



AN INVESTIGATION ON THE EFFECT OF PERSONAL CHARACTERISTICS OF GENERATION Y ON THEIR ENTREPRENEURIAL TENDENCIES

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ABSTRACT

Purpose- The purpose of this study is to find out the effect of personal characteristics of Generation Y on their entrepreneurial tendencies.

Methodology- The study was administered to 948 Generation Y students of Kocaeli University who took the course titled Introduction to Business. The "Rokeach Value Inventory" was used for the personal characteristics of the Generation Y university students.,

Findings- Entrepreneurial tendencies of Generation Y were determined by using the "Entrepreneurship Scale For University Students", developed by Yilmaz and Sünbül in 2009.

Conclusion- Significant differences in entrepreneurial tendencies were determined by t-test and Levene's test for gender variable at the level of being affected by variables based on demographic variables which were determined by factor analysis. For each of the variables of Entrepreneurship Trends of Generation Y students (Leadership, Innovation, Sharing and Risk Taking), the Individual Value Scale considered to affect these variables was subjected to Multiple Regression Analysis separately with factors called distrust, forgiveness, trust, honesty, and dedication to work.

Keywords: Generation, generation Y, entrepreneurship, entrepreneurial tendencies, values.

JEL Codes: L20, L26, L29

1. INTRODUCTION

The concept of entrepreneurship began to gain importance through the scientific study of Joseph Schumpeter. According to Schumpeter, an entrepreneur can be defined as an entrepreneur if there is innovation in his activity. Studies have shown that creativity, change, risk taking, pioneering and competitive thinking as well as innovation are necessary to become entrepreneurs (Çifçi, 2010: 345). In this regard, entrepreneurship is the demonstration and promotion of knowledge and experience with the talent and courage that one has intrinsically (Öner et al., 2016: 625). Especially in the 20th century, the concept of entrepreneurship is defined as the process of taking more risks, catching up on innovations, using the opportunities and putting them into practice (Göçmen, 2007: 2). In another study by Ronstadt (1984) entrepreneurship is defined as a dynamic process of an established ever-increasing wealth. According to Hisrich (1989), entrepreneurship is the process of a valuable difference brought about by time and effort; it is the prediction of the accompanying financial, psychological and social risks, and it is the formation of material rewards and personal pleasure (As cited in Kılıç, Keklik and Çalıř, 2012: 425). According to Hatten (1997), risk is one of the evident behavioral characteristics of entrepreneurship. Entrepreneurs are reasonable or moderate risk takers who do not go to extremes (Bayram, 2014: 9). Innovativeness, which

is the use of new or improved products and processes, is another function of entrepreneurship. Innovativeness is the creation of prosperity by entrepreneurs creating new resources or increasing the utilization capacity of existing resources (Er, 2012: 32).

In distinguishing entrepreneurial individuals from other individuals and bringing successful entrepreneurs forward, individual differences should be emphasized, focusing on individual factors and values such as the individual's previous work experience, need for success, superior social skills and personal commitment (Çavuş and Akgemci, 2008).

Altuntuğ (2009:2) defines value as the importance given to objects and events by people. He states that today the concept of value, which also has moral, aesthetic and scientific qualities beyond the monetary criteria, has moved away from all these semantic qualities and the formal and material side has begun to come to the fore. In a study by Rokeach (1973) a personal value is defined as "an enduring belief that a specific mode of conduct or end-state of existence is personally and socially preferable to alternative modes of conduct or end-states of existence" (As cited in Schiffman et al, 2003:170). Rokeach (1973) also argues that people have the same values but values are in different structures and exhibited differently in each individual (As cited in Hüseyinklioğlu, 2010: 46). According to Yirik and Yıldırım (2014:100), individual values are the result of experiences that individuals acquire in the process of socialization. They develop in the social environment. In this regard, they are the product of a social system or a culture.

Schwartz (1996) describes values as three universal realities related to human existence in conscious goals. These are biological needs, social coordination requirements, and groups' survival and activity demands. Values also considered as universal necessities are grouped into 10 main headings as power, success, hedonism, arousal, self-orientation, universalism, benevolence, traditionalism, conformity and security (Bulut, 2012: 219).

Values which are described as basic principles leading to our lives (Schwartz, 1992) were stated as having an importance order, and this relative order guides our attitudes and behaviors (Şendil, Cesur, 2011: 4). In general, values research has ascribed to one of two basic models, which we refer to as "values as preferences" and "values as principles." Values as preferences (work values) are essentially attitudes. They indicate the preferences that individuals have for various environments. For example, someone who values autonomy would be more satisfied with a job that provides considerable discretion (Parks, Guay, 2009: 676).

Universities, which are the highest level of the education system, are education organizations that convey the values, knowledge and skills to the growing generations, develop new thought norms and values and influence and steer the society. Beyond merely adopting values, these institutions also have the tasks and responsibilities to criticize, evaluate, and when necessary, attribute new meanings (Önder, Taş, 2014: 143). The values of the students, who are composed mostly of generation Y, are developed through these institutions during the education period.

2. LITERATURE REVIEW

2.1. The Concept of Generation and Generation Y

In the past, the differences between the generations used to develop more slowly and did not use to affect the business world much. However, especially the speed of changes in technology, the liberation of communication, the removal of borders and the serious changes in habits made it essential to investigate the values of Generation Y (Tekin, Akgemci, 2016: 17).

Because of the presence of some characteristic traits and value judgments within each generation, individuals exhibit characteristics similar to the behaviors of the generation group they are born with, but different from those of the other generation groups (Ayhün, 2013: 96). There are similarities and differences among employees in terms of age, cultural background, physical abilities and disabilities, race, religion, sex, and sexual orientation. Workforce diversity occurs when there is a wide variety of people with different generations, i.e Gen-x & Gen-Y, culture backgrounds, nationalities, and ages in the workforce (Nambiyar, 2014: 328)

The American Census Bureau has labeled generations from the twentieth century to the present day as follows;1929-1939 Depression Generation, 1939-1945 War Generation, 1945-1965 Baby Boomers, 1965-1977 Generation X (Baby Bust), 1977-1994 Generation Y (Echo boom, Next Generations), 1994-2003 Millennium Generation, 2003 and later, Generation Z. Today, organizations generally consist of three or four groups (Tekin, 2016:22-23).

Those who were born between 1980 and 1990 are called Generation Y, also known as Gen-Yers. Gen Yers are described as independent, entrepreneurial, self-confident individuals who expect to succeed in a short period of time, like freedom and flexibility, dislike micromanagement, have individual decision-making mechanisms and are good at using information technology (Konakay et al, 2015: 1). Generation X, those who were born after baby boomers, describes a demographic, social, cultural group in the Western culture and refers to people born in the1960s and 1970s. The term was given in 1964

by American and British researchers Charles Hamblett and Jane Deverson (1964), who have conducted a series of interviews with teenagers. Definitely conformist youth cultures (pros and cons racism, homosexual rights, Vietnam War; hippies) were defined by the term *Gen X*. (Levickaitė, 2010:172)

Members of the Generation Y are usually described as optimistic, smart and able to work in teams. In addition, they are recognized for their respect and ability to live with different hierarchy levels and rules (Howe & Strauss, 2000). In the workplace, these individuals are described as skilled to perform multiple tasks at the same time, self-confident and comfortable to show their qualities. Fame and wealth are ideals to be achieved but, on the other hand, a surprising sense of empathy can lead the Generation Y to carry out social and charitable work. This generation comprises explorers and curious individuals that are always in search of a new job and experiences, a feature that can neglect marriage, children, and the purchase of a home. For them, free time, leisure, traveling and time to be spent with friends are priorities. Work must offer long periods of seclusion, possibility to work at home and provide an amusing corporate environment. If a job is considered unattractive and does not offer some of these characteristics, it is likely to be quickly abandoned or replaced by another one, since the threat of unemployment apparently does not frighten these youngsters. (Verzoni, Carolina: 2016: 107-108).

This generation is a generation that constantly asks the question "why?" and acts according to the answers it receives. The unrequited Y Generation can easily leave their work (Yelkikalan and Altın, 2010: 14). Time for Y Generation is a much more important value than money (Lai et al., 2010: 439).

Generation Y feels the guardianship of their family when they have problems. Their parents are also referred to as "helicopter families" because they are immediately there with their children when there is a problem or an emergency (Downing, 2006: 4). This generation, which has a lower dedication to work than older generations, becomes unhappy and less productive if it does not feel a sense of belonging to work. Therefore, spiritual satisfaction from work is more important than material satisfaction (Kömürçüoğlu, 2014: 45).

In his study of 2013, Ayhün emphasized the necessity for top management to handle and manage generation differences by referring to the importance of generations in the population.

In their study, Demirkaya et al., (2015) identified the difference of management perception among the generations in the business world, and determined the appropriate leadership style expectations through this perception. It has been determined that intergenerational management perception and the structure of working life in Turkey do not show parallelism with Western societies (Demirkaya et al, 2015: 186).

Kultalahti, et al. (2013), in their study, examined the leadership preferences of Y generation innovators and non-innovators. In the research conducted, the Y generation has more expectations than its leaders compared to the older generations, and they push the leader because they prefer Transformational leadership to other styles (Kultalahti, 2013: 152).

Günay (2016:155), in her study, compared two state universities regarding students' entrepreneurship intentions and stated that the similarities of demographic factors that affect the students' entrepreneurship intentions of both universities were seen on the same age groups and same objectives (establishing their own businesses, not considering to work in state agencies), and differences are observed in terms of gender and grades (semester). One of the important findings of the study is that entrepreneurship education at Trakya University affected the entrepreneurship intentions of the students partially and for a short period of time.

Korkmaz (2012), in her study, conducted to determine the entrepreneurial inclination of university students, obtained significant correlations between students' self-perception of having an entrepreneurial personality and their psychological, demographical and family factors which are effective in their will to establish a business in the future.

The studies in the literature generally measure the Generation Y students' entrepreneurial values considering demographic variables. However, there is no research about how effective individual values of Generation Y is on entrepreneurship.

3. DATA AND METHODOLOGY

The purpose of the present study was to investigate whether individual values of Generation Y had an effect on their entrepreneurial tendencies. Within this context, some hypotheses were formed, and they were examined by means of statistical analyses. The study was administered to 948 Gen Y students of Kocaeli University who took the course titled Introduction to Business. The distributed questionnaires were analyzed with the SPSS program, and 512 questionnaires were included in the survey without any problems. The "Rokeach Value Inventory" was used for the personal characteristics the Generation Y university students. As a result of the factor analysis, individual characteristics such as Distrust of Others, Forgiveness, Trust, Honesty and Dedication to Work were determined. Entrepreneurial tendencies of Generation Y were determined by using the "Entrepreneurship Scale For University Students", developed by Yılmaz and Sünbül in 2009. As a

result of the factor analysis, entrepreneurship characteristics were identified as leadership, innovation, sharing and risk taking. Significant differences in entrepreneurial tendencies were determined by t-test and Levene's test for gender variable at the level of being affected by variables based on demographic variables which were determined by factor analysis. For each of the variables of Entrepreneurship Trends of Y Generation students (Leadership, Innovation, Sharing and Risk Taking), the Individual Value Scale considered to affect these variables was subjected to Multiple Regression Analysis separately with factors called distrust, forgiveness, trust, honesty, and dedication to work.

3.1. Research Model

The hypotheses formed around the purpose of the research are as follows:

- H1: There are significant gender differences in the dimensions of the entrepreneurship scale of the Y generation.
- H2: There are significant gender differences in the dimensions of the values scale of Y generation students.
- H3: There is a significant relationship between the leadership dimension of the entrepreneurship scale and the distrust to others dimension of the values scale of Y generation students.
- H4: There is a significant relationship between the leadership dimension of the entrepreneurship scale of the Y generation students and the dimension of forgiveness of the values scale.
- H5: There is a significant relationship between the leadership dimension of the entrepreneurship scale of the Y generation students and the trust dimension of the values scale.
- H6: There is a significant relationship between the leadership dimension of the entrepreneurship scale of the Y generation students and the honesty dimension of the values scale.
- H7: There is a significant relationship between the leadership dimension of the entrepreneurship scale of the Y generation students and the dedication to work dimension of the values scale.
- H8: There is a significant relationship between the innovation dimension of the entrepreneurship scale of the Y generation students and the distrust to others dimension of the scale of values.
- H9: There is a significant relationship between the innovation dimension of the entrepreneurship scale of the Y generation students and the forgiveness dimension of the values scale.
- H10: There is a significant relationship between the innovation dimension of the entrepreneurship scale of the Y generation students and the trust dimension of the values scale.
- H11: There is a significant relationship between the innovation dimension of the entrepreneurship scale of the Y generation students and the honesty dimension of the values scale.
- H12: There is a significant relationship between the innovation dimension of the entrepreneurship scale of the Y generation students and the dedication to work dimension of the values scale.
- H13: There is a significant relationship between the sharing dimension of the entrepreneurship scale of the Y generation students and the distrust to others dimension of the values scale.
- H14: There is a significant relationship between the sharing dimension of the entrepreneurship scale of the Y generation students and the forgiveness dimension of the values scale.
- H15: There is a significant relationship between the sharing dimension of the entrepreneurship scale of the Y generation students and the trust dimension of the values scale.
- H16: There is a significant relationship between the sharing dimension of the entrepreneurship scale of the Y generation students and the honesty dimension of the values scale.
- H17: There is a significant relationship between the sharing dimension of the entrepreneurship scale of the Y generation students and dedication to work dimension of the values scale.
- H18: There is a significant relationship between the risk taking dimension of the entrepreneurship scale of the Y generation students and the distrust to others dimension of the values scale.
- H19: There is a significant relationship between the risk taking dimension of the entrepreneurship scale of the Y generation students and the forgiveness dimension of the values scale.

H20: There is a significant relationship between the risk taking dimension of the entrepreneurship scale of the Y generation students and the trust dimension of the values scale.

H21: There is a significant relationship between the risk taking dimension of the entrepreneurship scale of the Y generation students and the honesty dimension of the values scale.

H22: There is a significant relationship between the risk taking dimension of the entrepreneurship scale of the Y generation students and the dedication to work dimension of the value scale.

3.2. Results of the Research

According to Table 1, of the university students participating in the research, 57.4% are female and 42.6% are male. 0.66% of the university students participating in the survey are in 18-24 age range, 33% are in 25-34 age range and 2,09% are in 35-44 range. The family income status of the university students is as follows; 28.1% around 1000TL and below, 32.6% between 1001-2000TL, 23.8% between 2001-3000TL, 11.3% between 3001 -5000TL, 4.1% over 5001. 28.5% of the university students' career goals are in public sector, 30.3% in private sector, 2.0% in family business, 34.8% in self-employment and 4,5% point to other goals. The fact that those who want to set up their own business take the first place in the percentiles is the sign of the fact that entrepreneurship culture has started to be formed.

Table-1: Demographic Analysis of University Students

GENDER	N	%	AGE	n	%
Female	294	57,4	18-24	338	66
Male	218	42,6	25-34	169	33
			35-44	5	1
Total	512	100	Total	512	100
FAMILY INCOME STATUS	N	%	CAREER GOAL	n	%
1000 TL and below	144	28,1	Public Sector	146	28,5
1001-2000	167	32,6	Private Sector	155	30,3
2001-3000	122	23,8	Family Business	10	2
3001-5000	58	11,3	Self-Employment	178	34,8
5001 and over	21	4,1	Other	23	4,5
Total	512	100	Total	512	100

Table 2: Factor Table of Entrepreneurial Trends of Generation Y Students

FACTOR NAME	QUESTION	EXPRESSION	Factor Weights	Factor Descriptiveness
LEADERSHIP	G35	I can make effective decisions about the future in business.	0,812	18,294
	G34	I do not abstain from taking leadership in a job or practice.	0,765	
	G36	My motivations and tendencies for different jobs are strong.	0,731	
	G32	My creativity aspect is strong in my work.	0,673	
INNOVATION	G20	I engage in projects and activities that allow me to look from a new perspective.	0,764	15,976
	G19	I like to challenge old ideas and practices and explore better things.	0,746	
	G21	I try to work with new methods that have not been used by others in the past.	0,658	

	G18	I like to work on projects that allow me to try something new.	0,616	
SHARING	G11	I talk about different business projects with my friends.	0,758	13,768
	G12	I create areas where I can apply my skills.	0,72	
	G13	I do not hesitate to join some projects from my friends	0,683	
RISK TAKING	G26	Every job has a risk. I can take all kinds of risks in my work.	0,791	11,895
	G16	I do not hesitate to take risks.	0,719	
	G25	I am not afraid to make a mistake on a topic I'm working on.	0,632	
			TOTAL	59,933

KMO value of entrepreneurship scale is 859. The value obtained is an indication that the suitability of the factor analysis is at an excellent level. Cronbach's alpha value of the survey questions is ,904.

Table 3: Table of Factor Load of Values Scale of Generation Y Students

FACTOR NAME	QUESTION	EXPRESSION	Factor Weights	Factor Descriptiveness
DISTRUST TO OTHERS	D10	Instead of listening to other people's ideas, I find myself confronted with them.	0,702	12,914
	D8	I do not trust anybody.	0,685	
	D4	It is not for me to apologize.	0,671	
	D12	Honesty and integration are not necessary outside the home.	0,661	
	D21	I think trusting others is old fashioned.	0,621	
	D36	I hold grudge.	0,586	
	D31	I think apologizing is a sign of weakness.	0,559	
FORGIVENESS	D28	I forgive someone who has done wrong to me in the past.	0,801	12,372
	D14	I can forgive when someone hurts my feelings.	0,728	
	D43	I can forgive people who make mistakes.	0,727	
	D49	I can "forgive and forget".	0,716	
	D6	I can forgive people who promise to do something but do not do it.	0,647	
TRUST	D44	I consider myself as an honest person.	0,769	10,428
	D47	I am a trustworthy person.	0,695	
	D39	People trust in me.	0,689	
	D45	I am a person who people trust in.	0,646	
	D52	I define myself as a loyal person.	0,536	
HONESTY	D22	I can be honest about my own mistakes.	0,735	9,22
	D13	Honesty has the highest priority for me.	0,684	
	D15	I see myself as a disciplined person.	0,637	
	D37	I feel good when I share with someone.	0,615	
DEDICATION TO WORK	D54	I dedicated myself to see my employer's success.	0,711	7,472
	D34	I am a dedicated employee.	0,709	
	D50	I am committed to a qualified working environment.	0,632	
			TOTAL	52,407

The KMO value of the values scale is 823. This value is an indicator that the suitability of the variables to the factor analysis is at the perfect level. Cronbach's Alpha value of the questionnaire is ,779.

Table 4: Differentiation of Leadership Factor in Terms of Gender Variance of Generation Y Students

	Gender	N	Ort.	s.s.	t	p
Leadership	Female	287	3,9286	,76021	2,401	,016
	Male	215	4,0907	,73261		

According to Table 4, Levene's test results for Entrepreneurship Leadership questions are; $F = 375$, $P = 0,016$, $P = (0,000) < 0,05$. Therefore, leadership varies by gender.

Table 5: Differentiation of Innovation Factor in Terms of Gender Variance of Generation Y Students

	Gender	N	Ort.	s.s.	t	p
Innovation	Female	294	3,4201	,81134	2,357	,018
	Male	218	3,5894	,79422		

According to Table 5, Levene's test results for Entrepreneurial Innovation questions are; $F = 097$, $P = 0,018$, $P = (0,000) < 0,05$. Therefore, Innovation questions vary by gender.

Table 6: Differentiation of Sharing Factor in Terms of Sex Variance of Generation Y Students

	Gender	N	Ort.	s.s.	t	p
Sharing	Female	294	3,2744	,89511	2,046	,038
	Male	218	3,4312	,80424		

According to Table 6, Levene's test results for Entrepreneurship Sharing questions are; $F = 2,787$, $P = 0,038$, $P = (0,000) < 0,05$. Therefore, the sharing questions vary by gender.

Table-7: Differentiation of Risk Factors in terms of Gender Variance of Generation Y Students

	Gender	N	Ort.	s.s.	t	p
Risk Taking	Female	294	3,5385	,80799	2,900	,003
	Male	217	3,7404	,73471		

According to Table 7, Levene's test results for Entrepreneurship Risk taking questions are; $F = 2,841$, $P = 0.003$, $P = (0,000) < 0,05$. Therefore, Risk taking questions vary by gender.

3.3. Multiple Regression Model

In the generated regression model, it is necessary to test whether the independent variables all together have a significant effect on the dependent variable at the determined confidence level. According to this, the leadership factor of entrepreneurship in model 1, the innovation factor of entrepreneurship in model 2, the sharing factor of entrepreneurship in model 3 and finally the risk factor of entrepreneurship in model 4 were added as the dependent variable, and the factors of the individual values scale, namely, distrust to others, forgiveness, trust, honesty, and dedication to work were added to four models as independent variables.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the F Value Estimate	Sig.	
Leadership	,371 ^a	,137	,126	,69445	12,233	0,000
Innovation	,282 ^a	,079	,068	,77975	6,766	0,000

Sharing	,314 ^a	,099	,087	,81011	8,598	0,000
Risk Taking	,257 ^a	,066	,054	,76369	5,564	0,000

a. Predictors: (Constant), Dedication to work, Distrust to others, Forgiveness, Trust, Honesty

b. Dependent Variable: Leadership

In addition to having a significant effect of all the independent variables of the generated model on the dependent variable, it is necessary that each independent variable has a significant effect on the dependent variable when the other variables are kept constant. For this reason, it should be tested whether the relationship between each independent variable and the dependent variable is significant at a certain confidence level.

Partial Regression Coefficient Test of Leadership Factor

Model	B	Std. Error	Beta	T	Sig.
(Constant)	1,429	0,367		3,891	0
Distrust to others	0,025	0,043	0,031	0,581	0,561
Forgiveness	0,024	0,041	0,029	0,584	0,559
Trust	0,323	0,072	0,239	4,496	0,000
Honesty	0,096	0,052	0,099	1,864	0,063
Dedication to work	0,162	0,054	0,155	2,982	0,003

a. Dependent Variable: Leadership

In the Coefficients table, the value of b13.2456 is 0,323 and the H₀ Hypothesis is REJECTED because the significance value is <0.05 at the significance level of 0.05. That is to say, the value of Trust is effective on Leadership at the significance level of 0.05.

In the Coefficients table, the value of b16.24567 is 0,162 and the H₀ Hypothesis is REJECTED because the significance value is <0.05 at the significance level of 0.05. That is to say, Dedication to work is effective on Leadership at the significance level of 0.05.

Partial Regression Coefficient Test of Innovation Factor

Model	B	Std. Error	Beta	t	Sig.
(Constant)	1,487	0,407		3,654	0
Distrust to others	0,139	0,047	0,159	2,957	0,003
Forgiveness	0,068	0,046	0,075	1,467	0,143
Trust	0,07	0,08	0,047	0,872	0,384
Honesty	0,136	0,057	0,128	2,365	0,019
Dedication to work	0,159	0,06	0,14	2,636	0,009

a. Dependent Variable: Innovation

In the Coefficients table, b12.3456 is 0,159 and the H₀ Hypothesis is REJECTED because the Sig. value is <0.05 at the significance level of 0.05. In other words, the value of Distrust to others is effective on the innovation value of Entrepreneurship at the significance level of 0,05.

In the Coefficients table, the b15.2346 value is 0,128 and The H₀ Hypothesis is REJECTED because the Sig. value is <0.05 at the significance level of 0.05. In other words, the value of Honesty is effective on the innovation value of Entrepreneurship at the significance level of 0,05.

In the Coefficients table, the b16.2345 value is 0,140 and The H₀ Hypothesis is REJECTED because the Sig. value is <0.05 at the significance level of 0.05. In other words, the value of Dedication to Work is effective on the innovation value of Entrepreneurship at the significance level of 0,05.

Partial Regression Coefficient Test of Sharing Factor

Model	B	Std. Error	Beta	t	Sig.
(Constant)	0,847	0,423		2,004	0,046
Distrust to others	0,116	0,049	0,127	2,383	0,018
Forgiveness	0,15	0,048	0,159	3,135	0,002
Trust	0,134	0,083	0,086	1,609	0,108
Honesty	0,182	0,06	0,163	3,039	0,003
Dedication to work	0,113	0,063	0,094	1,799	0,073

a. Dependent Variable: Sharing

In the Coefficients table, the b12.3456 value is 0,116 and The H_0 Hypothesis is REJECTED because the Sig. value is <0.05 at the significance level of 0.05. In other words, the value of Distrust to others is effective on the sharing value of Entrepreneurship at the Sig. Level of 0,05.

In the Coefficients table, the b13.2456 value is 0,150 and The H_0 Hypothesis is REJECTED because the Sig. value is <0.05 at the significance level of 0.05. In other words, the value of Forgiveness is effective on the sharing value of Entrepreneurship at the Sig. Level of 0,05.

In the Coefficients table, the b15.2346 value is 0,182 and The H_0 Hypothesis is REJECTED because the Sig. value is <0.05 at the significance level of 0.05. In other words, the value of Dedication to Work is effective on the sharing value of Entrepreneurship at the Sig. Level of 0,05.

Partial Regression Coefficients Test of Risk Taking Factor

Model	B	Std. Error	Beta	t	Sig.
(Constant)	1,714	0,399		4,302	0
Distrust to others	0,142	0,046	0,168	3,086	0,002
Forgiveness	0,085	0,045	0,097	1,879	0,061
Trust	0,155	0,078	0,108	1,969	0,05
Honesty	0,101	0,056	0,098	1,796	0,073
Dedication to work	0,053	0,059	0,048	0,893	0,373

a. Dependent Variable: Risk Taking

In the Coefficients table, the b12.3456 value is 0,168 and The H_0 Hypothesis is REJECTED because the Sig. value is <0.05 at the significance level of 0.05. In other words, the value of Distrust to others is effective on the Risk Taking value of Entrepreneurship at the Sig. Level of 0,05.

4. FINDINGS AND DISCUSSIONS

Acceptance and rejection of the hypotheses formed around the purpose of the research are as follows:

There are significant gender differences in the dimensions of the entrepreneurship scale of Y generation students. The H1 hypothesis is ACCEPTED according to the Levene test results. Male students from the Y generation show significant differences in their entrepreneurship tendencies compared to female students in terms of Leadership (Male X = 4.09, Female X = 3.93), Innovation (Male X = 3,59, Female X = 3,42), and in Sharing (Male X = 3,43, Female X = 3,27), and Risk Taking (Male X = 3,74, Female X = 3,54).

There is no significant gender difference in the dimensions of the values scale of Y generation students. According to the results of the Levene test, the H2 hypothesis is REJECTED.

There is no significant relationship between the leadership dimension of the Entrepreneurship scale of the Y generation students and distrust, forgiveness and honesty dimensions of the values scale. According to the regression analysis performed, H₃ hypothesis is REJECTED because P value is greater than 0.561 > 0.05, H₄ hypothesis is REJECTED because P value is greater than 0.559 > 0.05, and H₆ hypothesis is REJECTED because P value is greater than 0,063 > 0,05.

There is a significant relationship between the leadership dimension of the entrepreneurship scale of the Y generation students and the trust and the dedication to work dimensions of the values scale. H₅ hypothesis is ACCEPTED because P value is 0,000 < 0,05, and H₇ hypotheses is ACCEPTED because P value is 0.003 < 0.05.

There is a significant relationship between the innovation dimension of the entrepreneurship scale of Y generation students and the dimension of distrust to others, honesty and dedication to work dimensions of the values scale. H₈ hypothesis is ACCEPTED because P value is 0,003 < 0,05, H₁₁ hypothesis is ACCEPTED because P value is 0,019 < 0,05, H₁₂ hypothesis is ACCEPTED because P value is 0,009 < 0,05.

There is no significant relationship between the innovation dimension of the entrepreneurship scale of the Y generation students and forgiveness and trust dimensions of the values scale. H₉ hypothesis is REJECTED because P value is greater than 0,143 > 0,05, and H₁₀ hypothesis is REJECTED because P value is greater than 0,384 > 0,05.

There is a significant relationship between the sharing dimension of the entrepreneurship scale of Y generation students and distrust to others, forgiveness and honesty dimensions of the values scale. H₁₃ hypothesis is ACCEPTED because P value is 0,018 < 0,05, H₁₄ hypothesis is ACCEPTED because P value is 0,002 < 0,05, H₁₆ hypothesis is ACCEPTED because P value is 0,002 < 0,05.

There is no significant relationship between the sharing dimension of the entrepreneurship scale of the Y generation students and the trust and dedication to work dimensions of the values scale. H₁₅ hypothesis is REJECTED because P value is greater than 0,108 > 0,05, and H₁₇ hypothesis is REJECTED because P value is greater than, 073 > 0,05.

There is a significant relationship between the risk taking dimension of the entrepreneurship scale of the Y generation students and distrust to others dimension of the values scale. H₁₈ hypothesis is ACCEPTED because P value is 0,002 < 0,05

There is no significant relationship between the risk taking dimension of the entrepreneurship scale of the Y generation students and forgiveness, trust, honesty and dedication to work dimensions of the values scale. H₁₉ hypothesis is REJECTED because P value is greater than 061 > 0,05, H₂₀ hypothesis is REJECTED because P value is greater than, 050 > 0,05, H₂₁ hypothesis is REJECTED because P value is greater than, 073 > 0,05, H₂₂ hypothesis is REJECTED because P value is greater than ,373 > 0,05.

5. CONCLUSION

Each generation has its own characteristic traits and value judgments. In the study conducted to find out how much these value judgments affect the entrepreneurial tendencies of Generation Y, different dimensions and different results were obtained. The research on Generation Y is quite new. In the related literature, most studies are about leadership choices of Generation Y, their behaviors in the workplace, and their individual characteristics. This study contributes to the literature by comparing entrepreneurial tendencies of generation Y and individual characteristics. The limitation of the study is that it only covers the generation Y students of Ömer İsmet Uzunyol Vocational High School of Kocaeli University who attend the course titled Introduction to Business. The study can be applied to other universities and it can be used to test if there is a difference between the students of public universities and private universities as well. One can also investigate how much generation Y is affected by the other generations. An increase in the number of such studies is considered as a basis for economic development and the welfare of the country. New values of the concepts such as technology, innovation and creativity will gain momentum with the generation Y's entrepreneurial tendencies and their ability to activate these tendencies.

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