http://genclikarastirmalari.gsb.gov.tr/
Journal of Youth Research • August 2019 • 7(18) • 61-78

ISSN 2147-8473
Received | 19 March 2019
Accepted | 09 July 2019

Determining the Factors that Affect Entrepreneurial Intention: A Research on University Students

Eda Yaşa Özeltürkay*
Emre Kadir Özekenci**
Deniz Yalçıntaş***

Abstract

Entrepreneurial activities are important for the economy of Turkey as an upper-middle income country. The main purpose of this study was to determine the factors that affect entrepreneurial intention of higher education students in Turkey. In this context, the data were gathered from 332 university students through a questionnaire form. The model was empirically tested with parametrical statistical analysis. The results showed that personal attitude, perceived behavioral control, and subjective norm had a positive and significant effect on entrepreneurial intention. However, entrepreneurial intention was not significantly affected by the remaining factors measured, namely self-efficacy, educational support, relational support and structural support.

Keywords: Entrepreneurial intention, Entrepreneurship, University students, Turkey.

* Assoc. Prof. Dr., Çağ University, Mersin, edayasa@cag.edu.tr , ORCID: 0000-0001-9248-1371

** Res.Assist., Çağ University, Mersin, ekadirozekenci@cag.edu.tr , ORCID: 0000-0001-6669-0006

*** Res. Assist., Çağ University, Mersin, denizkaraomerlioglu@cag.edu.tr, ORCID: 0000-0001-6436-7221

Copyright © 2018 **T.C. Gençlik ve Spor Bakanlığı**
http://genclikarastirmalari.gsb.gov.tr/
Gençlik Araştırmaları Dergisi • Ağustos 2019 • 7(18) • 62-78

ISSN 2147-8473
Başvuru | 19 Mart 2019
Kabul | 09 Temmuz 2019

İNCELEME / ARAŞTIRMA

Girişimcilik Niyetlerine Etki Eden Faktörlerin Belirlenmesi: Üniversite Öğrencileri Üzerine Bir Araştırma

Eda Yaşa Özeltürkay*
Emre Kadir Özekenci**
Deniz Yalçıntaş***

Öz

Girişimcilik faaliyetleri Türkiye ekonomisinin gelişimi için önemlidir. Bu çalışmanın temel amacı, üniversitede okuyan öğrencilerin girişimcilik niyetlerine etki eden faktörleri belirlemektir. Bu bağlamda, 332 üniversite öğrencisinden anket formu aracılığıyla veriler toplanmıştır. Önceki çalışmalara dayalı olarak oluşturulan model, SPSS programı aracılığıyla yapılan parametrik istatistikî analizler ile test edilmiştir. Analiz sonuçları incelendiğinde, kişisel tutum, algılanan davranışsal kontrol ve öznel normların girişimcilik niyeti üzerinde olumlu ve anlamlı bir etkiye sahip olduğu ortaya çıkarken, öz-yeterlik, eğitim desteği, ilişkisel destek ve yapısal destek faktörlerinin girişimcilik niyeti üzerinde bir etkisine rastlanmamıştır.

Anahtar Kelimeler: Girişimcilik Niyeti, Girişimcilik, Üniversite Öğrencileri, Türkiye.

* Doç. Dr., Çağ Üniversitesi, Mersin, edayasa@cag.edu.tr, ORCID: 0000-0001-9248-1371

** Araştırma Görevlisi, Çağ Üniversitesi, Mersin, ekadirozekenci@cag.edu.tr , ORCID: 0000-0001-6669-0006

*** Araştırma Görevlisi, Çağ Üniversitesi, Mersin, denizkaraomerlioglu@cag.edu.tr, ORCID: 0000-0001-6436-7221

Introduction

According to Krueger (2007), a person does not become entrepreneur by accident; it occurs by a person's intention. Many people try to establish their own business and spend significant time and money in attempting to become an entrepreneur. This desire is motivated by various aspects (Shaver & Scott, 1991) such as being dissatisfied with the corporate environment, sexual discrimination, wish to attain a higher status in business or the freedom to have more flexible working hours. The importance of entrepreneurship and its contribution to the development of small- and medium-sized businesses to the economy is commonly recognized and supported through national incentives. There are many reasons behind this extended interest in entrepreneurship. Firstly, entrepreneurial movement addresses unemployment problems by providing new job opportunities for developed economies. Furthermore, for technological progress, entrepreneurship is accepted as a catalyst for product and market innovation (Mueller & Thomas, 2000). Secondly, entrepreneurship contributes to the growth of an economy by creating new industries, markets, technologies and jobs with real productivity. Moreover, entrepreneurship is the process of chasing opportunities in the market regardless of the availability or lack of resources (Uddin & Bose, 2012).

In certain departments in Turkish higher education, especially those focusing on management, there has been an increasing addition of entrepreneurship courses and specialized programs. A growing number of universities have integrated entrepreneurship into their programs through the support of the Small and Medium Enterprises Development Agency, a government institution established in 1990, which undertakes an important role in encouraging and developing national entrepreneurship movement. Çağ University is one of the universities in Turkey that offers entrepreneurship education to its students. In this program, students learn how to prepare a business plan and effectively set up a business. The content of the course is both theoretical and practical and also includes relevant case studies with the aim of developing their leadership, team working, communication and organizational skills, and improving their time and capital management abilities.

To provide an insight into the current situation regarding entrepreneurship at a regional level, the Global Entrepreneurship Monitoring (GEM) Report (2017) indicated that there were three economies in Asia and Oceania that exhibit the highest rates of entrepreneurs expecting to generate six or more jobs: Qatar (52%), Turkey (48%), and Taiwan (40%). In the light of the report that put Turkey in second place, the Turkish Statistical Institution (2016) stated the birth rate of employer enterprises was 13% in 2016, and the highest birth rate in employer enterprises was in the sectors of "wholesale and retail trade, repair of motor vehicles and motorcycles" (30%), followed by the sectors of "manufacturing" (14.5%) and "construction" (11.4%). When the results were examined according to the educational status, 27.8% of the employers in non-agricultural sectors were higher education graduates. Therefore, this study aimed to determine the factors that affect the intentions of university students to become an entrepreneur.

This research is focused on determining the factors that affect the entrepreneurial intention of university students in Turkey. This paper is organized as follows: the theoretical framework is explained in the first part, the model and hypothesis are presented in relation to the related studies in the second part, and finally the discussion, conclusions and limitations are presented.

Conceptual Framework

Entrepreneurship & Entrepreneurial Intention

The term "entrepreneur" was first used in the 17th century in France as an individual commissioned to undertake a specific business project by someone investing money (Uddin & Bose, 2012). Entrepreneurs are considered as people with a high level of passion, and as risk takers in terms of creating economic prosperity, innovation, and new jobs, as well as developing the general welfare of economies (Gurbuz & Akyol, 2008). According to Segal (2005), being an entrepreneur is often seen as a career choice faced with in everyday life and business situations that are full of growing uncertainties, obstacles and failures associated with the process of establishing a new company.

Many definitions are available for the term of entrepreneurship. This concept is fundamentally described as the motivation and capacity of a person's skill to seize an opportunity or create a new value in order to set up a business and gain economic success on the proper subject (Soydan, 2016). Esfandiar et al. (2017) defined entrepreneurship as an innovative and creative process through adding value to products, creating business opportunities, increasing productivity, revitalizing and diversifying markets, developing social welfare and having a broader development potential in the economy. Adekiya and Ibrahim (2016) referred to McClelland's (1961) definition of entrepreneurship as a dynamic process created and managed by an individual who endeavors to exploit economic innovation to create new value in the market toward achieving a particular need. Similarly, the organization of Economic Cooperation and Development OECD (2006) stated that entrepreneurship is a process through which entrepreneurs create and grow enterprises to provide new products/services, or add value to products or services. According to Zhao (2005), entrepreneurship includes risk taking, pro-activity and innovation, and represents organizational behavior. Yurtkoru et al. (2003, p. 842) mentioned that the best known definition of entrepreneurship was that it is "an activity that includes the evaluation, discovery and utilization of changes to introduce new products and services, raw materials, markets, processes and ways of organizing through organizing efforts that previously had not existed***".*** After providing definitions for entrepreneurship, another key concept that needs to be defined for the purposes of this study is entrepreneurial intention. In the literature, entrepreneurial intention has been defined by many researchers. For instance, Hmieleski and Corbett (2006) suggested that this term referred to intentions toward starting a high-growth business, and similarly, according to Bird (1988), intentionality can be defined as a state of mind directing a person's attention, experience and action toward a specific goal or path to achieve something. Another general definition is someone

starting an entrepreneurial activity or becoming self-employed (Gurbuz & Aykol, 2008). A major contributor to research in this area, Krueger (1993, p. 7) defined entrepreneurial intention "as a commitment to starting a new business". Finally, Moriano et al. (2012, s. 5) stated that entrepreneurial intention was "the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviors such as starting a new business and becoming an entrepreneur". Considering most of these definitions, in this paper, entrepreneurial intention is used to refer to a set of activities and initiatives undertaken with the purpose of starting a new business.

Many scholars and researchers reported the positive and significant effects of situational variables on entrepreneurial intention (Kennedy et al., 2003; Keat et al., 2011; Akanbi & Ofoegbu, 2011; Yukongdi & Lopa, 2017). Numerous internal and external factors affect the process of entrepreneurial intention. Internal factors include money, culture, personality, experience, skills, and family background whereas external factors can be classified as competition, politics, customer, suppliers, economic factors, technology, etc. (Shiamwama, 2014; Sherman, 2018). Furthermore, situational variables, such as educational level, effect of environment, subjective norms and network are very important in influencing the decision to become an entrepreneur (Shapero & Sokol, 1982). Another important factor that was reported to affect entrepreneurial intention is psychological incentive (Ronstadt, 1987; Krueger et al., 2000; Delmar & Davidsson, 2000; Nwankwo et al., 2012; Dzomonda et al., 2015; Usaci, 2015; Isiwu & Onwuka, 2017). The relationship between intention and behavior has been well described in studies undertaken in the area of psychology (Nwankwo et al., 2012). Psychological characteristics were shown to determine the attitudes of individuals concerning the type of work they choose to engage in (Kolvereid, 1996).

Based on the substantial amount of related research, Uddin & Bose (2012) identified three major groups of factors that play a crucial role in entrepreneurial intention: demographic profiles including age, gender, and income; personality traits such as risk taking tendency, confidence, autonomy, and self-efficacy; and contextual factors that refer to the external environment and education (Warneryd, 1988). In this study, potential adult entrepreneurs were examined based on the variables in these three groups.

The attention of many scholars and policy makers toward entrepreneurship is increasing day by day. The main reason for this positive acceleration is related to the growing need for entrepreneur activities within economic developments. Those activities concern the innovative and creative process which contains the potential to add value to products, create job opportunities, raise productivity, have diversifications, improve social welfare and more broadly to develop the economy. However, although there are many studies in Turkey and across the world that focus on encouraging university students to become entrepreneurs, there are still debates on the impact of both demographic variables such as gender, age, the influence of the family and other factors including self-efficacy, subjective norms, and personal attitudes. Therefore, this study aimed to determine the factors that affect the intentions of university students to become an entrepreneur.

Method

Population & Sample of the Study: The main population included the Turkish university students enrolled in the programs of the faculty of Economics and Administrative Sciences. A small sample was chosen as the population for this research because of the expected difficulty of obtaining data and limited time. Therefore, the convenience sampling technique was used to recruit participants and the sampling framework was identified as a foundation university in Mersin province, Turkey. Thus, 332 people constitute the sample of this study.

According to the results of the descriptive analysis, more than the half of the respondents were female (n=150; 53%), were born in 1995 or later (n = 247; 75%) and had an income of 1,604 to 8,000 TL (n = 207; 63%). Furthermore, 28% (n = 94) of the respondents had been or was enrolled in an entrepreneurship course as part of their education program, 60% (n = 197) declared that they had an entrepreneur in the family, 32% (n = 104) had a family-owned business, and 25% (n = 80) stated that their parents ran their own business. Lastly, 40% of the students (n = 131) had internship experiences.

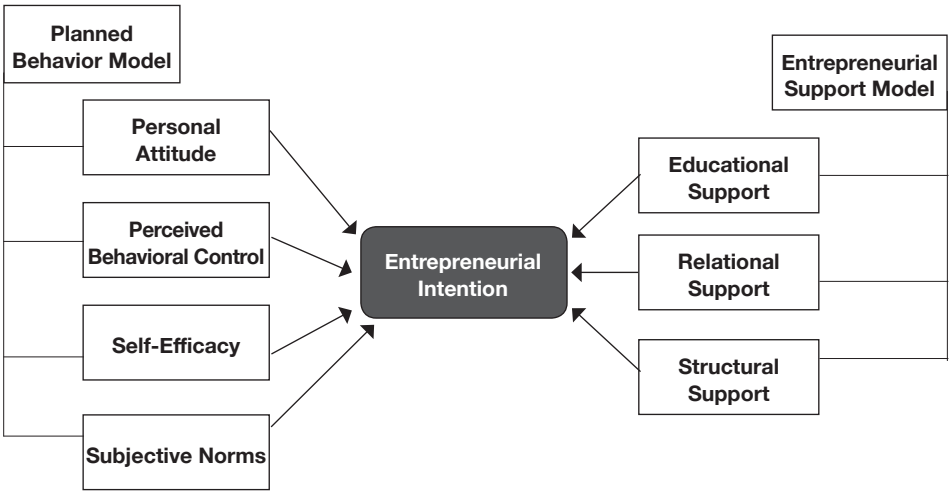
Data Collection & Analysis Techniques: The data were collected between the April 8 and May 10, 2018 from 332 Turkish university students enrolled in the programs of the faculty of Economics and Administrative Sciences using a structured questionnaire. The questionnaire form consisted of 36 items for determining the entrepreneurial intentions. The items were generated based on the previous scales and studies, such as those developed by Turker & Selçuk (2009); Linan & Chen (2009), Shook & Bratianu (2010) and Esfandiar et al.,(2017). The Entrepreneurial Support model's scale was gathered from Turker and Selçuk (2009); the planned behavior model and entrepreneurial intention dimensions' scales were created by the studies of Linan and Chen (2009), Shook and Bratianu (2010), Krueger, (2000) and Esfandiar et al. (2017). In the planned behavior model, personal attitude, subjective norms, perceived behavioral control and also entrepreneurial intentions factors' items were taken from Linan & Chen (2009); self-efficacy's items from Krueger, (2000); Shook & Bratianu (2010), & Esfandiar et al. (2017).

To validate the scale of the research, first of all, exploratory factor analysis (EFA) was carried by using the principal components analysis with the "Varimax" rotation technique to determine the Kaiser-Meyer-Olkin (KMO) (measure of sampling adequacy), and similarly, Bartlett's test of sphericity showing highly significant values [$p<0.001$]. Both measures suggest that the analyzed scale is an adequate instrument for the collection of data. Cumulative variance, which is above the range of 40 to 60%, explained by the factors was calculated and generally accepted for studies on social sciences (Scherer, 1988). Then based on the factors' items, the reliability of each factor were computed based on Cronbach Alpha (CA) coefficient and all scores were stated in the related tables in findings section.

After the factor analysis results, the each factor is entitled with the previous research's factor's names. The items measured the factors of perceived educational support (PES), perceived relational support (PRS), perceived structural support (PSS), self-efficacy (SE), personal attitude (PA), perceived behavioral control (PBC), and entrepreneurial intention (EI) based on a five-point Likert-type scale (1 = strongly disagree and 5 = strongly agree). In addition, the eighth factor, subjective norms (SN), was measured using a five-point scale ranging from level 1 = totally disapprove to 5 = totally approve. To determine what kind of analysis would be carried out, the normality analysis of the items were done and according to the Skewness and Kurtosis score (+1,-1), the parametric analysis were accepted as suitable ones to apply (Sahin & Gurbuz, 2016). After performing the reliability and validity analyses of the questionnaire, the hypotheses were tested using a regression analysis.

Model & Hypotheses: The descriptive research model was chosen in accordance with the purpose of the study. Then, hypotheses were generated based on the results of previous research on the entrepreneurial intention factors. The research model and hypothesis were generated after factor analysis as stated in Figure 1.

Figure 1. Research Model



In figure 1, the model of the research was shaped based on the previous studies. The model's hypotheses were detailed in the following section.

The Hypotheses

After completing exploratory factor analysis (EFA), the structured model was created and the hypotheses were presented based on this model as it is shown in Figure 1. Each of the hypotheses were improved based on the related previous studies as the follows;

Personal Attitude: Entrepreneurial skills are associated with attitudes that have a specific object and can be approached as something that can be changed through communication or experience (Deakins et al., 2016). PA is considered as one of the major factors in entrepreneurial intention (Ajzen, 1991; Kolvereid, 1996; Autio et al., 2001; Fayolle et al., 2006; Zhao et al., 2010; Kalkan, 2011; Muhammad et al., 2015). Establishing a business is dominantly related to PA toward entrepreneurship, individuals' desire to become rich, and self-improvement (Bozkurt and Çetinkaya, 2014). Previous studies (Kolvereid, 1996; Fayolle et al., 2006; Kalkan, 2011; Esfandiar et al., 2017) revealed that PA had a positive and significant effect on entrepreneurial intention. Based on this result, the following hypothesis was generated:

H_1. Personal attitudes have a positive effect on entrepreneurial intention.

Perceived Behavioral Control: PBC is defined as "the perception of the ease or difficulty of becoming an entrepreneur" (Linan & Chen, 2009). It is a significant factor in the theory of planned behavior (Dinc & Budic, 2016). Recent studies emphasized that perceived behavioral control is one of the key factors in determining entrepreneurial intention (Fayolle et al., 2006; Shook & Bratianu, 2010; Kalkan, 2011; Koe et al., 2012; Bozkurt Çetinkaya, 2014; Dinc & Budic, 2016; Ekici & Turan; 2017). Thus, we constructed the following hypothesis:

H_2. Perceived behavioral control has a positive and significant effect on entrepreneurial intention.

Subjective Norm: SN measures the perceived social pressure to exhibit or not exhibit entrepreneurial behaviors (Linan & Chen, 2009). In previous studies investigating the effect of SN on entrepreneurial intention (Ajzen, 1991; Fayolle et al., 2006; Van Gelderen et al., 2008; Zain et al., 2010; Moriano et al., 2012; Koe et al., 2012; Ekici & Turan, 2017), there is no consensus amongst researchers. While some researchers reported that SN had a positive and significant effect on entrepreneurial intention (Van Gelderen et al., 2008; Moriano et al., 2012; Kautonen et al., 2013), others, albeit fewer, observed no such relationship (Koe et al., 2012; Ekici & Turan, 2017). Therefore, the following hypothesis was formulated to assess the effect of SN on entrepreneurial intention:

H_3. Subjective norm has a positive and significant effect on entrepreneurial intention.

Self-Efficacy: According to studies by Bandura (1986), Wood and Bandura (1989), and Bandura (1991), SE is highly influenced by an individual's prior experience. Successfully completing a task enhances SE and the motivation to perform similar activities, and the opposite case is also true. Many studies on SE in the context of entrepreneurial intention (Boyd & Vozikis, 1994; Chen et al., 1998; Ajzen, 2002; Wilson et al., 2007; Kickul et al., 2009; Naktiyok et al., 2010; Shinnar et al., 2014; Malebana & Zindiye, 2017) showed the positive and significant effect of the former on the latter. In this study, this was tested using the following hypothesis:

H_4. Self-efficacy has a positive and significant effect on entrepreneurial intention.

***Educational Support*:** Packham et al. (2010) identified three main objectives for effective entrepreneurship education; first developing a wide understanding of entrepreneurship, second gaining an entrepreneurial mindset, and finally effectively establishing the business and operating it. Although education programs seem to be an important component of entrepreneurial intention, there is no common view regarding effect of education on entrepreneurial intention. Some researchers claimed that education does not support an individual's entrepreneurial intention (Oosterbek et al., 2008; Diaz-Casero et al., 2011), while others (Kolvereid & Moen, 1997; Fayolle & Gailly, 2005; Linan, 2008; Linan et al. 2011) suggested that education program was one of the important elements in encouraging a person to become an entrepreneur. Due to these controversial findings in the literature, we decided to test the following hypothesis:

H_5. Educational support has a positive and significant effect on entrepreneurial intention.

***Relational Support*:** RS is strongly associated with social and cultural support. According to the theory of Hofstede in 2003, people's decisions are influenced by their culture. Culture and social life have a strong impact on people's behavior and thinking. In this manner, family and close circle of friends play an important role in shaping people's behavior and intentions about particular issues (Fizza, 2017). Much of the earlier and recent literature on the effect of relational support in entrepreneurial intention (Aldrich & Zimmer, 1986; Ajzen, 2002; Zellweger, 2011; Fatoki, 2014; Denanyoh et al., 2015;) family and community have a strong impact on entrepreneurial intention, and therefore it was hypothesized as:

H_6. Relational support has a positive and significant effect on entrepreneurial intention.

***Structural Support*:** PSS is widely related with external factors such as the structure of political, legal and economic systems, which also directly affect entrepreneurial intention (King & Levine, 1993). Furthermore, better financial systems, the role of government, open market, and advanced technological infrastructure play a crucial role in increasing an individual's intentions toward starting their own business (Robertson et al., 2003; Rante & Warokka, 2013; Aziz et al., 2014; Achchuthan & Balasundaram, 2014). Previous studies (Robertson et al., 2003; Clercq & Rangarajan, 2008; Schwarz et al., 2009; Aziz et al., 2014; Achchuthan & Balasundaram, 2014; Shen & Osorio, 2017) reported that PSS and entrepreneurial intention have a strong relationship. Concerning this, we hypothesized:

H_7. Structural support has a positive and significant effect on entrepreneurial intention.

Hypotheses were analyzed in SPSS program with regression tests and the results are presented in the following finding section.

Findings

In this section, firstly the results of validity and reliability analysis of the current scales were structured in the following three tables. The scale of Entrepreneurial support model was shown in Table 1, then in Table 2 the planned behavior model and entrepreneurship intention, and the Table 3 included the subjective norms scale. Then, the hypotheses' tests and their analyses were shown in the following tables.

Table 1. The Validity and Reliability Analysis of the Scale of Entrepreneurial Support Model

Factors	F. L.	% VE.	CA
Perceived Educational Support (PES) (3 items)		24,19	,89
1-The education in my university encourages me to develop creative ideas to become an entrepreneur.	.868		
2-My university helps me acquire the necessary knowledge about entrepreneurship.	.906		
3-My university helps me develop the necessary entrepreneurial skills and abilities.	.871		
Perceived Relational Support (PRS) (3 items)		22,78	,84
4- If I decided to become an entrepreneur, my family members would support me.	.810		
5- If I decided to become an entrepreneur, my friends would support me.	.871		
6-If I decided to become an entrepreneur, my close network (work, school and neighborhood) would support me.	.897		
Perceived Structural Support –I (encourages policy) (PSS) (original PSS includes 4 items)		16,37	,73
7- In Turkey, entrepreneurs are encouraged by a structural system including private, public and non-governmental organizations.	.881		
8- Turkish economy provides many opportunities for entrepreneurs.	.869		
Perceived Structural Support –II (perceived obstacles) (PSS) (deleted factor)		14,66	,57
9- Taking loans from banks is very difficult for entrepreneurs in Turkey.-(Deleted item)	.820		
10- State laws (rules and regulations) create an obstacle to running a business. –(Deleted item)	.842		
Note: Principal component analysis, with Varimax rotation technique; Kaiser-Meyer-Olkin (KMO) (measure of sampling adequacy) = 0,70 Bartlett's test of sphericity was highly significant [$\chi^2(45)=1319,467$; $p<0.001$. Factor loadings (FL) < .5 are suppressed CA: Cronbach Alpha; % VE= % Variance Explained		% 63,34	0,73-0,89

For validating the scale of Entrepreneurial Support Model, as it is shown in the Table 1 above, the scale was divided into four dimensions as entitled with similar in the literacy part. Except the dimension of Perceived Structural Support (PSS), within this sampling framework, this dimension is divided into two different dimensions and these are entitled with "encourages policy" and "perceived obstacles" by the authors. After validating the scale, the reliability measurements were done. Each factor's reliability scores were calculated based on the technique of Cronbach Alpha (CA) and they were shown in the table above. As it is shown, the items of obstacles factor (PSS9 and PSS10) were deleted from the scale and also removed from the further analysis because their reliability score (.57) is lower than the accepted value of 0,70 (Hair et al. 1998). An eigenvalue over one,

accounted for totally 78 % of the overall variance were explained within four factors. After eliminating the fourth factor from the scale then the total average explained variance dropped to the percentage of 63,34.

Table 2. The Validity and Reliability Analysis of the Scale of Planned Behavior Model & Entrepreneurial Intention

Factors	FA	% VE	CA
Self-Efficacy (SE) (6 items)		19,37	,80
11- I can tolerate unexpected changes in business conditions.	,659		
12- I can react quickly to take advantage of business opportunities.	,791		
13- I can develop new business ideas and products.	,757		
14- I can create products that fulfill customers' unmet needs.	,740		
15- I do not have the skills and capabilities required to succeed as an entrepreneur. (Deleted item)	,912		
16- I can develop a well–conceived plan and make a presentation to potential investors.	.736		
Personal Attitude (PA) (5 items)		16,15	.85
17- According to me, being an entrepreneur has more advantages than disadvantages.	,727		
18- A career as an entrepreneur is attractive for me.	,830		
19- If I had the opportunity and resources, I would start a firm.	,795		
20- Being an entrepreneur would greatly satisfy me.	,811		
21- Among various options, I would rather be an entrepreneur.	,791		
Perceived Behavioral Control (PBC) (6 items)		13,92	,88
22- To start a firm and keep it working would be easy for me. .588			
23- I am prepared to start a viable firm. (deleted item)	.380		
24- I can control the creation process of a new firm.	.610		
25- I know the necessary practical details to start a firm.	.799		
26- I know how to develop an entrepreneurial project.	.806		
27- If I tried to start a firm, I would have a high probability. (deleted item)	.470		
Entrepreneurial Intention (EI) (6 items)		12,38	.91
28- I am ready to do all it takes to become an entrepreneur.	.631		
29- My professional goal is to become an entrepreneur.	.672		
30- I will make every effort to start and run my own firm.	.722		
31- I am determined to create a firm in the future.	.878		
32- I have very seriously thought of starting a firm.	.831		
33- I seriously intend to start a firm someday.	.839		
Note: Principal component analysis, with Varimax rotation technique; Kaiser-Meyer-Olkin (KMO) (measure of sampling adequacy) = 0,93 (notably high) Bartlett's test of sphericity was highly significant [$\chi^2(253)=4107,173$; $p<0.001$]. Factor loadings (FL) < .5 are suppressed CA: Cronbach Alpha; % VE= % Variance Explained		% 61,82	0,80-0,91

In the Table 2, the dimensions of the Planned Behavior Model & Entrepreneurial intentions' exploratory factor analysis results were shown. The two items (PBC23 and PBC27) were deleted and removed from the scale because they had factor loadings below 0.50 (Hair et al., 1998). One of the items of Self Efficacy (SE15) was deleted from the scale due to the fact that it is lowering the CA score of this dimension, after deleting the item, the last version of CA scores for each factors were highly acceptable (between 0,80 and 0,91); and average variance explained for the scale is higher than expected with % 61,82. All of the scores were suitable for further analyses.

Table 3. Validity and Reliability Scores for Subjective Norms

Factor : Subjective Norms (3 items)	FA	%VE	CA
(If you decided to create a firm, would people in your close environment approve of that decision?)		65,75	,73
34- Your close family	,749		
35- Your friends	,858		
36 - Your colleagues	,822		
Note: Principal component analysis, with Varimax rotation technique; Kaiser-Meyer-Olkin (KMO) (measure of sampling adequacy) = 0,66 Bartlett's test of sphericity was highly significant [$\chi^2(3)=220,713$; $p<0.001$]. Factor loadings (FL) < .5 are suppressed CA: Cronbach Alpha; % VE= % Variance Explained			

Subjective Norm's validity and reliability scores were stated in the above Table 3. The three items of subjective norm's validity and reliability scores were calculated separately because their scale has different measurement degrees they were stated before. Average variance explained for the scale was higher than expected with % 65,75 and CA coefficient is 0,73 and it was acceptable.

Analyses of the Hypotheses

Before regression analysis for the test of hypotheses, the relationships between the variables were examined. All correlation between the variables was significant. Multicollinearity evaluation was performed. Tolerance value is less than critical value (1-R^2) indicates that there is a problem of multicollinearity (Gürbüz and Şahin, 2016, p.279). The critical value is 1-0.474 = 0.526. When the tolerance values in the table are examined, it is seen that the values are higher than the critical value 0.526. Therefore, there is no multicollinearity problem. A Variance Inflation Factor (VIF) value greater than 2 usually indicates a problematic situation (Islamoglu & Alnacik, 2016, p.379). All VIF values in the table are less than 2, indicating that there is no problem. If the Dublin-Watson value is between 1.5 & 2.5, it shows that there is no autocorrelation between the independent variables included in the model (Boymul & Yasa Özeltürkay, 2017, p.99). The fact that this value is 2,260 and the score indicates that it is significant. In the regression analysis as the first step, the effect of PES, PRS, PSS, SE, PE and PBC on entrepreneurial intention was tested by regression analysis. The results are given in the Table 4.

Table 4. The Results of Multiple Regression Analysis of Entrepreneurial Intention

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p)	Collinearity Statistics		Durbin-Watson
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	,381	,297		1,281	,201			2,260
PES	,029	,037	,036	,777	,438	,859	1,164	
PRS	-,028	,055	-,025	-,507	,613	,744	1,344	
PSS	,015	,042	,015	,346	,730	,909	1,100	
SE	,002	,074	,001	,026	,980	,644	1,552	
PA	,577	,064	,497	8,961	,000	,588	1,702	
PBC	,300	,058	,281	5,152	,000	,609	1,642	

a. **Dependent Variable:** ***Entrepreneurial intention (EI)***

b. **Independent Variables:** ***Perceived educational support (PES), Perceived relational support (PRS), Perceived structural support (PSS), Self-efficacy (SE), Personal attitude (PA), Perceived behavioral control (PBC)***

F = 43,686, p < 0,000, R^2 = 0,474, Adjusted R^2= 0,463

The significance value of the model (sig.) was found to be less than 0.05 indicating that the model was statistically significant (Table 4). Furthermore, 47% of the variation in entrepreneurial intention was explained; i.e., caused, by independent variables (PES, PRS, PSS, SE, PA, and PBC). Of all six factors, only PA and PBC significantly explained the variation in entrepreneurial intention, supporting H_1 and H_2. However, H_4, H_5, H_6 and H_7 were not supported.

As the second step, simple linear regression analysis was undertaken because the grading of the three dimensions for the SN factor was different from that of the other factors in the scale. The result is given in the Table 5.

Table 5. The Result of the Simple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p)	Collinearity Statistics		Durbin-Watson
	B	Std. Error	Beta			Tolerance	VIF	
(Constant)	2,106	,296		7,126	,000			1,905
SN	,404	,068	,321	5,987	,000	1	1	

a. Dependent Variable: ***Entrepreneurial intention (EI)***

b. Independent Variables : ***Subjective norms (SN)***

F = 35,844, p < 0,000, R^2 = 0,103, Adjusted R^2= 0,100

The significance value of the model (sig.) was found to be less than 0.05, revealing that the model was statistically significant (Table 5). Hundred percent of the variation in entrepreneurship intentions depended on Subjective Norms. It was also revealed that a one-unit increase in the standard deviation of SN resulted in a 32% increase in the standard deviation of entrepreneurial intentions, thus confirming H_3.

Conclusion & Discussion

Turkey is one of the fastest developing economies with a strong and young workforce who will be sufficiently capable to undertake innovative activities in the global economy. In this competitive environment, developing countries need to create new materials or develop ideas to compete with other nations. Otherwise, nations might face serious issues, such as poverty, lawlessness, terrorism, and other undesirable events in society. Therefore, entrepreneurship activities in economy for developing countries have become more crucial than ever before.

The findings of the current study suggest that PA, PBC and SN are important factors for entrepreneurial intention of university students. The results also confirm the findings of some scholars (Kolvereid, 1996; Fayolle et al., 2006; Van Gelderen et al., 2008; Shook & Bratianu, 2010; Kalkan 2011; Koe et al., 2012; Moriano et al., 2012; Kautonen et al., 2013; Bozkurt Çetinkaya, 2014; Dinc & Budic, 2016; Esfandiar et al., 2017; Ekici & Turan, 2017), that reported that these three factors have a positive and significant effect on entrepreneurial intention. Multiple regression analysis revealed that the personal attitudes had an important contribution to entrepreneurial intention. This finding is consistent with the relationship between entrepreneurial intention and PA previously demonstrated (Kolvereid, 1996; Fayolle et al., 2006; Kalkan, 2011; Esfandiar et al., 2017). In addition, the current study showed that PBC positive contributed to entrepreneurial intention. This indicates that in order to initiate an entrepreneurial activity, having sufficient experience and knowledge that also improves an individual's self-confidence is essential. This result is also supported by the findings of previous researchers (Koe et al., 2012; Dinc & Budic, 2016; Ekici & Turan; 2017). The last factor that significantly contributed to entrepreneurial intention was SN, which represents the availability of support from family, friend, and other people in the close environment. This shows an agreement with the findings of Van Gelderen et al. (2008), Moriano et al. (2012) and Kautonen et al. (2013).

Limitation and Suggestion

This study provides an important opportunity to advance the understanding of the factors that determine the entrepreneurial intention of university students. Therefore, this investigation is expected to contribute to further studies in this area. However, the major limitation of this study was that the number of participants was relatively small. In future studies, the sample size should be expanded including students from other universities in Turkey and other countries. The author also suggests that some virtual worlds' entrepreneur's intentions can be measured. There are several participants over

these worlds such as second life. Information technologies and their contributions to the entrepreneurs are undeniable. Entrepreneurs search and reach information to communicate and make use of supports such as automation and integration during the production via technologies (Gulmez, et al, 2016 p. 95). In addition, the study period can be extended to monitor the differences between the effects of factors in relation to entrepreneurial intention. Finally, considering the increasing number of Syrian refugees in Adana and Mersin provinces in Turkey, future research can be planned to comparatively assess the determinants of entrepreneurial intention among potential Turkish and other entrepreneurs. This will also allow analyzing and interpreting the effect of cultural factors on entrepreneurial intention.

References/Kaynakça

- Achchuthan, S., and Balasundaram, N. (2014). Level of entrepreneurial intention of the management undergraduates in the University of Jaffna, Sri Lanka: scholars and undergraduates perspective.
- Adekiya, A. A., and Ibrahim, F. (2016). Entrepreneurship intention among students.The antecedent role of culture and entrepreneurship training and development. *The International Journal of Management Education,* 14(2), 116-132.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes,* 50(2), 179-211.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology,* 32(4), 665-683.
- Akanbi, P. A., and Ofoegbu, O. E. (2011). An examination of the influence of some selected situational factors on entrepreneurial intentions in Nigeria. *International Business and Management,* 3(1), 189-196.
- Aldrich, H., Zimmer, C., Sexton, D., & Smilor, R. (1986). The art and science of entrepreneurship. *Ballinger, Cambridge, MA,* 3-23.
- Autio, E., H. Keeley, R., Klofsten, M., GC Parker, G., and Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies, 2*(2), 145-160.
- Aziz, N., Friedman, B., and Sayfullin, S. (2014). Motives and perceived problems of students as aspiring entrepreneurs: Differences across the Kyrgyzstan, Georgia, and the United States.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Social and Clinical Psychology, 4*(3), 359-373.
- Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes,* 50(2), 248-287.
- Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of Management Review, 13*(3), 442-453.
- Boyd, N. G., and Vozikis, G. S. (1994). The influence of self-efficacy on the development of entrepreneurial intentions and actions. *Entrepreneurship Theory and Practice,* 18(4), 63-77.
- Bozkurt Çetinkaya, Ö. (2014). Planlanmış davranışlar teorisi çerçevesinde öğrencilerin girişimci olma niyetlerinin incelenmesi, *Journal of Economic Research,* Vol: 3, No: 1.
- Chen, C. C., Greene, P. G., and Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing*, 13(4), 295-316.
- De Clercq, D., and Rangarajan, D. (2008). The role of perceived relational support in entrepreneur–customer dyads. *Entrepreneurship Theory and Practice, 32*(4), 659-683.
- Deakins, D., Bensemann, J. and Battisti, M. (2016). Entrepreneurial skill and regulation: Evidence from primary sector rural entrepreneurs, *International Journal of Entrepreneurial Behavior &Research*, 22(2), 234-259.
- Delmar, F., & Davidsson, P. (2000). Where do they come from? Prevalence and characteristics of nascent entrepreneurs. *Entrepreneurship & Regional development, 12*(1), 1-23.

- Denanyoh, R., Adjei, K., and Nyemekye, G. E. (2015). Factors that impact on entrepreneurial intention of tertiary students in Ghana. *International Journal of Business and Social Research, 5*(3), 19-29.
- Díaz-Casero, J. C., Hernández-Mogollón, R., and Roldán, J. L. (2011). A structural model of the antecedents to entrepreneurial capacity. *International Small Business Journal.*
- Dınc, M. S., and Budıc, S. (2016). The impact of personal attitude, subjective norm, and perceived behavioural control on entrepreneurial intentions of women. *Eurasian Journal of Business and Economics, 9*(17), 23-35.
- Dzomonda, O., Fatoki, O., and Oni, O. (2015). The effect of psychological and contextual factors on the entrepreneurial intention of university students in South Africa. *Corporate Ownership & Control*, 13(1), 1297-1303.
- Ekici, E., and Turan, M. (2017). Üniversite öğrencilerinin girişimcilik eğilimi: planlanmış davranışlar teorisi ve girişimcilik eğitiminin rolü. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 26*(1), 201-215.
- Esfandiar, K., Sharifi-Tehrani, M., Pratt, S., and Altinay, L. (2017). Understanding entrepreneurial intentions: A developed integrated structural model approach. *Journal of Business Research*. 94, 172-182.
- Fatoki, O. (2014). Parental and Gender Effects on the Entrepreneurial Intention of University Students in South Africa. Mediterranean *Journal of Social Sciences*, 5(7), 157-162.
- Fayolle, A., and Gailly, B. (2005). Using the theory of planned behaviour to assess entrepreneurship teaching programmes. *Center for Research in Change, Innovation and Strategy of Louvain School of Management, Working Paper, 5*, 2005.
- Fayolle, A., Gailly, B., and Lassas-Clerc, N. (2006). Effect and counter-effect of entrepreneurship education and social context on student's intentions. *Estudios de Economía Aplicada*, 24(2).
- Fizza, S. (2017). Measuring Entrepreneurial Intentions: Role of Perceived Support and Personality Characteristics.
- Gem Consortium. (2017). Global Entrepreneurship Monitor Global Report. Retrieved Jun 7, 2018 from https://www.gemconsortium.org/report/50012
- Gulmez, M., Sağtaş, S., Kahyaoğlu,D.Y. (2016). The effects of technoparks on absorptive capacıity and the role of gatekeepers in this process, Cag University Journal of Social Sciences, 13 (2), 92-102.
- Gurbuz, G., and Aykol, S. (2008). Entrepreneurial intentions of young educated public in Turkey. *Journal of Global Strategic Management*, 4(1), 47-56.
- Gurbuz, S. and Sahin F. (2016). *Sosyal bilimlerde araştırma yöntemleri, felsefe-yöntem-analiz*. İstanbul: Seçkin Yayıncılık.
- Hmieleski, K. M., and Corbett, A. C. (2006). Proclivity for improvisation as a predictor of entrepreneurial intentions. *Journal of Small Business Management*, 44(1), 45-63.
- Hofstede, G. (2003). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Sage publications.
- Isiwu, P. I., and Onwuka, I. (2017). Psychological Factors that Influences Entrepreneurial Intention Among Women in Nigeria: A Study Based in South East Nigeria. *The Journal of Entrepreneurship*, 26(2), 176-195.
- Kalkan, A. (2011). Kişisel tutum, öznel norm ve algılanan davranış kontrolünün girişimcilik niyeti üzerindeki etkisi: Üniversite öğrencileri üzerine bir uygulama. *Journal of Süleyman Demirel University Institute Of Social Sciences* Year, 2(14), 189-206.
- Kautonen, T., Van Gelderen, M., and Tornikoski, E. T. (2013). Predicting entrepreneurial behaviour: a test of the theory of planned behaviour. *Applied Economics, 45*(6), 697-707.
- Keat, O. Y., Selvarajah, C., and Meyer, D. (2011). Inclination towards entrepreneurship among university students: An empirical study of Malaysian University students. *International Journal of Business and Social Science, 2*(4).
- Kennedy, J., Drennan, J., Renfrow, P., and Watson, B. (2003). Situational factors and entrepreneurial intentions. In *Proceedings of SEAANZ 2003 Conference*. University of Ballarat (Online).
- Kickul, J., Gundry, L. K., Barbosa, S. D., and Whitcanack, L. (2009). Intuition versus analysis? Testing differential models of cognitive style on entrepreneurial self-efficacy and the new venture creation process. *Entrepreneurship Theory and Practice, 33*(2), 439-453.
- King, R. G., and Levine, R. (1993). Finance, entrepreneurship and growth. *Journal of Monetary economics, 32*(3), 513-542.
- Koe, W. L., Sa'ari, J. R., Majid, I. A., and Ismail, K. (2012). Determinants of entrepreneurial intention among millennial generation. *Procedia-Social and Behavioral Sciences, 40,* 197-208.

- Kolvereid, L. (1996). Prediction of employment status choice intentions. *Entrepreneurship Theory and Practice, 21*(1), 47-58.
- Kolvereid, L., and Moen, Ø. (1997). Entrepreneurship among business graduates: does a major in entrepreneurship make a difference?. *Journal of European Industrial Training*, 21(4), 154-160.
- Krueger Jr, N. F. (2007). What lies beneath? The experiential essence of entrepreneurial thinking. *Entrepreneurship Theory and Practice*, 31(1), 123-138.
- Krueger Jr, N. F., Reilly, M. D., and Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411-432.
- Krueger, N. (1993). The impact of prior entrepreneurial exposure on perceptions of new venture feasibility and desirability. *Entrepreneurship Theory and Practice*, 18(1), 5-21.
- Linan, F. (2008). Skill and value perceptions: how do they affect entrepreneurial intentions?. *International Entrepreneurship and Management Journal, 4*(3), 257-272.
- Liñán, F., and Chen, Y. W. (2009). Development and Cross-Cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship Theory and Practice, 33*(3), 593-617.
- Malebana, M. J., and Zindiye, S. (2017). Relationship between Entrepreneurship Education, Prior Entrepreneurial Exposure, Entrepreneurial Self-Efficacy and Entrepreneurial Intention. In *12th European Conference on Innovation and Entrepreneurship ECIE 2017* (p. 392).
- Moriano, J. A., Gorgievski, M., Laguna, M., Stephan, U., and Zarafshani, K. (2012). A cross-cultural approach to understanding entrepreneurial intention. *Journal of Career Development, 39*(2), 162-185.
- 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*(1), 51-75.
- Muhammad, A. D., Aliyu, S., and Ahmed, S. (2015). Entreprenuerial Intention among Nigerian University Students. *American Journal of Business Education* (Online), 8(4), 239.
- Nadim Ahmad and Richard G. Seymour, (2006) Defining Entrepreneurial Activity: Definitions Supporting Frameworks for Data Collection. Retrieved Sep 17, 2018 from https://www.oecd.org/sdd/business-stats/39651330.pdf,
- Naktiyok, A., Karabey, C. N., and Gulluce, A. C. (2010). Entrepreneurial self-efficacy and entrepreneurial intention: The Turkish case. *International Entrepreneurship and Management Journal, 6*(4), 419-435.
- Nwankwo, B. E., Kanu, G. C., Marire, M. I., Balogun, S. K., & Uhiara, A. C. (2012). Gender-role orientation and self-efficacy as correlates of entrepreneurial intention. *European Journal of Business and Social Sciences,* 1(6), 09-26.
- Oosterbeek, H., Van Praag, M., and IJsselstein, A. (2008). The impact of entrepreneurship education on entrepreneurship competencies and intentions: An evaluation of the Junior Achievement Student MiniCompany Program. Available at SSRN 1118251.
- Packham, G., Jones, P., Miller, C., Pickernell, D. and Thomas, B. (2010). Attitudes towards entrepreneurship education: a comparative analysis, *Education+ Training, 52* (8/9), 568-586.
- Rante, Y., and Warokka, A. (2013). The Interrelated Nexus of Indigenous Economic Growth and Small Business Development: Do Local Culture, Government Role, and Entrepreneurial Behavior Play the Role? *Journal of Innovation Management in Small & Medium Enterprises, 2013*, 1.
- Robertson, M., Collins, A., Medeira, N., and Slater, J. (2003).Barriers to start-up and their effect on aspirant entrepreneurs. *Education+ Training, 45*(6), 308-316.
- Ronstadt, R. (1987). The educated entrepreneurs: A new era of entrepreneurial education is beginning. *American Journal of Small Business,* 11(4), 37-54.
- Scherer, R. F. (1988). Dimensionality of coping: Factor stability using the ways of coping questionnaire, Psychological Report, 62, 76-770.
- Schwarz, E. J., Wdowiak, M. A., Almer-Jarz, D. A., and Breitenecker, R. J. (2009). The effects of attitudes and perceived environment conditions on students' entrepreneurial intent: An Austrian perspective. *Education+ Training, 51*(4), 272-291.
- Segal, G. (2005). The motivation to become an entrepreneur, *International Journal of Entrepreneurial Behavior & Research*, 11(1), 42-57.
- Shapero, A., and Sokol, L. (1982). The social dimensions of entrepreneurship. *Encyclopedia of entrepreneurship*, 72-90.
- Shaver, K. G., and Scott, L. R. (1992). Person, process, choice: The psychology of new venture creation. *Entrepreneurship Theory and Practice*, 16(2), 23-46.

- Shen, T., and Osorio, A. E. (2017). Does Family Support Matter? The Influence of Support Factors an Entrepreneurial Attitudes and Intentions of College Students. *Academy of Entrepreneurship Journal.*
- Sherman. F. (2018). What Are Internal & External Environmental Factors That Affect Business? Retrieved Jun 11, 2018 from http://smallbusiness.chron.com/internal-external-environmental-factors-affect-business-69474.html
- Shiamwama, S. M., Ombayo, J. A., and Mukolwe, M. S. (2014). Internal Factors Affecting the Performance of Businesses of Retirees in Kakamega Municipality. *International Journal of Business, Humanities and Technology,* 4(2), 144-157.
- Shinnar, R. S., Hsu, D. K., and Powell, B. C. (2014). Self-efficacy, entrepreneurial intentions, and gender: Assessing the impact of entrepreneurship education longitudinally. *The International Journal of Management Education, 12*(3), 561-570.
- Shook, C. L., and Bratianu, C. (2010). Entrepreneurial intent in a transitional economy: an application of the theory of planned behavior to Romanian students. *International Entrepreneurship and Management Journal, 6*(3), 231-247.
- Soydan, H. (2016). Innovative Entrepreneurship and Economic Growth: A Case Study of Turkey and Selected Countries, Bahçeşehir University Master thesis.
- Turker, D., and Sonmez Selçuk, S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*, 33(2), 142-159.
- Uddin, M. R., and Bose, T. K. (2012). Determinants of entrepreneurial intention of business students in Bangladesh*. International Journal of Business and Management*, 7(24), 128.
- Usaci, D. (2015). Predictors of professional entrepreneurial intention and behavior in the educational field. *Procedia-Social and Behavioral Sciences,* 187, 178-183.
- Van Gelderen, M., Brand, M., van Praag, M., Bodewes, W., Poutsma, E.,and Van Gils, A. (2008). Explaining entrepreneurial intentions by means of the theory of planned behaviour. *Career Development International, 13*(6), 538-559.
- Wärneryd, K. E. (1988). The psychology of innovative entrepreneurship. In *Handbook of Economic Psychology* (pp. 404-447). Springer, Dordrecht.
- Wilson, F., Kickul, J., and Marlino, D. (2007). Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: implications for entrepreneurship education. *Entrepreneurship Theory and Practice, 31*(3), 387-406.
- Wood, R., and Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of management Review,* 14(3), 361-384.
- Yukongdi, V., and Lopa, N. Z. (2017). Entrepreneurial intention: A study of individual, situational and gender differences. *Journal of Small Business and Enterprise Development,* 24(2), 333-352.
- Yurtkoru, E. S., Kuşcu, Z. K., and Doğanay, A. (2014). Exploring the antecedents of entrepreneurial intention on Turkish university students. *Procedia-Social and Behavioral Sciences,* 150, 841-850.
- Zain, Z. M., Akram, A. M., and Ghani, E. K. (2010). Entrepreneurship intention among Malaysian business students. *Canadian Social Science, 6*(3), 34-44.
- Zellweger, T., Sieger, P., and Halter, F. (2011). Should I stay or should I go? Career choice intentions of students with family business background. *Journal of Business Venturing,* 26(5), 521-536.
- Zhao, F. (2005). Exploring the synergy between entrepreneurship and innovation, *International Journal of Entrepreneurial Behavior & Research,* 11(1), 25 – 41.
- Zhao, H., Seibert, S. E., and Lumpkin, G. T. (2010). The relationship of personality to entrepreneurial intentions and performance: A meta-analytic review. *Journal of Management,* 36(2), 381-404.