which sector they wanted to work in the future.

In this context *H8b*: **there is a statistically significant relationship between two generation's entrepreneurial personality traits and the sector they want to work in the future of demographic variables" hypothesis is partially supported.**

### 4.5.3. Evaluation the Relationship Between Entrepreneurial Experience and Entrepreneurial Personality Traits

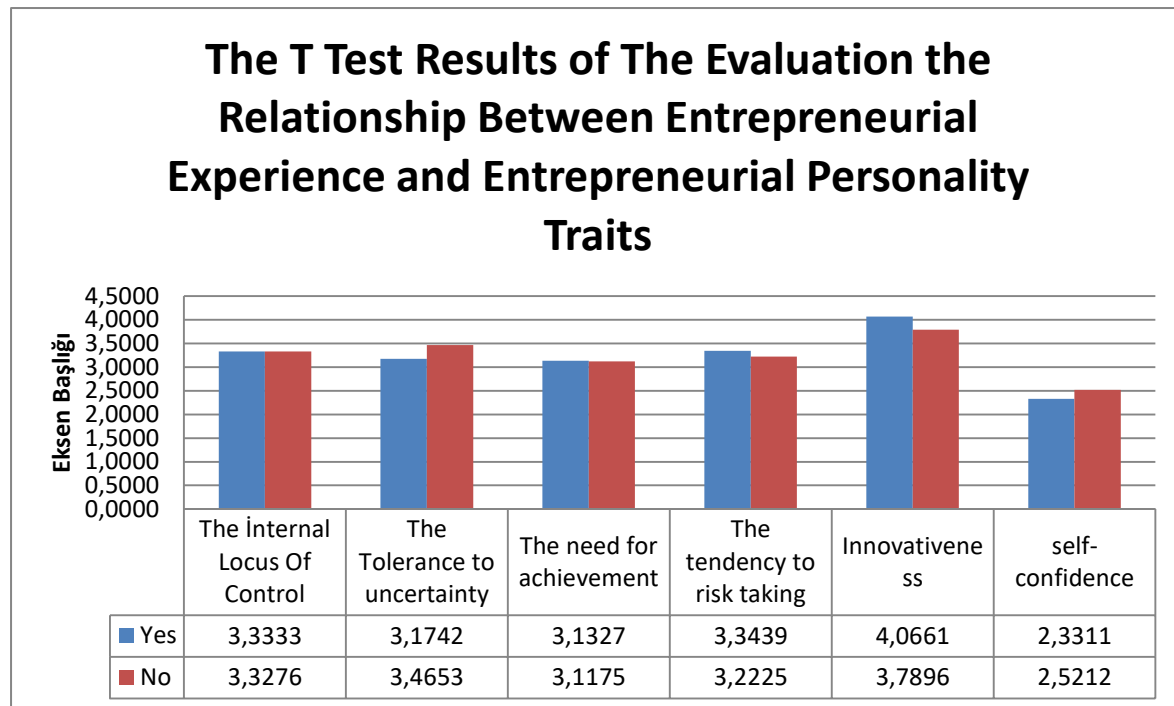
Whether the entrepreneurial experience of the participants is related to entrepreneurial personality traits was examined by the t test and the following results were obtained.

**Table 20 The T Test Results of The Evaluation the Relationship Between Entrepreneurial Experience and Entrepreneurial Personality Traits**

<b>Entrepreneurial Experience</b>		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>
Internal Locus Of Control	Yes	221	3,3333	,85043	,070	392	,945
	No	173	3,3276	,77466			
Tolerance For Ambiguity	Yes	221	3,1742	1,02811	<b>-2,968</b>	<b>392</b>	<b>,003</b>
	No	173	3,4653	,88031			
The Need For Achievement	Yes	221	3,1327	,86485	,169	392	,866
	No	173	3,1175	,91693			
Risk Taking Propensity	Yes	221	3,3439	,70506	<b>1,688</b>	<b>392</b>	<b>,042</b>
	No	173	3,2225	,71195			
Innovativeness	Yes	221	4,0661	,69083	<b>4,010</b>	<b>392</b>	<b>,000</b>
	No	173	3,7896	,66377			
Self-Confidence	Yes	221	2,3311	,76169	<b>-2,446</b>	<b>392</b>	<b>,015</b>
	No	173	2,5212	,77083			

To summarize the information mentioned in the table on a chart, the following graph is reached;

**Graphs 22 The T Test Results of The Evaluation the Relationship Between Entrepreneurial Experience and Entrepreneurial Personality Traits**



In the evaluations carried out within the scope of the information contained in the graph; According to the results of the t test conducted to examine the relationship between entrepreneurial personality traits and entrepreneurial experiences of two generations, the following results were obtained;

- It has been found that the tolerance for ambiguity of two generations is a significant difference between entrepreneurial personality traits and entrepreneurial experiences ( $t_{0,05:392} = 2,968$ ). According to this; the tolerance for ambiguity averages of participants who do not have entrepreneurial experience of two generations ( $\bar{X} = 3,4653$ ) are higher than those of participants who have entrepreneurial experience ( $\bar{X} = 3,1742$ ).
- It has been found that the risk taking propensity of two generations is a significant difference between entrepreneurial personality traits and entrepreneurial experiences ( $t_{0,05:392} = 1,688$ ). According to this; the risk taking propensity averages of participants who have entrepreneurial experience of two generations ( $\bar{X} = 3,3439$ ) are higher than those of participants who do not have entrepreneurial experience ( $\bar{X} = 3,0652$ ).
- It has been found that the innovativeness of two generations is a significant difference between entrepreneurial personality traits and entrepreneurial experiences ( $t_{0,05:392} = 4,010$ ). According to this; the innovativeness averages of participants who have



entrepreneurial experience of two generations ( $\bar{X}=4,0661$ ) are higher than those of participants who do not have entrepreneurial experience ( $\bar{X}=3,7896$ ).

- It has been found that the self-confidence of two generations is a significant difference between entrepreneurial personality traits and entrepreneurial experiences ( $t_{0,05:392} = 2,446$ ). According to this; the self-confidence averages of participants who have entrepreneurial experience of two generations ( $\bar{X}=2,5212$ ) are higher than those of participants who do not have entrepreneurial experience ( $\bar{X}=2,3311$ ).
- It has been found that there is no significant difference between the two generations of an internal locus of control and the need for achievement of the entrepreneurial personality traits and entrepreneurial experience.

In this context *H8c*: **there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurial experience of demographic variables" hypothesis is partially supported.**

#### 4.5.4. Evaluation The Relationship Between Entrepreneurs In The Family And Entrepreneurial Personality Traits

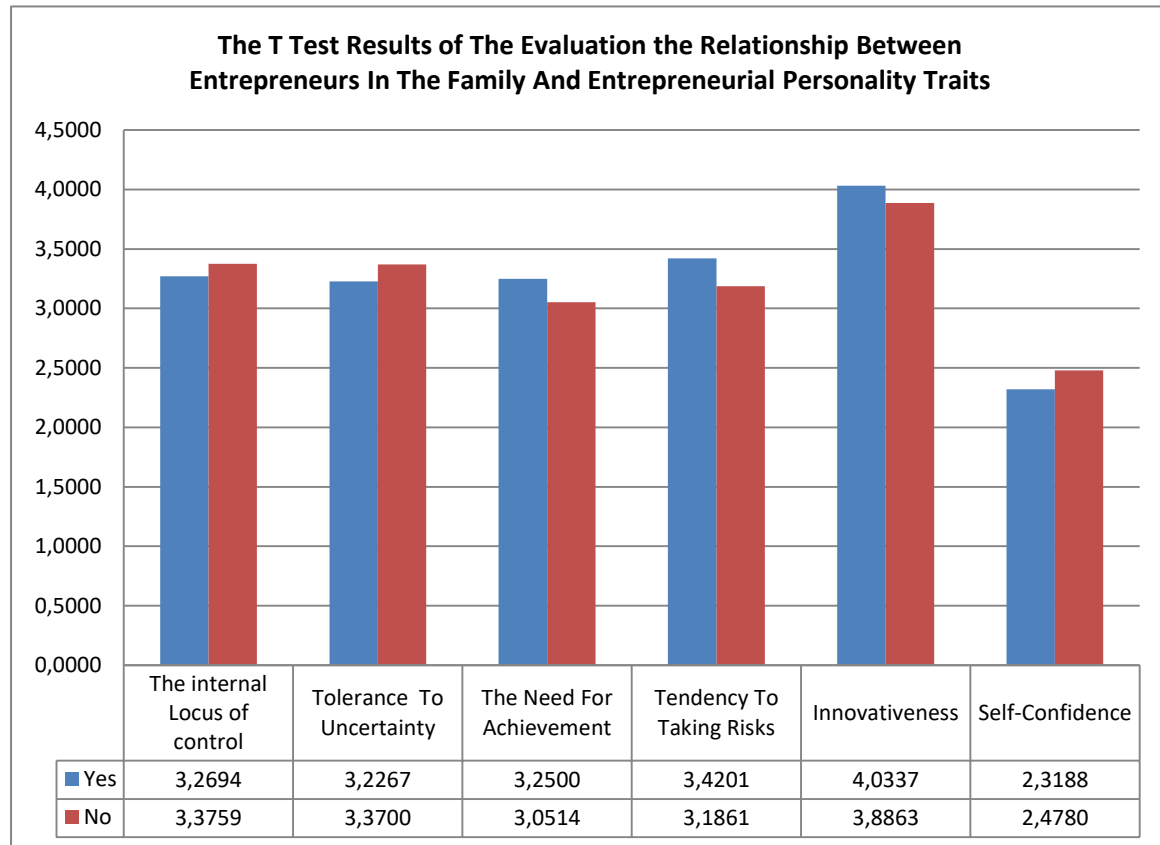
Whether or not there was an entrepreneur in the family of the participants and whether there was a relationship with entrepreneur personality traits was examined by t test and the following results were obtained and the following results were obtained;

**Table 21 The T Test Results of The Evaluation the Relationship Between Entrepreneurs In The Family And Entrepreneurial Personality Traits**

Entrepreneurs in the family		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Internal Locus Of Control	Yes	172	3,2694	,80957	-1,293	397	,197
	No	227	3,3759	,81929			
Tolerance For Ambiguity	Yes	172	3,2267	1,05314	-1,453	397	,147
	No	227	3,3700	,91307			
The Need For Achievement	Yes	172	3,2500	,87572	2,225	397	,027
	No	227	3,0514	,88847			
Risk Taking Propensity	Yes	172	3,4201	,67900	3,320	397	,001
	No	227	3,1861	,71046			
Innovativeness	Yes	172	4,0337	,65714	2,119	397	,035
	No	227	3,8863	,71044			
Self-Confidence	Yes	172	2,3188	,72499	-2,056	397	,040
	No	227	2,4780	,79515			

To summarize the information mentioned in the table on a chart, the following graph is reached;

**Graphs 23 The T Test Results of The Evaluation the Relationship Between Entrepreneurs In The Family and Entrepreneurial Personality Traits**



In the evaluations carried out within the scope of the information contained in the graph; According to the results of the t test conducted to examine the relationship between entrepreneurial personality traits and entrepreneurs in the family of two generations, the following results were obtained;

- It has been found that the need for achievement of two generations is a significant difference between entrepreneurial personality traits and entrepreneurs in a family experiences ( $t_{0,05:392} = 2,225$ ). According to this; According to this; the average the need for achievement of participants who have entrepreneurs in the family of two generations ( $\bar{X} = 3,2500$ ) is higher than the level of participants who do not have entrepreneurs in the family ( $\bar{X} = 3,0514$ ).
- It has been found that the tendency of risk taking of two generations is a significant difference between entrepreneurial personality traits and entrepreneurs in a family experiences ( $t_{0,05:392} = 3,320$ ). According to this; According to this; the average the risk taking propensity of participants who have entrepreneurs in the family of two

generations ( $\bar{X}=3,4201$ ) is higher than the level of participants who do not have entrepreneurs in the family ( $\bar{X}=3,1861$ ).

- It has been found that the innovativeness of two generations is a significant difference between entrepreneurial personality traits and entrepreneurs in a family experiences ( $t_{0,05:392} = 2,119$ ). According to this; the average the innovativeness of participants who have entrepreneurs in the family of two generations ( $\bar{X}=4,0337$ ) is higher than the level of participants who do not have entrepreneurs in the family ( $\bar{X}=3,8863$ )
- It has been found that the self-confidence of two generations is a significant difference between entrepreneurial personality traits and entrepreneurs in a family experiences ( $t_{0,05:392} = 2,056$ ). According to this; the average the self-confidence of participants who have entrepreneurs in the family of two generations ( $\bar{X}=2,3188$ ) is higher than the level of participants who do not have entrepreneurs in the family ( $\bar{X}=2,4780$ )
- It has been found that there is no significant difference between the two generations of an internal locus of control and tolerance for ambiguity of the entrepreneurial personality traits and entrepreneurs in the family.

In this context **H8d: there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurs in the family of demographic variables" hypothesis is partially supported.**

According to the results of the analysis mentioned above, we can summarize the acceptance and rejection of the hypotheses evaluated in the study as follows at table 22.

**Table 22 The Acceptance And Rejection Of The Hypotheses Evaluated In The Study**

HYPOTHESIS	SUPPORTING LITERATURE	STATUS (Accepted, Partially Accepted, Not Accepted)
1. H1:there is a statistically significant difference between the Y and Z generations' entrepreneurial tendencies in terms of entrepreneurial personality traits?	Shapero (1982) Kim ve Hunter (1993) (Summers,1998,59). (Sequeira,2004,33). (Adecco, 2015), (Robert Half, 2015).	PARTIALLY SUPPORTED
2. H2:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of "Having a high level of need for achievement "	(Rotter, 1990). McCullend'a (1961) (Koh, 1996).	SUPPORTED
3. H3:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Internal locus of control	(Rotter, 1990	SUPPORTED
4. H4: there is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Having a high level of tolerance for ambiguity "	(Wu et al., 2007) ( Acedo and Florin, 2006)	SUPPORTED
5. H5:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " self-confidence "	(Bowman, 1999) (Lamping and Kuehl, 2003).	NOT SUPPORTED
6. H6:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " innovativeness "?	Drucker (1985), (Durna, 2002: 5).	NOT SUPPORTED
7. H7:There is a statistically significant difference between "Y" and "Z" generation's entrepreneurial personality traits in terms of " Having a desire for taking risk "?	(Norton Jr. and Moore 2006) ( Teoh and Foo, 1997).	NOT SUPPORTED
8. H8: Is there a statistically significant relationship between two generation's entrepreneurial personality traits and " demographic variables"?	Shapero (1982) (Summers,1998,59). (Sequeira,2004,33). Sexton ve Bowman (1983)	PARTIALLY SUPPORTED
13. H8a: there is a statistically significant relationship between two generation's entrepreneurial personality traits and of gender of demographic variables"	(McCarthy,2000,2; Chel'in (1985) Bandura (1977)	PARTIALLY SUPPORTED
14. H8b: there is a statistically significant relationship between two generation's entrepreneurial personality traits and the sector they want to work in the future of demographic variables" hypothesis is partially accepted.	Schere (1989) Sharma ve Thandi (2004) (Korkmaz, 2012). (Akkaya vd., 2014)	PARTIALLY SUPPORTED
15. H8c: there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurial experience of demographic variables"		PARTIALLY SUPPORTED
16. H8d: there is a statistically significant relationship between two generation's entrepreneurial personality traits and entrepreneurs in the family of demographic variables"		PARTIALLY SUPPORTED

## 5. CONCLUSIONS AND RECOMMENDATIONS

In sustainable economic development; entrepreneurship is at the forefront of the solution dynamics of economic growth and unemployment struggles from today's core problems. It is also important for sustainable solutions to direct individuals to entrepreneurship, to ensure that the concept of entrepreneurship is understood to all segments and to increase the number of entrepreneurial individuals. When this issue is evaluated in the scale of our country, the most important factors in the unemployment and other problems that arise due to this are the small number of entrepreneurial people. The small number of entrepreneurial individuals hinders the formation of new firms and business fields and leads to the inability to provide employment and the increase in unemployment and related problems. According to the Turkish Employment Organization (İŞKUR) November 2017 data, the number of unemployed persons between the ages of 15-24 is 946,781 and the age range which covers the Y and Z generations between the ages of 15-39 is 2,019,582 persons. This figure corresponds to 77.6% of the total number of unemployed people 2,604,201 and emphasizes once again the importance of entrepreneurship and the resulting employment. Again, in recent years it has been observed that rather than establishing their own business, individuals tend to work more in public institutions. When candidates applying for the 2016 and 2014 Public Personnel Selection Examination (KPSS) exam are taken into consideration; In 2014, 1,828,041 persons applied for the exams of the secondary school, 827,233 persons applied for the exams of the associate degree and 1,783,312 persons applied for the exams of the bachelor degree. In 2016, these figures were applied to 3,449,335, 1,357,010 and 2,017,934 persons respectively.

Only with the evaluation of the last two exams, it is seen that the increase rates are 91% for those who take the exams of secondary school, 64% for the exam of associate degree and 14% for those who take the exam of the bachelor degree. It is of utmost importance to increase the number of new entrepreneurs and educate them properly for sustainable economy, effective managerial policies and fighting against unemployment efficiently. In this context, the Y generations which is the dynamic part of the business world and especially the Z generations which have strong entrepreneurial identity and dynamism that has vital importance for sustainable solutions, a prosperous future and a qualified management processes, are considered in this study. Within the scope of the literature review, Y and Z generations; The Y generations are defined as representing individuals between 1980-2000 and the Z generation is defined as representing individuals between 2000-2020. The sample of the study is formed

with Ankara Yıldırım Beyazıt University 4th-grade students representing Y generation and one of the Ankara private high school senior students representing Z generation. Within the scope of evaluating entrepreneurial tendencies of the entrepreneurial personality of the two mentioned generations, a survey method of quantitative research methods was used to collect appropriate primary data for the purpose of research. A total of 400 participants from university who represent Y generation and high school students who represent Z generation have been reached. In order to determine which entrepreneurial personality characteristics of university and high school students have and to find out whether there are differences in the entrepreneurship tendency of students in terms of these traits and demographic variables. In the first two chapters of this study, the theoretical framework of entrepreneurship, entrepreneurship tendency and generations. In the last part of our thesis, entrepreneurship tendencies of Ankara Yıldırım Beyazıt University Business Administration 4th grade students and a private high school students in Ankara were examined in terms of entrepreneurial personality traits and some demographic variables. The relationship between demographic characteristics and entrepreneurship traits of students was analyzed statistically.

The results obtained with the findings obtained in the third part of our dissertation, which is dedicated to practice, can be summarized as follows:

1. When examined in terms of demography; it is seen that the high school group is 18 years old and 48% of the university senior students are in the age group of 22-25 years and 2% over 25 years old. As expected; it indicates that the age distribution carries the conditions of the sample at a high level in terms of representation of Y and Z generation. This situation is important in terms of assessing the differences between the two generations.
2. In terms of another demographic characteristic, when an evaluation is made between mother and father education level; it is considered that the parents of the z generations more education in higher education and it is evaluated that directing what they will need in entrepreneurship process may be a more conscious and sensible orientation process.
3. It is seen that the father of the members of the Z-generations is mostly active in the public sector, the mothers of both generations were mostly non-working individuals, Y generations are more willing to have their business, Y generations have more entrepreneurial experiences than Z generations. It is evaluated that they have less entrepreneurial experience than Y generation as a result of the jobs of their father

occupied by them as a role model is mostly in the public sector and it is also considered that the fact that the age of the z generations is smaller is also effective in this respect.

4. In comparison with which sector they want to work in the future, It is seen that the two groups want to work in a prestigious position in the private sector, there is a business idea in the two groups and that a large majority, together with the people who want to be, show a desire to have a business idea. It is considered that both of the groups have high level of an entrepreneurial tendency.
5. Although they are almost at the same level about the entrepreneurs in the family, it is seen that the number of families which have entrepreneurs is generally small when the sample is generally evaluated. Especially in order to create a sustainable solution in every part of the society, it is evaluated that the concept of entrepreneurship should be introduced and the parents should be informed about this issue. In addition, it is evaluated that the absence created by a small number of entrepreneurs in the family can be filled by the decision mechanisms which could be government, private enterprise, and non-governmental organizations. The decision mechanisms can improve this situation with some precautions to be regulated. It is estimated that this issue has a big importance in terms of the long-term welfare of individuals and society.
6. It is seen that the Z generations wants to do more of its own business in the future and in terms of the establishing their own business; It has been reached as a result of study that Y generations are more undecided on this issue and z generations are more willing to have their own business. As supporting the literature, the Z generations seem to be the entrepreneurial personality and have the desire to establish his own business and It is evaluated that this situation needs to be meticulously focused on the Z-generation and that more positive results will be achieved with the qualified increase in the number of institutions and organizations providing more comprehensive training and entrepreneurship opportunities to be organized.
7. As a result of the analysis to determine the level of entrepreneurship tendency of university and high school seniors representing Y and Z generations, it is observed that students representing of both generations are risk tolerant, having tolerant to uncertainty, innovativeness, have strong internal locus of control have been detected. It has been determined that the Internal locus of control, tolerance for ambiguity, need for achievement, the risk taking propensity and innovativeness averages are higher than the average of the whole sample. However, with regard to self-confidence, it seems that the average of the self-confidence is low. This situation should be strengthened by policies to be taken and it is evaluated that the policy and administrative processes that will ensure the confidence of the individuals should be carefully chosen and applied. It is

evaluated that the perception of self-confidence is supported especially by institutions and organizations that encourage entrepreneurial activities and that the development of these aspects will affect other entrepreneurial personality characteristics positively and that the number of more determined entrepreneurial individuals may increase.

8. In order to test the main purpose of the study, the t test results between the high school and the university group representing the Y and Z generations of the entrepreneurial personality traits can be summarized as follows; while the university sample representing y generation have the higher level of the internal locus of control; it is seen that the high school sample representing z generations have higher level of tolerance for ambiguity, need for achievement, innovativeness, risk taking propensity and self-confidence.
9. When the detailed results of the t test for evaluating entrepreneurial tendencies of Y and Z generations in terms of entrepreneur personality traits are evaluated, The level of internal locus of control of the Y generations ( $\bar{X} = 3,4133$ ) is higher than the level of z generations ( $\bar{X} = 3,2450$ ). When the literature is examined in this respect; There is a high correlation to the entrepreneurship behavior of the internal control perception, which expresses, in particular, the dominance of the events and the deficiencies of the individuals as a determining factor. Because individuals with internal locus of control; with this perception, they are innovative, leaders, determined and active in taking risks (Naktiyok, 2004: 26). In this context, it is one of the results obtained within the scope of the study that Y generation students who think that the results of events are affected by their actions have higher internal locus of control of entrepreneurial personality traits levels.
10. The tolerance for ambiguity level of the Z-generations ( $\bar{X} = 3.3950$ ) is higher than the tolerance for ambiguity level of the Y generations( $\bar{X} = 3.2250$ ). Furthermore, the need for achievement of the Z generations ( $\bar{X} = 3,2567$ ) is higher than that of the Y generations ( $\bar{X} = 3,0167$ ). The Z generation is using the opportunities of knowledge access and information processing very well. Especially early in the education process compared to other generations, that causes to develop in intellectual development and problem-solving. Individuals are able to deal with more than one subject at the same time and focus on different tasks (Senbir 2004: 27-28; Williams, 2010: 12). They are more practical and intelligent and enjoy engaging in new phenomena and work. The idea of change means the new opportunities for them and they enjoy the continuous change, unlike other generations. When difficulties are encountered, unlike the previous generations, instead of asking for the help of other people's personal experiences, they start to search for solutions from internet sources instead of seeking



- a place (Bencsik, Horvath-Csikos, Juhasz; 2016). It seems to support the literature that z generations are more tolerant of uncertainty and have more need for the achievement.
11. It has been reached as a result of the study that Y and Z generations did not differ statistically from each other in terms of entrepreneurial personality traits of "innovativeness, the risk taking propensity and self-confidence". When the literature is examined in this respect; GenZ are highly "self-confident" and have "entrepreneurial initiatives" (Adecco, 2015), also talented on innovation (Robert Half, 2015). Although there is no statistically significant difference in the result of the t test made for each case, when the situation is reevaluated in terms of the averages, in terms of being innovative the averages respectively, Y generations ( $x = 3.9420$ ) and Z generations ( $\bar{X} = 3.9530$ ), in terms of having risk taking propensity the averages respectively Y generations ( $\bar{X}=3,2625$ ) and Z generations ( $\bar{X}=3,3163$ ), in terms of having self-confidence the averages respectively Y generations ( $\bar{X}=2,3792$ ) and Z generations ( $\bar{X}=2,4442$ ). In this context, the averages are partly and very closely related to each other; it is seen that The Z generations are more innovative, willing to take the risk and have more self-confidence in terms of the mean. However, from the point of view of the sample, it is seen that it is still at the low level of the general average of "self-confidence". There are also many studies on the entrepreneurial concept and entrepreneurship tendency of university students, emphasizing that entrepreneurial tendency of students is high and it is claimed that this situation is the positive result of the entrepreneurship oriented education. It is expected that the sample of Y generations that are the senior class student at the university of Business Administration Department could have gained some traits and information regarding the entrepreneurship process. However, it was determined that there is no statistically significant difference between the sample of the high school senior class student representing the z generations that have not yet received this training and university senior students representing the Y generation. For this reason, the effectiveness of the training, techniques, and processes applied must be re-examined and the quality of the training should be increased, and both sides need a more effective training process.
  12. Demographic variables that we examined in the research; age, gender, parental job, entrepreneurship experience, parental education status, the desire to establish self-employment in the future, entrepreneurial status in the family, and the ideal occupational preference. As a result of the analyzes made to show the difference in demographic variables, the level of the need for achievement averages of participants with male gender of two generations ( $\bar{X} = 3,2124$ ), the level of risk taking propensity averages ( $\bar{X} = 3,5298$ ) and the level of innovativeness averages ( $\bar{X} = 4.0238$ ) are found

to be higher than those of female participants. There are many studies in the literature evaluating the effect of gender on entrepreneurship tendency. Gender differences affect the entrepreneurial tendencies of individuals (Steward et al., 2000). The gender difference that the individual possesses affects the perception and tendency of the individual (Erdem, 2001). Along with perceptual change, it is evaluated that the adaptation of the individual to the social environment affects the entrepreneurship tendency in the process and the male individuals exhibit a more positive structure in terms of exhibiting entrepreneurship tendency (Davidsson, 2000). Findings obtained as a result of the study seem to support the literature; men's need for the achievement and risk-taking capacities are evaluated as high and they are open to innovation.

13. As a result of the analyzes made in order to show the difference between demographic variables, which is "which sector they want to work in the future" and "entrepreneurial personality traits"; it is seen that the level of internal locus of control of the participants who want to work in the private sector is the highest level ( $\bar{X} = 3,5039$ ). In addition, the internal locus level of those who want to work prestigiously in the public sector is the lowest level ( $\bar{X} = 3,1632$ ). Participants who want to work in the public sector have the highest level of the need for achievement ( $\bar{X} = 3,3403$ ), while those who want to work in the public sector have the lowest level of the need for achievement ( $\bar{X} = 3,0000$ ). Participants' the risk taking propensity level of those who want to work in the private sector is the highest level ( $\bar{X} = 3,4360$ ), while those who want to work in the public sector have the lowest risk taking level ( $\bar{X} = 3,0303$ ). While those who want to work in a prestigious occupation in the private sector are at the highest level of innovativeness ( $\bar{X} = 4,0228$ ), those who want to work in the public sector are the lowest level of the innovativeness ( $\bar{X} = 3,6848$ ). The self-confidence level of the participants who want to work in the private sector is the highest level ( $\bar{X} = 2,6318$ ), while those who want to work in the prestigious private sector have the lowest level of the self-confidence ( $\bar{X} = 2,3414$ ). Within these findings, those who want to work in the private sector are considered to have the higher internal locus of control, innovativeness levels, risk-taking capacities, and self-confidence.
14. Entrepreneurship experience among demographic variables has also been used in many studies as a decisive factor. For example, in the study of Sharma and Thandi (2004), a comparison of students' six dimensions of "knowledge, behavior, characteristics, experience, opportunity and communication" was made when students were examined about their entrepreneurial behavior. In this context, as a result of the analyzes made to show the difference in entrepreneurial experience, which is a decisive factor; According to the results of the t test to examine the relationship between

entrepreneurial experiences and "entrepreneur personality traits" of the participants with entrepreneurial experience have higher levels of risk taking ( $\bar{X} = 3,3439$ ), innovativeness ( $\bar{X} = 4,0661$ ), self-confidence averages ( $\bar{X} = 2.5212$ ) and those without entrepreneurial experience. Participants without entrepreneurship experience are found to have a higher tolerance for ambiguity averages ( $\bar{X} = 3,4653$ ). In this context, it is seen that the entrepreneurial experience influences entrepreneurial personality traits positively. This situation should be considered to be a priority issue for the decision makers. In the case of presenting the circumstances and possibilities by which the decision makers can support the ideas of the individuals and provide a platform that entrepreneur candidate can earn experiences; entrepreneurship tendency will increase and effectiveness of the management policies on this issue will increase in this area.

15. According to the results of the t-tests conducted to examine the relationship between entrepreneur in their families and "entrepreneurial personality traits" as a result of the analyzes made to show the difference in demographic variables, the average level of the need for achievement of the participants who have entrepreneurs in their family of two generations is ( $\bar{X} = 3,2500$ ), risk taking level averages is ( $\bar{X} = 3,4201$ ), innovativeness level averages is ( $\bar{X} = 4,0337$ ) and self-confidence level averages is ( $\bar{X} = 2,3188$ ) are found to be higher than the participants who do not have entrepreneurs in their family. In this context, it is seen that the entrepreneurial activities of the family members increase the tendency of entrepreneurship in the individuals. It is thought that this issue must be taken into consideration by decision mechanisms. It is considered that the development of alternative policies within the framework of a holistic understanding and view, especially of individuals and families, will be successful.

According to these results regarding theoretical and empirical research, the following suggestions can be made for studies on future tendency of entrepreneurship:

1. The sample of this study was restricted to the 4th-grade students of Ankara Yildirim Beyazit University Business Administration Department and a Private High School students in Ankara. The results obtained are the result of shaping these limitations. In this context, it is suggested that researchers who work in this field should make studies which reveal the entrepreneurial personality characteristics of the students with a larger scale and a longitudinal study by increasing the sample size.
2. For future studies, other entrepreneurial personality traits such as the desire for creativity and independence that are not used in the application part of this study can be included in the scope of evaluation as the evaluation criteria.

3. By developing a different demographic scale, entrepreneurial personality traits can be explored more extensively in terms of these demographic variables.

## REFERENCES

- Acedo, Jos'E, Francisco and Florin, J., (2006). An Entrepreneurial Cognition Perspective On The Internationalization Of SMSs, *J Int Entrepr*, 4(1), 49–67.
- Addor, M.L. (2011). Generation Z: What is the Future of Stakeholder Engagement?. *Institute For Emerging Issues–Nc State University*, 1-7, available at <https://iei.ncsu.edu/wp-content/uploads/2013/01/GenZStakeholders2.pdf>, accessed 13.08.2017.
- Adecco (2015). *Generation Z vs. Millennials*, available at <http://pages.adeccousa.com/rs/107-IXF-539/images/generation-z-vs-millennials.pdf>, accessed 20.09.2017.
- Adıgüzel, O.,Batur,Z.,Ekşili, N.,(2014) Kuşakların Değişen Yüzü Ve Y Kuşağı İle Ortaya Çıkan Yeni Çalışma Tarzı: Mobil Yakalılar, *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(19), 165
- Akçakanat, T., Mücevher, M. H. And Çarıkcı, İ. H. (2014). “Sözel, Sayısal ve Eşit Ağırlık Bölümlerinde Okuyan Üniversite Öğrencilerinin Girişimcilik Eğilimlerinin Bazı Demografik Değişkenler Açısından İncelenmesi: SDÜ Örneği”. *AKÜ İİBF Dergisi*, 16( 2), 137-153.
- Akdemir, A., Konakay, G., Demirkaya, H., Noyan, A., Demir, B., Ağ, C., Pehlivan, Ç., Özdemir, E., Akduman, G., Eregez, H., Öztürk, İ., Balcı, O. (Aralık 2013) “Y Kuşağının Kariyer Algısı, Kariyer Değişimi ve Liderlik Tarzı Beklentilerinin Araştırılması”, *Ekonomi ve Yönetim Araştırmaları Dergisi*, 2(2), 11-42.
- Akkaya, T., Yıldız, E. ve Akin, Y.K. (2014). Üniversite Öğrencilerinin Girişimci Kişilik Özelliklerinin Değerlendirilmesi: Yalova Meslek Yüksekokulu Öğrencilerine Yönelik Bir Uygulama. *Yalova Sosyal Bilimler Dergisi*, 5(8),108-122.
- Aktürk, E. (2012). *Üniversite Öğrencilerinin Kişilik Özelliklerinin Girişimcilik Eğilimleri Üzerindeki Etkisi: Düzce Üniversitesinde Bir Araştırma*. Düzce Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi, Düzce.
- Altınay, L., Madanoğlu, M., Daniele, R., Lashley, C. (2012). “The Influence Of Family Tradition And Psychological Traits On Entrepreneurial İntention”, *International Journal of Hospitality Management*, (31):489– 499.
- Alwin, D.F., (2002). Generations X, Y And Z: Are They Changing America, *American Sociological Association*, 42(1), 42-51.
- Arıkan, S. (2004). *Girişimcilik: Temel Kavramlar ve Bazı Güncel Konular*. Ankara: Siyasal Kitabevi.

- Arslan, K. (2002). “Üniversiteli Gençlerde Mesleki Tercihler Ve Girişimcilik Eğilimleri”. *Doğuş Üniversitesi Dergisi*, (6):1-11.
- Avşar, M. (2007). Yükseköğretimde Öğrencilerin Girişimcilik Eğilimlerinin Araştırılması, Çukurova Üniversitesinde Bir Uygulama. Yüksek Lisans Tezi , Adana, 14.
- Balıkçı, Y., (2009), “İşletmelerde Risk Yönetimi”, (1. Basım), İstanbul: Cinius
- Bandura (1986), "Social Foundation of Thought and Actions: A Social Cognitive Theory", *Englewood Cliffs, NJ: Prentice-Hall*
- Bayrak, C.ve Terzi, Ç.(2004) “Okul Yöneticilerinin Girişimcilik Özelliklerinin Okullara Yansımaları”. *XIII. Ulusal Eğitim Bilimleri Kurultayı, İnönü Üniversitesi, Eğitim Fakültesi, Malatya.*
- Bejtkovský J., (2016). The Employees of Baby Boomers Generation, Generation X, Generation Y and Generation Z in Selected Czech Corporations as Conceivers of Development and Competitiveness in their Corporation, *Journal of Competitiveness*, 8(4), 105 - 123
- Bencsik A., Horvath-Csikos G., Juhasz T. (2016).Y and Z Generations at Workplaces, *Journal Of Competitiveness*, 8(3), 90-106,
- Bilge, H. ve Bal, V. (2012). “Girişimcilik Eğilimi: Celal Bayar Üniversitesi Öğrencileri Üzerine Bir Araştırma”. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16, 131-148.
- Bolser, K., Gosciej, R. (2015). Millennials: Multi-Generational Leaders Staying Connected. *Journal of Practical Consulting*, 5 (2),1-9.
- Bowman, C., (1999). “Action-Led Strategy And Managerial Self- Confidence”, *Journal of Managerial Psychology*, 14(7/8), 558-568.
- Bozkurt, Ö. (2011). *Dünyada ve Türkiye’de girişimcilik eğitimi: Başarılı girişimciler ve öğretim üyelerinden öneriler.* Ankara: Detay Yayınları, 10-55.
- Bozkurt, Ö. and Erdurur, K. (2013). Girişimci Kişilik Özelliklerinin Girişimcilik Eğilimindeki Etkisi: Potansiyel Girişimciler Üzerinde Bir Araştırma, *Girişimcilik ve Kalkınma Dergisi*, (8:2): 57-78.
- Can, M. F.( 2014). “Veteriner Fakültesi Öğrencilerinin Girişimcilik Potansiyel ve Eğilimlerinin Analizi: Mustafa Kemal Üniversitesi Örneği”. *YYU Veteriner Fakültesi Dergisi*, 25 (3): 81-86.

Ceylan, A. ve Demircan, N. (2002) Girişimcilerin Başarı, Güç ve Yakın İlişki İhtiyaçlarının Kişilik Özellikleri ile İlişkisi Üzerine Düzce Bölgesi'ndeki Kobi'lerde Bir Araştırma, *21.Yüzyılda KOBİ'ler: Sorunlar, Fırsatlar ve Çözüm Önerileri, Doğu Akdeniz Üniversitesi İşletme Fakültesi*,

Cromie, S.; Donaghue, J. (1992), "Reserarch Note: Assessing Entrepreneurial Inclinations", *Journal of Occupational Behavior*, 317-324

Çavuş, M.F. ve Akgemici, T. (2008). İşletmelerde Personel Güçlendirme'nin Örgütsel Yaratıcılık Ve Yenilikçiliğe Etkisi: İmalat Sanayinde Bir Araştırma. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 20, 299-231.

Dereli, B., & Toruntay, H. (2015). Örgütlerde Kuşakların İş Değerleri, Motivasyon Ve Mentorluk Kavramlarına Dayalı Yönetimi. *İstanbul Ticaret Üniversitesi Dış Ticaret Enstitüsü Tartışma Metinleri*, No: 03(05).

Doğan, N. (2013). *Türkiye'de Girişimcilik Eğilimi: Üniversite Öğrencilerine Yönelik Bir Araştırma*. İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Doktora Tezi, İstanbul.

Durna, U. (2002). *Yenilik Yönetimi*, (1. Baskı), Ankara: Nobel Yayınları.

Dündar, S. And Ağca, V. (2007). "Afyon Kocatepe Üniversitesi Lisans Öğrencilerinin Girişimcilik Özelliklerinin İncelenmesine İlişkin Ampirik bir Çalışma". *H.Ü. İktisadi ve İdari Bilimler Fakültesi Dergisi*, (1):121-142.

Eastland R, Clark KR. (2015). Managing Generational Differences In Radiology. *Radiol Manage.*; 37(3):52-56.

Erdoğan N. (2000). Otobiyografilerin Analizi Yoluyla Girişimci İşadamlarının Kariyer Gelişimi Hakkında Bir Araştırma. *8. Ulusal Yönetim ve Organizasyon Kongresi*, 95-108.

Erdoğan, N. (2007). *Aile İşletmeleri Yönetim Yetki Devri ve İkinci Kuşağın Yetiştirilmesi*. (2.Baskı). İstanbul: İGİAD Yayınları

Erdurur K. (2012);"Turizm Lisans Dersi Alan Öğrencilerin Girişimci Kişilik Özelliklerinin Girişimcilik Eğilimine Etkisi: Akçakoca Turizm İşletmeciliği ve Otelcilik Yüksekokulu Örneği", Yayınlanmamış Yüksek Lisans Tezi, Düzce ,Üniversitesi Sosyal Bilimler Enstitüsü.

Eren, E. (1998). *Yönetim ve Organizasyon*. İstanbul: Beta Basım Yayım.

Ferrante, F., (2005). "Revealing Entrepreneurial Talent", *Small Business Economics*, 25(2), 159-174.

Girginer, N. And Uçkun, N.( 2004).“İşletmecilik Eğitimi Alan Lisans Öğrencilerinin Girişimciliğe Bakış Açıkları: Eskişehir Osmangazi Üniversitesi İ.İ.B.F İşletme Bölümü Öğrencilerine Yönelik Bir Uygulama” . *III. Ulusal Bilgi, Ekonomi ve Yönetim Kongresi, Eskişehir Osmangazi Üniversitesi İİBF*, 25-26 Kasım.(783-795) .

Gouws, R. H., & Tarp, S. (2016). Information Overload And Data Overload In Lexicography. *International Journal of Lexicography*, 29 (3), 01-27

Güreşçi, E. (2014).“Girişimcilik Eğilimi Üzerine Bir Araştırma: İspir Hamza Polat Myo Örneği”. *Girişimcilik ve Kalkınma Dergisi*, (9:1): 23-38.

Hallak, Rob, Brown, Graham, Lindsay, J.Noel, (2011). “The Place Identity E Performance Relationship Among Tourism Entrepreneurs: A Structural Equation Modelling Analysis”, *Tourism Management*, 33(1), 143-154.

Hendricks JM, Cope VC. (2013). Generational Diversity: What Nurse Managers Need To Know. *J Adv Nurs*; 69(3):717-725.

Hisrich, R. D. and Peters, M. P. (1998). *Entrepreneurship*. New York: Irwin Mc Graw Hill.

Iorgulescu,M.C.,(2016). Generations Z And Its Perception Of Work, *Cross Cultural Management Journal* 18, 1(9)

İşcan Ö. F. And Kaygın E. (2011). “Potansiyel Girişimciler olarak Üniversite Öğrencilerinin Girişimcilik Eğilimlerini Belirmeye Yönelik Bir Araştırma”,*Organizasyon Ve Yönetim Bilimleri Dergisi*, 3(2), 275-286.

İşcan, Ö.F. and Kaygın, E. (2011). “Üniversite Öğrencilerinin Girişimcilik Eğilimlerini Belirlemeye Yönelik Bir Araştırma”. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (2): 443-462.

Jianru, J, (2011). The Y Factor: Managing The New Generation Of Soldiers, *Journal Of The Singapore Armed Forces*, 39(4),53-59.

Johnson, M., Johnson, L. Signposts. (2010). *Harbingers of things to come. In: Generations, Inc.: From Boomers to Linksters – Managing the Friction Between Generations at Work*. New York, NY: AMACOM; 6-18.

Karabulut, A.T. (2009). “Üniversite Öğrencilerinin Girişimcilik Özelliklerini Ve Eğilimlerini Belirlemeye Yönelik Bir Araştırma”. *Marmara Üniversitesi İİBF Dergisi*, 26(1): 331-356.

Karımı, A. Malekmohamadi, I. Daryani, A. M and Rezvanfar, A. (2011). “A Conceptual Model Of Intrapreneurship in The Iranian Agricultural Extension Organization Implications For HRD, *Journal of European Industrial Training*, 35(7), 632-657.



Kavalcı,K., Ünal,S.,(2016). Y ve Z Kuşaklarının Öğrenme Stilleri ve Tüketici Karar Verme Tarzları Açısından Karşılaştırılması, *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 20 (3): 1033-1050

Kayalar, M., Ömürbek N., 2007, "Girişimci Adaylarının Risk Almaya Yatkınlık Özelliğinin Cinsiyet Bağlamında İncelenmesi", *Atatürk Üniversitesi, İktisadi Ve İdari Bilimler Fakültesi Dergisi*, 21(1), 185-200

Kaye B. (2012). *Four Generations: Develop and engage them at work*, Leadership Excellence.

Kaygın, E. ve Güven, B. (2013). *Güçlü Kadınlar: Türkiye’de Kadının Girişimciliği*. İstanbul: Çatı Akademi.

Keleş, H. N. (2013) .Girişimcilik Eğiliminin Kuşak Farkına Göre İncelenmesi. *Selçuk Üniversitesi İktisadi ve İdari Bilimler Fakültesi Sosyal ve Ekonomik Araştırmalar Dergisi*, 26, 23-43.

Keleş, H. N., Kırıl Özkan, T., Doğaner, M. And Altunoğlu, A. E. (2012). “Önlisans Öğrencilerinin Girişimcilik Düzeylerini Belirlemeye Yönelik Bir Araştırma”, *Uluslararası İktisadi ve İdari İncelemeler Dergisi*, 9,107-118.

Kılıç, R., Keklik, B. and Çalış, N. (2012).“Üniversite Öğrencilerinin Girişimcilik Eğilimleri Üzerine Bir Araştırma: Bandırma İİBF İşletme Bölümü Örneği”. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi* . 17(2): 423-435.

Kım, M.S; Hunter, J.(1993), "Relationships among Attitude, Behavioral Intentions and Behavior", *Communications Researchs*, 20, 331-364

Koh, C. H., (1996). Testing Hypotheses Of Entrepreneurial Characteristics A Study Of Hong Kong MBA Student, *Journal of Managerial Psychology*, 11(3), 12-25.

Korkmaz, O. (2012). “Üniversite Öğrencilerinin Girişimcilik Eğilimlerini Belirlemeye Yönelik Bir Araştırma: Bülent Ecevit Üniversitesi Örneği”. *Afyon Kocatepe Üniversitesi İİBF Dergisi*, 2(20), 9-226.

Korkmaz, S. (2000). Girişimcilik Ve Üniversite Öğrencilerinin Girişimcilik Özelliklerinin Belirlenmesine Yönelik Bir Araştırma, *H.Ü.İ.İ.B.F. Dergisi*, 18, 163-169.

Krishnaraj, A., Weinreb J.C., Ellenbogen P.H., Patti J.A., Hillman B.J. (2012). Impact Of Generational Differences On The Future Of Radiology: Proceedings Of The 11th Annual ACR Forum. *J Am Coll Radiol.* ; 9(2):104-107

Krueger, Norris.F.; Reilly ,M.D; Carsrud, A.L(2000), "Competing Models of Entrepreneurial Intentions", *Journal of Business Venturing*, 15,411-432

- Lamping, P. ve Kuehl, R. C. (2003). *Entrepreneurship, 3th Edition*, Londra: Printice Hall International
- Lehto, Y.X., Jang, S., Francis, A. And O’leary , J., (2008). Exploring Tourism Experience Sought: A Cohort Comparison of Baby Boomers and the Silent Generation, *Journal of Vacation Marketing*, 14,
- Lower, J., (2008). Brace Yourself Here Comes Generation Y, *Critical Care Nurse*, 28 (5), 80-85.
- Martin, M. J. C. (1984). *Managing technological innovation and entrepreneurship*. Reston, VA.:Reston Publishing.
- Mc Carthy, B. (2000), "Researching The Dynamics of Risk-Taking and Social Learning: An Explanatory Study of Irish Entrepreneurs", *Irish Marketing Review*, 13(1), 46-60
- McClelland, D. C. (1961). *The achieving society*. Princeton, NJ: Van Nostrand Reinhold.
- McCrinkle Research, (2012). *Generations Defined: 50 Years of Change Over 5 Generations*,
- Moore, T.W. (2003), *Applying Cognitive Processes to Franchisees: The Use of Entrepreneurial Measures to Study Franchisee Response to Constraints*", *Unpublished Doctorate Dissertation*, University of Cincinnati, p.3-217
- Mueller, S. L.,and Thomas, A. S. (2001). Culture And Entrepreneurial Potential: A Nine Country Study Of Locus Of Control And Innovativeness. *Journal of Business Venturing*, 16, 51–55.
- Müftüoğlu, T. and Durukan, T. (2004). *Girişimcilik ve KOBİ’ler*, (1. Basım), Ankara: Gazi Kitabevi.
- Naktiyok, A.( 2004). *İç Girişimcilik*. İstanbul: Beta Yayınları.
- Negiz, N., Özdaşlı, K., Özkul, G. Ve Alparslan, A.M., (2009), “Girişimcilik Özellikleri ve Tipleri Açısından Cinsiyet farklılıkları: SDÜ-İİBF Araştırması”, *Uluslararası – Disiplinler Arası Kadın Çalışmaları Kongresi, 05 – 07 Mart, Sakarya Üniversitesi Rektörlüğü*, 241-251.
- Norton Jr., I. William. And Moore, T. William. (2006). “The Influence of Entrepreneurial Risk Assessment on Venture Launch or Growth Decisions”, *Small Business Economics*,26, 215–226.
- Oh, E., and Reeves, T. C. (2011). Generation differences and the integration of technology in learning, instruction, and performance.

Ozkan, M., Solmaz, B. (2015). Mobile addiction of generation Z and its effects on their social lifes. *Procedia – Social and Behavioral Sciences*, 205, 92-98

Ören, K. ve Biçkes, M. (2011). “Kişilik Özelliklerinin Girişimcilik Potansiyeli Üzerindeki Etkileri (Nevşehir’deki Yüksek Öğrenim Öğrencileri Üzerinde Yapılan Bir Araştırma)”. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 16(3): 67-86.

Örücü, E., Kılıç, R. ve Yılmaz, Ö.(2007). “Üniversite Öğrencilerinin Girişimcilik Eğilimlerinde Ailesel Faktörlerin Etkisi Üzerine Bir Uygulama” . *Girişimcilik ve Kalkınma Dergisi*, 2(2):27-47.

Özden K., Temurlenk M. S. And Başar S. (2008) “Girişimcilik Eğilimi: Kırgızistan –Türkiye Manas Üniversitesi ve Atatürk Üniversitesi Öğrencileri Üzerine Bir Araştırma”, *Review of Social Economics Studies*, 1-21

Özer, P.S; Topaloğlu, T.(2007), Girişimci ve Yöneticilerin Öğrenilmiş Gereksinimleri ile Kontrol Odaklarının Kıyaslanmasına Yönelik Bir Araştırma, *Çukurova Üniversitesi,Sosyal Bilimler Enstitüsü Dergisi*, 16(2), 439-456

Özkul, G., (2007). ”Kapitalist Sistemin Sürükleyici Aktörleri: Ekonomik Teoride Girişimciler,” *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 12(3), 343-366.

Pillis, E. And Reardon, K. K., (2007). The Influence Of Personality Traits And Persuasive Messages On Entrepreneurial Intention A Cross-Cultural Comparison, *Career Development International*, 12(4), 382-396.

Rahman, Md.,Mizanur And Lian, F. K., (2011).The Development Of Migrant Entrepreneurship In Japan: Case Of Bangladeshis, *Int. Migration & Integration*, 12, 253–274.

Robbins, S. And Coulter M. (2002). *Management*. New York, NY: Prentice Hall International.

Robert Half (2015). *Get ready for generation Z*. available at [https://www.roberthalf.com/sites/default/files/Media\\_Root/images/rhpdfs/rh\\_0715\\_wp\\_genz\\_nam\\_eng\\_sec.pdf](https://www.roberthalf.com/sites/default/files/Media_Root/images/rhpdfs/rh_0715_wp_genz_nam_eng_sec.pdf), accessed 13.04.2016.

Roper, S. (1998). Entrepreneurial Characteristics, Strategic Choice And Small Business Performane. *Small Business Economics*, 11(24), 11.

Rotter, B. J., (1990). Internal Versus External Control Of Reinforcement A Case History Of A Variable, *American Psychologist*, 45(4),489-493.

Salık,N.(2015).Üniversite Öğrencilerinin Girişimcilik Eğilimlerinin Demografik Değişkenler Açısından İncelenmesi:Kafkas Üniversitesi Örneği, Yüksek Lisans Tezi, Kafkas Üniversitesi, Sosyal Bilimler Enstitüsü İşletme Ana Bilim Dalı.

Salvatore, D. (2005). G 7 Ülkelerinde Yeni Ekonomi ve Büyüme. *C.Ü. İktisadi ve İdari Bilimler Dergisi*, 6(1), 59-69.

Scherer, R.F; Adam, J.S; Carley, S.S; Wiebe, F.A(1989), "Role Model Performance Effect on the Development of Entrepreneurial Career Preferences", *Entrepreneurship Theory and Practice*, 13(3), 53-71

Schumpeter, J.A. (1934). *The Theory of Economic Development*. (3. Edition) Cambridge, Mass: Harvard University Press.

Senbir, H. (2004). *Z Son İnsan mı?*, İstanbul: Okuyan Us Yayınları.

Sequera, M.J. (2004), "The Effect of Network Ties and Entrepreneurial Self –Efficacy on Immigrant New Venture Intentions", *Unpublished Doctorate Dissertation*, The University of Texas, 1-450

Shane, S. (2000). Prior Knowledge and the Discovery of Entrepreneurial Opportunities. *Organization Science*, 11 (4), 449.

Shapiro, A. (1982). *Social Dimensions Of Entrepreneurship*. Englewood Cliffs: NJPrentice Hall. 72.

Sharma, R.; Thandi, H,. (2004), "MBA Students Preparedness For Entrepreneurial Efforts", *Tertiary Education and Management*( Kluwer Academic Publishes), 10, 209-226

Singh, A. (2014). Challenges and issues of generation Z. *IOSR Journal of Business and Management (IOSR-JBM)*, 16 (07), 59-63.

Smither S. (2015). Facing Generational Differences: Understanding Is Key. *Vet Team Brief;* 45-47;

Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (2014). *Handbook of research on educational communications and technology* ,4th ed. New York: Springer Science + Business Media.

Stevenson, H. H., and Jarillo, J. C. (2007). *A Paradigm Of Entrepreneurship: Entrepreneurial Management In Entrepreneurship* , Springer Berlin Heidelberg; 155-170.

Summers, D. (1998), "An Emprical Investigations of Personal and Situational Factors That Relate to Formation of Entrepreneur Intentions", *Unpublished Doctorate Dissertation*, Texas Universty, 1-189

- Tekin, M.( 1999). *Giriřimcilik: Kendi İşini Kurma ve İşletme*. Konya: Damla Ofset.
- Teoh, H.Y. and Foo, S.L. (1997). “Moderating Effects Of Tolerance For Ambiguity And Risktaking Propensity On The Role Conflictperceived Performance Relationship: Evidence From Singaporean Entrepreneurs”, *Journal Of Business Venturing*, 12(1), 67-81.
- Toruntay H. (2011). Takım Rollerini Çalışması: X Ve Y Kuşaağı Üzerinde Karşılaştırmalı Bir Araştırma, *İstanbul Üniversitesi Sosyal Bilimler Enstitüsü*, Yüksek Lisans Tezi, İstanbul.
- Tulgan, B. (2013). Meet Generation Z: The Second Generation Within The Giant Millennial Cohort. Rainmaker Thinking, available at <http://rainmakerthinking.com/assets/uploads/2013/10/Gen-Z-Whitepaper.pdf>, accessed 14.07.2017.
- Uygun, M., Mete S. ve Güner E. (2012 ). “Genç Giriřimci Adayların Giriřimcilik Eğilimi Ve Giriřimcilik Özellikleri Arasındaki İliřkiler”. *Organizasyon Ve Yönetim Bilimleri Dergisi*, 4(2), 145-156.
- Venkataraman, S., (1997). *The Distinctive Domain Of Entrepreneurship Research. Advances In Entrepreneurship, Firm Emergence And Growth*, 3(1), 119-138.
- Wang, C. K., Wong, P. (2004). Entrepreneurial Interest of University Students in Singapore. *Technovation*, 24, 163–172
- Wennekers, S. And Thurik, R. (1999). Linking Entrepreneurship and Economic Growth. *Small Business Economics*, 13, 27-55.
- Wiedmer T. (2015). Generations Do Differ: Best Practices İn Leading Traditionalists, Boomers, And Generations X, Y, And Z. *Delta Kappa Gamma Bull.*;82(1):51-58.
- Williams, S. (2010). Welcome To Generation Z, *B&T Magazine*, 60, 2731.
- Wonglumpiyarat, J., (2005). Does Complexity Affect The Speed Of Innovation?, *Technovation*, 25, 865–882.
- Wu, Sibin. Matthews, Linda. And Dagher, K. Grace, (2007). Need For Achievement, Business Goals, And Entrepreneurial Persistence, *Management Research News*, 30(12), 928-941.
- Yelkıkalan,N.,Altın E.. (2010). Farklı Kuşakların Yönetimi, *Yönetim Bilimleri Dergisi*, 8(2), 13-17.
- Yıldız, S. And Kapu, H.( 2012). “Üniversite Öğrencilerinin Bireysel Deęerleri İle Giriřimcilik Eğilimleri Arasındaki İliřki: Kafkas Üniversitesi’nde Bir Araştırma”. *Kafkas Üniversitesi, İktisadi Ve İdari Bilimler Fakültesi Dergisi*, 3(3):39-66.

Yılmaz, E. ve Sünbül, A. M. (2009). “Üniversite Öğrencilerine Yönelik Girişimcilik Ölçeğinin Geliştirilmesi”. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21,195–203.

Yumuk, G. (2013).“Turizm Bölümü Öğrencilerinin Girişimcilik Eğitimlerinin Girişimcilik Eğilimlerine Etkisi”. *Trakya Üniversitesi İktisadi ve İdari Bilimler Fakültesi E-Dergi*, 2(2), 96-120.

Yüzüak, E. (2010). Üniversitelerde öğrenim gören kız öğrencilerin girişimcilik eğilimlerini etkileyen faktörler: Çanakkale Onsekiz Mart Üniversitesi Biga İ.İ.B.F. Örneği. *Çanakkale Onsekiz Mart Üniversitesi Sosyal Bilimler Enstitüsü, Yayımlanmamış Yüksek Lisans Tezi*, Çanakkale.

Zempke, R., Raines, C., Filipczak, B., (2013).*Generations at Work : Managing the Clash of Boomers, Gen Xers, and Gen Yers in the Workplace*, 2nd Ed., Amacom, USA,

[http://www.tdk.gov.tr/index.php?option=com\\_bts&view=bts&kategori=veritbn&kelimesec=118315](http://www.tdk.gov.tr/index.php?option=com_bts&view=bts&kategori=veritbn&kelimesec=118315)

[http://www.tuik.gov.tr/MicroVeri/Hia\\_2011/turkce/metaveri/tanim/index.html](http://www.tuik.gov.tr/MicroVeri/Hia_2011/turkce/metaveri/tanim/index.html)

[http://www.tuik.gov.tr/MicroVeri/Hia\\_2011/turkce/metaveri/tanim/index.html](http://www.tuik.gov.tr/MicroVeri/Hia_2011/turkce/metaveri/tanim/index.html)

[http://www.tuik.gov.tr/PreIstatistikTablo.do?istab\\_id=945](http://www.tuik.gov.tr/PreIstatistikTablo.do?istab_id=945)

<http://www.iskur.gov.tr/kurumsalbilgi/istatistikler.aspx#dltop>

(<http://www.osym.gov.tr/TR,2892/2014-kpss-lisans-sonuclarina-iliskin-sayisal-bilgiler.html>).

## APENDICES

### APENDIX-A:QUESTIONNARIE

#### APPX-1. Questionnaire Form



Ankara, /05/2017

Sayın Katılımcı,

Bu anket çalışması, Ankara Yıldırım Beyazıt Üniversitesi öğretim üyelerinden Doç. Dr. Nilay ALÜFTEKİN SAKARYA danışmanlığında yürütülen “**Y ve Z Kuşaklarının Girişimcilik Eğilimlerinin Girişimci Kişilik Özellikleri Açısından Karşılaştırılması: Üniversite ve Lise Öğrencilerine Yönelik Bir Araştırma**”ya yönelik tez çalışmasına veri desteği sağlamak amacıyla hazırlanmıştır.

Bu anket paketi iki bölümden oluşmaktadır. Her bölümdeki ölçeğin nasıl cevaplanacağı konusunda, ilgili bölümün başında bilgi verilmiştir. Anketin cevaplanması yaklaşık 15 dakika sürmekte olup, herhangi bir süre kısıtlaması bulunmamaktadır.

Anket çalışması sonucunda elde edilen veriler sadece bilimsel amaçlı kullanılacaktır. Veriler hiçbir şartta herhangi bir kurum ya da kişi ile paylaşılmayacaktır. Araştırma sonucunda elde edilen bulgular ise sadece bilimsel amaçlara yönelik olarak kullanılacaktır. Anket sorularına en doğru cevapları vermeniz çalışmanın başarısını önemli ölçüde etkileyecektir. Talep edilmesi durumunda araştırmaya anketleri cevaplayarak katkıda bulunan çalışanların kimlikleri gizli tutularak, araştırmanın genel sonuçları araştırmaya katılan kurum ya da kişilerle paylaşılacaktır.

Çalışmaya katılım tamimiyle gönüllülük esasına dayanmaktadır. Anket genel olarak, kişisel rahatsızlık verecek sorular içermemektedir. Katılımınız için şimdiden çok teşekkür ederiz.

Sorularınız için;

**İbrahim YIKILMAZ**

Ankara Yıldırım Beyazıt Üniversitesi

İşletme Fakültesi Yönetim ve Organizasyon  
Çankaya/ANKARA

e-posta: [ibrahimyklmz@gmail.com](mailto:ibrahimyklmz@gmail.com)

tel: 05533314399

**Doç. Dr. Nilay ALÜFTEKİN SAKARYA**

İşletme Fakültesi Yönetim ve Organizasyon  
Bölümü

Çankaya/ANKARA

e-posta: [nilayaluftekin@gmail.com](mailto:nilayaluftekin@gmail.com)

tel: 0312 466 75 33

## 1. Bölüm – Demografik Bilgiler:

1. Cinsiyetiniz;

Bayan ( ) Erkek ( )

2. Yaşınız

18 den küçük ( ) 18- 21 arası ( ) 22-25 arası ( ) 26-29 arası ( ) 30 ve üzeri ( )

3. Sınıfınız.....

4. Bölümünüz .....

5. Annenizin eğitim durumu

Okur-Yazar ( ) İlkokul ( ) Ortaokul ( ) Lise ( ) Üniversite ( ) Y.Lisans ( ) Doktora ( )

6. Babanızın eğitim durumu

Okur-Yazar ( ) İlkokul ( ) Ortaokul ( ) Lise ( ) Üniversite ( ) Y.Lisans ( ) Doktora ( )

7. Babanız hangi sektörlerde çalışıyor?

Çalışmıyor ( ) Kendine ait işyeri var ( ) Kamu sektöründe ( ) Özel sektörde ( )

8. Anneniz hangi sektörlerde çalışıyor?

Çalışmıyor ( ) Kendine ait işyeri var ( ) Kamu sektöründe ( ) Özel sektörde ( )

9. İleride kendi işinizi kurmayı istiyor musunuz?

İstemiyorum ( ) Az istiyorum ( ) Kararsızım ( ) İstiyorum ( ) Çok istiyorum ( )

10. Hayatınızda küçükte olsa bir girişimci faaliyette bulundunuz mu?

Evet ( ) Hayır ( )

11. İleride kendi işinizi kurmak istemiyorsanız aşağıdaki sektörlerden hangisinde çalışmayı tercih edersiniz?

Özel sektörde herhangi bir işte( ) Kamu sektöründe herhangi bir işte( )

Özel sektörde prestijli bir işte( ) Kamu sektöründe prestijli bir işte( )

12. Kimseyle paylaşmadığınız kendinize ait bir iş fikriniz var mı?

Evet( ) Hayır ( ) Olmasını İsterdim ( )

13. Ailenizde girişimci var mı?

Var ( ) Yok ( )

14. Okulu bitirdikten sonraki mesleki idealiniz nedir?

Özel sektörde çalışmak ( ) Kamuda çalışmak ( ) Kendi işimi yapmak ( ) Diğer..... ( )

15. Gelecekte kendi işinizi kurma ihtimaliniz var mı?

Çok yüksek ( ) Yüksek ( ) Kararsızım ( ) Düşük ( ) Çok düşük ( )



## 2. Bölüm

Aşağıdaki ifadelere katılım derecenize göre;

1- Kesinlikle katılmıyorum

2- Katılmıyorum 3- Kararsızım

4 Katılıyorum

5- Kesinlikle Katılıyorum şeklinde işaretleyiniz.

	İFADELER	1	2	3	4	5
1	İnsanların talihsizliklerinin yaptıkları hatalardan dolayı olduğuna inanıyorum.					
2	İnsanların hayatlarındaki mutsuzluklarının çoğu kötü şans yüzünden ortaya çıkmaktadır.					
3	Çıkan sonuçların iyi olması eğer benim yaptığım işlerden dolayı değilse, sonuçlardan hoşlanmam.					
4	Kararlarımın ve hareketlerimin, olumlu ve olumsuz bütün sonuçlarını kabul etmeye gönüllüyüm.					
5	Hayatımdaki olayların sonuçlarını etkileyen şans ya da kader değil, benimdir.					
6	Olayların olmasını bekleyemem dayanamam, olayların olmasını sağlamayı seçerim.					
7	Başarının kişisel çabalardan daha çok, bir şans ve kaderin ürünü olduğuna inanırım.					
8	Zorlu işlere meydan okumak hoşuma gider, zevk alırım çünkü bu durum daha çok çalışmamı sağlar.					
9	Eğer başarı ve tatmin duygusu hissedemiyorsam iyi gelir getiren bir işi sevmem.					
10	Rahat bir hayat sürmek için sadece mümkün olduğu kadar kazanmak isterim.					
11	Eğer ücret iyi ise, rutin ve zor olmayan bir işte çalışmakta bir sakınca görmem.					
12	Bir şeyi yaptığım zaman, onu sadece yapılması gerektiği için değil, mükemmel bir şekilde yapılması için gerekeni yaparım.					
13	İnsanları işe alırken, yeterliliklerinden daha çok, arkadaşlık veya diğer faktörlerden (sadık olmalarından) dolayı alırım.					
14	Sürekli ve garanti olduğu sürece gelirin az olması benim için sorun olmaz					

**Appendix A (continued) Questionnaire**

15	Yüksek gelir elde edebilmek için yüksek risk almaya gönüllüyüm.					
16	Benim için kabul edilebilir bir gelir ihtimali olduğu sürece belirsizlik koşulları altında çalışmak sorun olmaz.					
17	Kar hisselerini hesapladığım girişimlere paramı yatırmaktan korkmam.					
18	Başarı ihtimali %60 ve üzerindeyse riske girmeye razı olurum.					
19	Hakkında bir şey bilmediğim işe girmekten korkarım.					
20	İş güvenliği benim için son derece önemlidir.					
21	İyi bir iş, “ne yapılacak?”, “nasıl yapılacak?” gibi sorulara açık talimatlarla yol gösteren iştir.					
22	Belirli bir düzene oturmamış işlerde çalışmaktan hoşlanırım.					
23	Çok dikkatli bir şekilde izlediğim bir çalışma programım vardır.					
24	Pek çok insanın aynı sorumluluğu üstlenmesinden rahatsız olurum.					
25	Belirsiz durumlar karşısında olabildiğince toleranslıyım.					
26	Belirsiz durumlarda karar vermekten ve “lider olmaktan” hoşlanırım.					
27	Denetim altında olmadığım ve yalnız olduğum zaman daha çok iş başarırım.					
28	Başarmak için olan yeteneğime güvenim sonsuzdur.					
29	Ortadan kaldırılamayacak korkularım ve zayıflıklarım vardır.					
30	Yeni ve denenmemiş koşullarla başa çıkma yeteneğimden şüphe ediyorum.					

**Appendix A (continued) Questionnaire**

31	Çoğunluğun görüşlerine karşı kendimi savunmakta zorlanırım.					
32	İşlerin yapılış şeklini değiştirmekten kaçınırım.					
33	Diğerleri çevresinde olan şeyleri sıra dışı bir şey olarak görmezken, ben bu durumlardan iş fırsatları yaratabilirim.					
34	Marifet ve becerilerimle zorlukların üstesinden gelebilirim.					
35	İşleri yapmanın her zaman yeni ve daha iyi yolları olduğuna inanırım.					
36	Yeni, değişik ve hatta çılgınca fikirler üretmekte bile çok zorlanırım.					

## APPX 2: Photocopying Permission Form for Thesis

### ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

### YAZARIN

Soyadı : YIKILMAZ

Adı : İBRAHİM

Bölümü : YÖNETİM VE ORGANİZASYON (İNGİLİZCE)

**TEZİN ADI** (İngilizce) : THE COMPARISON OF Y AND Z GENERATION'S ENTREPRENEURSHIP TENDENCIES IN TERMS OF ENTREPRENEURS PERSONALITY CHARACTERISTICS: AN EMPIRICAL STUDY ON UNIVERSITY AND HIGH SCHOOL STUDENTS.

**TEZİN TÜRÜ** : Yüksek Lisans

Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ**