Yönetim Bilimleri Dergisi/Journal of Administrative Sciences
Cilt/Volume: 24, Sayı/No: 59, ss./pp.: 331-375
DOI: https://doi.org/10.35408/comuybd.1676649

-RESEARCH ARTICLE-

THE EFFECT OF PROACTIVE PERSONALITY ON ENTREPRENEURIAL INTENTION AMONG TEACHERS: THE MEDIATING ROLE OF GENERAL SELF-EFFICACY AND THE MODERATING ROLE OF PSYCHOLOGICAL WELL-BEING

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Abstract

This study investigates the impact of proactive personality on entrepreneurial intention, with a specific focus on the mediating role of general self-efficacy and the moderating role of psychological well-being. Drawing upon the Theory of Planned Behavior (Ajzen, 1991) and Social Cognitive Theory (Bandura, 1997), the study aims to uncover the psychological mechanisms that explain how proactive personality fosters entrepreneurial intention. Data were collected from 501 teachers working across various regions in Türkiye using validated measurement tools, including scales for proactive personality, general self-efficacy, psychological well-being, and entrepreneurial intention. The research model was tested using structural equation modeling (SEM) and Hayes' PROCESS macro (Model 4 and Model 1), supported by bootstrapping with 5,000 resamples.

The results reveal that proactive personality has a strong, direct, and significant effect on entrepreneurial intention ($\beta=0.54$, $p<0.001$). General self-efficacy partially mediates this relationship (indirect effect: $\beta=0.20$, 95% CI [0.09, 0.32], $p<0.001$). Additionally, psychological well-being significantly moderates the relationship between general self-efficacy and entrepreneurial intention ($\beta=0.30$, $p<0.05$), such that individuals with high psychological well-being exhibit a stronger link. Specifically, the effect of general self-efficacy on entrepreneurial intention was significantly stronger among individuals with higher psychological well-being ($\beta=0.76$, $p<0.001$) than those with lower levels ($\beta=0.42$, $p<0.001$). A moderated mediation analysis further confirmed that the strength of the mediation effect of self-efficacy varies based on psychological well-being.

By integrating personality traits and well-being dimensions in a unified framework, this study contributes to a more comprehensive understanding of individual-level entrepreneurial processes. The study offers practical implications for educational institutions and organizations, suggesting that fostering proactive personality traits and enhancing psychological well-being through targeted training programs may significantly boost entrepreneurial potential.

Keywords: *Proactive Personality, Entrepreneurial Intention, General Self-Efficacy, Psychological Well-Being, Social Cognitive Theory.*

JEL Codes: *L26, M53, I31.*
Başvuru: *15.04.2025* **Kabul:** *29.12.2025*

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ÖĞRETMENLERDE PROAKTİF KİŞİLİĞİN GİRİŞİMCİLİK NİYETİ ÜZERİNDEKİ ETKİSİ: GENEL ÖZ YETERLİK İNANCININ ARACILIK VE PSİKOLOJİK İYİ OLUŞUN DÜZENLEYİCİLİK ROLÜ[2]

Öz

Bu çalışma, proaktif kişiliğin girişimcilik niyeti üzerindeki etkisini incelemekte; bu ilişkide genel öz yeterlik inancının aracılık rolünü ve psikolojik iyi oluşun düzenleyici rolünü özel olarak analiz etmektedir. Araştırma, Planlı Davranış Teorisi (Ajzen, 1991) ve Sosyal Bilişsel Teori'ye (Bandura, 1997) dayandırılarak, proaktif kişiliğin girişimcilik niyetini nasıl şekillendirdiğine ilişkin psikolojik mekanizmaları ortaya koymayı amaçlamaktadır. Veriler, Türkiye'nin farklı bölgelerinde görev yapan 501 öğretmenden, geçerliliği kanıtlanmış ölçme araçları kullanılarak toplanmıştır. Araştırma modeli, yapısal eşitlik modellemesi ve Hayes'in PROCESS makrosu (Model 4 ve Model 1) ile test edilmiş, analizler 5000 örnekleme (bootstrapping) yöntemiyle desteklenmiştir.

Bulgular, proaktif kişiliğin girişimcilik niyeti üzerinde güçlü, doğrudan ve anlamlı bir etkisi olduğunu göstermektedir ($\beta=0.54$, $p<0.001$). Genel öz yeterlik inancı bu ilişkide kısmi aracılık rolü üstlenmektedir (dolaylı etki: $\beta=0.20$, %95 GA [0.09, 0.32], $p<0.001$). Ayrıca psikolojik iyi oluş, genel öz yeterlik inancı ile girişimcilik niyeti arasındaki ilişkiyi anlamlı şekilde düzenlemektedir ($\beta=0.30$, $p<0.05$); yüksek psikolojik iyi oluşa sahip bireylerde bu ilişki daha güçlüdür ($\beta=0.76$, $p<0.001$), düşük seviyedeki bireylerde ise daha zayıftır ($\beta=0.42$, $p<0.001$). Yapılan düzenleyici aracılık analizi, genel öz yeterliğin aracılık etkisinin psikolojik iyi oluş düzeyine göre anlamlı biçimde değiştiğini göstermiştir.

Kişilik özellikleri ile psikolojik iyi oluş boyutlarını bütüncül bir çerçevede ele alan bu çalışma, bireysel düzeydeki girişimcilik süreçlerine ilişkin daha kapsamlı bir anlayış sunmaktadır. Araştırma, eğitim kurumları ve örgütler için proaktif kişilik özelliklerini geliştirmeye ve psikolojik iyi oluşu artırmaya yönelik hedeflenmiş eğitim programlarının girişimcilik potansiyelini anlamlı ölçüde artırabileceğine işaret eden pratik öneriler sunmaktadır.

Anahtar Kelimeler: *Proaktif Kişilik, Girişimcilik Niyeti, Genel Öz Yeterlik, Psikolojik İyi Oluş, Sosyal Bilişsel Kuramı.*

JEL Kodları: *L26, M53, I31.*

"Bu çalışma Araştırma ve Yayın Etiğine uygun olarak hazırlanmıştır."

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1. INTRODUCTION

Entrepreneurship is regarded as a critical component of economic and social development, particularly in countries with a high proportion of young people and persistent employment challenges (Bahadır and Çakmak, 2018). Identifying the factors that shape individuals' intentions to start a business is of great significance for both academic researchers and policymakers. While numerous studies in the literature have examined the relationship between entrepreneurial intention, economic growth, and innovation, there is a relative lack of research focusing on the psychological and personal factors influencing such intentions (Fayolle and Liñán, 2014; Karimi et al., 2016). Entrepreneurial intention refers to an individual's conscious and planned decision to initiate entrepreneurial activities in the future, and it has been extensively studied in the fields of business and organizational behavior (Krueger and Carsrud, 1993). Indeed, several empirical studies have confirmed that entrepreneurial intention serves as a key antecedent of entrepreneurial behavior (Entrialgo and Iglesias, 2016; Nabi et al., 2018). However, the nature of the interaction between the various factors shaping entrepreneurial intentions remains open to debate (Naz et al., 2020). Therefore, studies exploring the relationship between entrepreneurial intention and psychological or personal factors are essential. In particular, Social Cognitive Theory (Bandura, 1997), which emphasizes individuals' beliefs about their own capabilities, provides a valuable framework for examining the psychological determinants of entrepreneurial intention.

In the contemporary labor market, entrepreneurship has increasingly become a strategic career alternative, especially for educated individuals (Naz et al., 2020). This trend is driven by several factors. First, it is suggested that individuals with higher education have greater potential for success in entrepreneurial ventures. Moreover, educators and advisors emphasize the critical role of entrepreneurship education in fostering business creation and advocate for the expansion of academic programs that develop entrepreneurial skills (Peterman and Kennedy, 2003). Second, in today's knowledge-based economy, organizational structures and technological transformations are rapidly evolving. As a result, the decline in incentives and benefits provided by medium- and large-scale enterprises has made entrepreneurship an increasingly necessary alternative to traditional employment. Accordingly, strategic efforts to train job creators rather than job seekers are gaining importance. Indeed, start-ups make a direct contribution to the economic growth and employment generation of countries. According to the *Global Entrepreneurship Monitor* (GEM, 2023) report, as of 2022, the early-stage entrepreneurship rate in Türkiye has reached 16.1%, and more than 25% of the young population has shown interest in entrepreneurial activities. Data from the OECD (2022) indicate that SMEs and start-ups account for approximately 72% of total employment and 55% of value added. In Türkiye, start-up investments reached a record level of 1.5 billion USD in 2021 (StartupMarket, 2021). These indicators reveal that entrepreneurial intention is not merely an individual attitude but also a strategic element for economic development and social welfare. Therefore, the central problem of this study is to explain how

personality and psychological factors that nourish entrepreneurial intention at the individual level interact to contribute to these macro-level outcomes.

Today's global economy is facing stagnant growth and various structural challenges. In response, there is a growing consensus in academic and policy circles that governments should adopt entrepreneurship-driven policies and move toward an entrepreneurial state model. Within this framework, open innovation dynamics and the implementation of innovative business models are increasingly seen as strategic tools for fostering economic growth (Yun et al., 2019). In countries like Türkiye, where youth unemployment is high and the young population is dense, entrepreneurship emerges as a prominent career alternative, particularly as entrepreneurship education gains momentum in universities (Naz et al., 2020). Nonetheless, strengthening awareness and providing sustainable support for entrepreneurship requires more robust policies and incentive mechanisms (Peterman and Kennedy, 2003). In the Turkish context, the transition to a knowledge-based economy is also characterized by accelerated organizational and technological changes that challenge traditional work models and drive individuals toward entrepreneurial activity (Franke and Lüthje, 2004). The shrinking of employment opportunities in large firms, the rise of flexible working models, and the erosion of job security have increased individuals' motivation to start their own ventures. However, access to finance, bureaucratic barriers, and economic uncertainty remain key obstacles to entrepreneurship. In recent years, various incentive programs have been launched by the Turkish government to support entrepreneurship. Grants and funding provided through institutions such as TÜBİTAK, KOSGEB, and Development Agencies play a crucial role in promoting entrepreneurial initiatives. Nonetheless, in line with Yun et al. (2019), it is argued that Türkiye should more effectively implement policies that support open innovation dynamics and innovative business models. To enhance its economic growth and global competitiveness, Türkiye must strengthen its entrepreneurial ecosystem and develop sustainable support mechanisms. The education sector, as a domain that requires innovation, leadership, and individual initiative, provides an appropriate context in which entrepreneurial behaviors can be observed. Teachers often display organizational entrepreneurial behaviors by adopting innovative methods in classroom practices and developing creative solutions despite resource constraints. In this regard, teachers were chosen as the sample of this study because the education sector is not only a field for knowledge transmission but also an environment where innovative thinking, problem-solving, and leadership skills are actively demonstrated (Fayolle & Gailly, 2015; Nabi et al., 2017). Both national and international policy documents emphasize that teachers play a key role in nurturing entrepreneurial individuals (European Commission, 2013; OECD, 2019). Similarly, the vision documents of the Turkish Ministry of National Education (2023) highlight that teachers contribute to the entrepreneurship ecosystem by developing innovative pedagogical approaches and creative learning environments. Nevertheless, empirical research focusing on teachers' entrepreneurial intentions remains relatively scarce (Karimi et al., 2016; Othman & Nasrudin, 2016). Therefore, examining teachers' entrepreneurial intentions is significant not only for their own career development but also for fostering

entrepreneurship awareness among students. In this context, teachers' proactive personality traits, self-efficacy beliefs, and levels of psychological well-being hold critical importance for the dissemination of an entrepreneurship culture at the societal level through education.

Understanding individuals' orientations toward entrepreneurial processes and strengthening the entrepreneurship ecosystem require a thorough examination of the theoretical models that shape entrepreneurial intention. The academic literature identifies three key theoretical models that serve as foundational frameworks for explaining entrepreneurial intention: the Entrepreneurial Event Model by Shapero and Sokol (1982), Bird's (1988) Entrepreneurial Intention Model, and Ajzen's (1991) Theory of Planned Behavior (TPB). Shapero and Sokol's model highlights the importance of perceived desirability, perceived feasibility, and an individual's propensity to act in the formation of entrepreneurial intention. Bird's model emphasizes the role of rational and intuitive decision-making in shaping entrepreneurial intentions. In contrast, Ajzen's Theory of Planned Behavior (TPB) asserts that intentions serve as primary predictors of behavior and are influenced by individuals' attitudes, perceived social pressures (subjective norms), and their sense of perceived behavioral control. While these models offer distinct perspectives on entrepreneurial decision-making, they do not fully address the role of personality traits and psychological variables. In this study, entrepreneurial intention is examined based on Ajzen's (1991) Theory of Planned Behavior (TPB) and Bird's (1988) Model of Entrepreneurial Intentionality. Additionally, Shapero and Sokol's (1982) Entrepreneurial Event Model serves as a foundational framework, providing a historical perspective on the development of entrepreneurial intention. The TPB emphasizes the cognitive and social factors that determine individuals' entrepreneurial intentions, whereas Bird's model highlights the interaction between personality traits and environmental influences. Accordingly, this study conceptualizes the impact of proactive personality on entrepreneurial intention, considering the mediating role of general self-efficacy and the moderating role of psychological well-being within this relationship.

This study aims to contribute to the entrepreneurial ecosystem both theoretically and practically by examining the psychological and personal variables shaping entrepreneurial intentions. Although various studies have investigated the determinants of entrepreneurial intention, few have explored the combined effects of proactive personality, general self-efficacy, and psychological well-being. Notably, there is a lack of empirical research addressing these variables within the context of the Turkish education sector. By analyzing the mediating role of general self-efficacy and the moderating effect of psychological well-being on the relationship between proactive personality and entrepreneurial intention, this study seeks to address this gap in the literature. The findings are expected to provide meaningful contributions to human resources strategies, leadership development programs, organizational behavior policies, and support mechanisms within the entrepreneurial ecosystem.

Within this framework, the key concepts and theoretical framework of the study are presented under the following headings.

2. CONCEPTUAL/THEORETICAL FRAMEWORK

This section outlines the conceptual framework upon which the present research is founded. Central to the field of entrepreneurship, entrepreneurial intention is introduced alongside its potent individual antecedents: proactive personality and general self-efficacy. Furthermore, psychological well-being is examined as a crucial internal psychological resource in the context of entrepreneurial pursuits. The following subsections will proceed to detail the relationships and hypotheses postulated among these fundamental constructs.

2.1. Entrepreneurial Intention

Entrepreneurial intention, recognized as the most significant predictor of entrepreneurial behaviors, is considered to hold great importance in the field of entrepreneurship research (Duong, 2023). Entrepreneurial intention (EI) refers to an individual's conscious determination and motivation to initiate a new venture in the future, representing a critical psychological process (Krueger et al., 2000). In the literature, it is emphasized that entrepreneurial intention is a key antecedent to pursuing an entrepreneurial career (Linan and Chen, 2009). Thus, understanding entrepreneurial intention is essential for explaining how individuals take the first step toward entrepreneurship.

One of the theoretical models used to explain entrepreneurial intention is Shapero and Sokol's (1982) Entrepreneurial Event Model (EEM)**.** According to this model, an individual's entrepreneurial intention is shaped by three fundamental factors: (1) perceived desirability, (2) perceived feasibility, and (3) propensity to act. Perceived desirability refers to the extent to which an individual evaluates entrepreneurial activity as favorable or unfavorable, while perceived feasibility reflects the individual's belief in their capability to become an entrepreneur. Finally, propensity to act represents the individual's willingness to evaluate opportunities and take action (Shapero and Sokol, 1982). However, in recent years, research on entrepreneurial intention has increasingly focused on the interaction of individual, cognitive, and psychological factors. Entrepreneurial intention is now regarded not merely as an economic or opportunity-driven decision but as a psychological orientation closely linked to an individual's self-concept, self-efficacy belief, and level of psychological well-being (Rosique-Blasco et al., 2018; Naz et al., 2020; Kumar & Shukla, 2022; Ghouse et al., 2024; Gregori et al., 2024; Balgiu and Simionescu-Panait, 2024; Haque et al., 2024; Li et al., 2025; Otache, 2025; Tripopsakul, 2025; Jaboob et al., 2025). This approach conceptualizes entrepreneurial intention not merely as a behavioral outcome but as an attitude formed through the interaction of cognitive and emotional processes. Therefore, this study adopts Shapero and Sokol's (1982) model as a historical foundation and draws upon Bird's (1988) Model of Entrepreneurial

Intentionality and Ajzen's (1991) Theory of Planned Behavior as the main theoretical frameworks to comprehensively explain how individuals' cognitive, emotional, and social processes shape entrepreneurial intention.

Recent studies conducted within the context of the education sector indicate that teachers' entrepreneurial intentions are driven more by internal factors—such as self-efficacy, proactive personality, and psychological well-being—rather than by purely economic motives (Yavaşoğlu and Yenice, 2020; Ho et al., 2020; Ho et al., 2021; Joensuu-Salo et al., 2021; Roundy, 2022; Saygın et al., 2024; Ertem, 2024; Liu et al., 2024; Ho et al., 2025; Gracia-Zomeno et al., 2025a; Ho and Chen, 2025; Gracia-Zomeno et al., 2025b). These findings suggest that understanding teachers' entrepreneurial behavior requires moving beyond traditional economic approaches.

In this context, individuals with a proactive personality may enhance their entrepreneurial intentions by anticipating opportunities, generating innovative ideas, and taking risks (Bateman and Crant, 1993). Especially in uncertain entrepreneurial ecosystems, the willingness to act and the propensity to engage in entrepreneurial activities play a critical role in decision-making processes (Frese and Gielnik, 2014). Recent studies demonstrate that individuals with proactive personalities tend to exhibit higher levels of self-efficacy and psychological well-being, which in turn indirectly enhance their entrepreneurial intentions (Naz et al., 2020; Kumar and Shukla, 2022; Doğanülkü and Korkmaz, 2025; Obeidat and Al-Rabee, 2025). Additionally, higher levels of psychological well-being can improve one's capacity to cope with uncertainty, making entrepreneurial intention more sustainable (Ryff and Singer, 2008).

As a result, entrepreneurial intention is shaped by a combination of factors such as an individual's attitudes toward entrepreneurship, perceived feasibility, and capacity to evaluate opportunities. Shapero and Sokol's (1982) *Entrepreneurial Event Model (EEM)* provides a strong theoretical foundation for explaining the psychological and cognitive dynamics underlying this process. However, contemporary research indicates that incorporating individual-level factors such as proactive personality, general self-efficacy, and psychological well-being into this model allows for a deeper and more comprehensive understanding of entrepreneurial intention (Naz et al., 2020; Pan et al., 2021; Kumar and Shukla, 2022; Doğanülkü and Korkmaz, 2025). Proactive personality traits, a strong sense of self-efficacy, and a high level of psychological well-being can be considered key determinants in the development of entrepreneurial intention. Therefore, examining the effects of proactive personality, general self-efficacy, and psychological well-being on entrepreneurial intention particularly among teachers, a professional group characterized by high human capital addresses a significant gap in the literature regarding the role of individual factors in entrepreneurial processes and offers unique insights for education-based entrepreneurship policies.

2.2. Proactive Personality

Proactive personality (PP) is a trait that reflects individuals' tendency to shape their environment, identify opportunities, and take control over their own destinies (Bateman and Crant, 1993). Instead of passively adapting to external conditions, proactive individuals actively strive to influence and transform their surroundings. This trait provides a notable advantage in contexts such as entrepreneurship, which require innovation and involve high levels of uncertainty (Crant, 2000). In this respect, a proactive personality is a trait of individuals who do not wait for change to happen but actively initiate it. Proactive individuals not only challenge the status quo but also take deliberate actions to achieve their goals, often by identifying problems and opportunities in advance and developing strategies to overcome obstacles (Parker, Bindl, and Strauss, 2010). Therefore, it can be stated that proactive individuals are effective in identifying opportunities, developing innovative ideas, overcoming obstacles, and planning strategic actions for the future. Indeed, according to Kickul and Gundry (2008), a proactive personality is closely associated with core traits that are critical for entrepreneurial activities, such as risk-taking, innovativeness, and opportunity recognition. These individuals question existing business models, seek alternative solutions, and strive to implement innovative ideas. In this context, the relationship between proactive personality and entrepreneurial intention emerges as a critical area of focus in entrepreneurship research (Rauch & Frese, 2007). Numerous studies confirm that proactive individuals tend to exhibit stronger entrepreneurial intentions. For example, Crant (1996) demonstrated that proactive individuals are more inclined toward entrepreneurship than traditional career paths. Similarly, Prabhu et al. (2012) found that proactive individuals are more likely to recognize entrepreneurial opportunities and act on them boldly. One of the studies examining the impact of proactive personality in the context of entrepreneurship was conducted by Frese and Gielnik (2014). Their research indicated that proactive individuals are more successful in generating innovative ideas, demonstrating autonomy in decision-making processes, and coping effectively with challenges. Recent empirical studies have also demonstrated that the effect of proactive personality on entrepreneurial intention is both direct and significant. These studies reveal that individuals with a proactive personality tend to act more decisively in uncertain environments, recognize entrepreneurial opportunities more quickly, and exhibit a higher tendency to exploit these opportunities (Tian et al., 2022; Hu et al., 2023; Chen, 2024; Huang et al., 2024; Ike et al., 2025; Doğanülkü and Korkmaz, 2025). Therefore, proactive personality can be positioned as a direct determinant of entrepreneurial intention. However, recent literature (Naz et al., 2020; Huang et al., 2024; Ike et al., 2025; Doğanülkü and Korkmaz, 2025) extends this direct relationship, suggesting that proactive personality may also influence entrepreneurial intention indirectly through mediating mechanisms such as self-efficacy, cognitive awareness, and proactive career behavior. These findings indicate that cognitive processes—such as environmental sensitivity, self-confidence, and opportunity recognition—serve as crucial bridges between proactive personality and entrepreneurial intention. In light of all these findings, it can be concluded that proactive personality may not only have a direct impact on entrepreneurial intention but also interact with factors such as self-efficacy and

psychological well-being (Uy et al., 2015). Individuals with a highly proactive personality are more adept at turning risks and uncertainties into opportunities, thereby strengthening their entrepreneurial intentions (Parker and Collins, 2010). Ultimately, proactive personality is a significant predictor of entrepreneurial intention, as it enhances one's capacity to identify and exploit entrepreneurial opportunities. Research consistently shows that individuals with a proactive personality are more likely to pursue entrepreneurial careers, exhibit high tolerance for uncertainty, and possess a stronger sense of self-efficacy (Bateman and Crant, 1993; Crant, 1996; Parker and Collins, 2010).

Therefore, it can be stated that proactive personality functions as a holistic personal resource in the entrepreneurial process, encompassing cognitive, emotional, and behavioral dimensions, and serves as one of the fundamental determinants of entrepreneurial intention within the framework of Social Cognitive Theory. This is consistent with the assumptions of Social Cognitive Theory (Bandura, 1986), which emphasize the individual's capacity to interpret environmental conditions and to self-regulate their behavior.

2.3. General Self-Efficacy

General self-efficacy (GSE) refers to individuals' general expectations regarding their ability to successfully perform across a wide range of tasks and situations (Bandura, 1997). According to Social Cognitive Theory, self-efficacy is a fundamental determinant of an individual's behavior, effort, and persistence; when individuals believe they are capable of achieving a goal, they tend to perform at a higher level (Bandura, 1986). In this context, an individual's resilience in the face of environmental obstacles, intrinsic motivation, and behavioral perseverance are shaped by the level of self-efficacy belief. This belief plays a crucial role in goal setting, problem-solving, and overcoming challenges. General self-efficacy represents not only an individual's belief in their ability to perform a specific task but also a general sense of confidence in their capacity to cope with challenges encountered across various domains of life (Schwarzer & Jerusalem, 1995).

Recent literature strongly confirms the impact of general self-efficacy on individuals' career development, innovativeness, and entrepreneurial intention. Individuals with high levels of self-efficacy have been shown to develop more positive attitudes toward entrepreneurial behavior (Çelikkaleli and Çapri, 2008; Naz et al., 2020; Ndofirepi, 2022; Kumar and Shukla, 2022; Gregori et al., 2024; Ghouse et al., 2024; Haque et al., 2024; Tripopsakul, 2025; Ye and Kang, 2025) and to be more effective in managing uncertainty throughout the entrepreneurial process (Newman et al., 2019). Moreover, Otache (2025) and Rosique-Blasco et al. (2018) identified self-efficacy as a key cognitive determinant of entrepreneurial intention, suggesting that this belief enhances individuals' perceived control and strengthens their entrepreneurial persistence. Similarly, empirical evidence has shown that individuals with a proactive personality tend to possess higher levels of self-efficacy, which indirectly reinforces their entrepreneurial intentions (Naz et al., 2020; Pan et al., 2021; Kumar and Shukla, 2022). These findings indicate that a significant portion of the effect of proactive

personality on entrepreneurial intention occurs through individuals' self-confidence and determination to achieve their goals.

Since self-efficacy represents an individual's "I can do it" belief, its influence on entrepreneurial intention reflects not only a behavioral tendency but also a cognitive preparation process (Newman et al., 2019). Consequently, general self-efficacy holds critical importance as a cognitive and motivational mechanism shaping individuals' entrepreneurial intentions. Individuals with high levels of self-efficacy are more inclined to engage in entrepreneurial activities and are more successful in overcoming challenges they encounter.
Therefore, expanding education, mentoring, and support programs aimed at enhancing individuals' self-efficacy beliefs within the entrepreneurial ecosystem can be regarded as a strategic tool for sustainably increasing entrepreneurial intention. In this context, self-efficacy can be viewed not only as a psychological resource at the individual level but also as one of the cognitive foundations of sustainable innovation and economic growth within the entrepreneurial ecosystem.

2.4. Psychological Well-Being

Psychological well-being is a multidimensional construct that reflects individuals' levels of meaning and satisfaction in life, realization of personal potential, and ability to cope with life's challenges (Ryff and Singer, 1996). According to Ryff's (1989) model, psychological well-being comprises six dimensions: self-acceptance, environmental mastery, purpose in life, personal growth, autonomy, and positive relations with others. This theoretical framework emphasizes not only the individual's level of positive affect but also their capacity to find purpose in life, develop autonomy, and build meaningful relationships (Ryff and Singer, 2008). Similarly, Keyes (2002) argued that well-being is not merely a hedonic (subjective happiness) state but also an eudaimonic process involving psychological meaning and growth. In this context, psychological well-being is regarded as a fundamental personal resource that enhances individuals' psychological resilience, life satisfaction, and cognitive flexibility.

The relationship between psychological well-being and entrepreneurial behavior is multifaceted. Individuals with high levels of psychological well-being cope more effectively with stress and uncertainty and tend to exhibit greater determination in taking risks, innovating, and engaging in entrepreneurial actions (Diener, 2000; Wright and Bonett, 2007; Ryff, 2014; Diener et al., 2018). Uy, Foo, and Song (2013) demonstrated that psychological well-being among entrepreneurs varies not only according to personal traits but also as a function of coping strategies and prior entrepreneurial experience. Their findings suggest that entrepreneurs who employ active coping strategies achieve higher levels of psychological well-being over time, which in turn reinforces their entrepreneurial persistence and commitment.

Recent studies reveal that psychological well-being has a direct and significant influence on entrepreneurial intention. Balgiu and Simionescu-Panait (2024) found that psychological well-being meaningfully predicts entrepreneurial intention,

although certain dimensions of well-being may exhibit weaker correlations with it. This suggests that the effect of well-being on entrepreneurial intention is sensitive to contextual and individual differences. Similarly, Jaboob, Iqbal, and Hameed (2025) demonstrated that psychological well-being influences not only entrepreneurial intention but also entrepreneurial decision-making processes, with entrepreneurial intention serving as a partial mediator in this relationship.

Within the framework of the research model, psychological well-being is proposed to function as a moderating variable in the relationship between general self-efficacy and entrepreneurial intention. In this context, psychological well-being serves as an internal resource that strengthens the translation of self-efficacy beliefs into entrepreneurial intentions. Individuals with higher levels of psychological well-being tend to be more determined and resilient in pursuing entrepreneurial goals based on their sense of efficacy. Therefore, psychological well-being can be regarded as a buffering factor that reinforces both the cognitive (belief in one's capabilities) and emotional (optimism and resilience) foundations of the process linking self-efficacy to entrepreneurial intention.

In the entrepreneurial ecosystem, developing interventions and programs aimed at enhancing individuals' psychological well-being can be considered an important strategy for increasing entrepreneurial intention. These implications are also consistent with Social Cognitive Theory (Bandura, 1986), as psychological well-being provides a motivational and emotional foundation for the transformation of self-efficacy beliefs into entrepreneurial intentions. This highlights once again the strategic importance of internal psychological resources in the formation of entrepreneurial intention.

2.5. Relationships between Variables and Hypotheses

Entrepreneurial intention describes a person's deliberate inclination to establish a new business or become involved in entrepreneurial initiatives. Numerous studies in the literature have explored the relationships between entrepreneurial intention and individual personality traits and motivational factors (Zhao and Seibert, 2006). Among these, proactive personality, general self-efficacy, and psychological well-being stand out as critical individual factors influencing entrepreneurial intention.
Within the scope of this study, teachers are not only considered as public employees but also as professionals with the potential to generate innovation and develop individual entrepreneurial initiatives during career transitions. Therefore, examining entrepreneurial intention within this sample establishes a rational link between the research problem, purpose, and scope.

Personality traits significantly contribute to shaping entrepreneurial intention (Zhao and Seibert, 2006). Based on the criterion of proactivity, individuals can be categorized by personality characteristics, thereby allowing predictions regarding their entrepreneurial potential. In this context, proactive personality emerges as a key factor. Proactive personality refers to an individual's capacity to evaluate entrepreneurial opportunities, think innovatively, and take initiative under uncertainty

(Bateman and Crant, 1993). Several empirical studies demonstrate that individuals with proactive traits are more likely to form entrepreneurial intentions and actively engage in entrepreneurial processes (Crant 1996; Prabhu et al. 2012; Frese and Gielnik 2014; Entrialgo and Iglesias, 2016). Recent empirical studies have clearly demonstrated the direct effect of proactive personality on entrepreneurial intention (Tian et al., 2022; Hu et al., 2023; Chen, 2024; Huang et al., 2024; Ike et al., 2025; Doğanülkü and Korkmaz, 2025). Moreover, in the study conducted by Yüncü, Gürpınar, and Ağtaş (2024), structural model analysis revealed that proactive personality is among the strongest determinants of entrepreneurial intention.

Furthermore, the studies by Huang and Kee (2024) and Wang et al. (2021) indicate that proactive individuals tend to view entrepreneurship as a favorable career option and demonstrate greater resilience toward uncertainties in entrepreneurial processes. Particularly in times of crisis and uncertainty, proactive personality has been observed to play a supportive role in fostering entrepreneurial intention (Jiatong et al., 2022; Ersarı, 2023a). In addition, institutional support and educational programs have been found to strengthen the effect of proactive personality on entrepreneurial intention (Ojeleye et al., 2023). Similarly, the findings of Kumar and Shukla (2022) further support the decisive role of proactive personality in predicting entrepreneurial intention. The study by Baluku et al. (2020) revealed that proactive individuals are more likely to translate their entrepreneurial intentions into action and that this personality trait is particularly critical in uncertain environments. Uy et al. (2015) demonstrated that proactive individuals reinforce their entrepreneurial intentions by exerting greater influence over their environment. Likewise, Obschonka et al. (2010) found a strong relationship between proactive personality and entrepreneurial intention, emphasizing that such individuals are more adept at recognizing entrepreneurial opportunities. In conclusion, these studies highlight proactive personality as a critical factor that influences entrepreneurial intention both directly and indirectly. In this regard, proactive personality can be considered a key psychological resource that determines teachers' propensity for innovation and entrepreneurial orientation in their professional and alternative career pursuits. Accordingly, the following hypothesis is proposed:

H_1: Proactive personality positively influences individuals' entrepreneurial intentions.

Proactive individuals tend to exhibit greater confidence in their abilities and are more likely to believe in their potential for success across various situations. According to Bandura's (1997) Social Cognitive Theory, individuals who proactively manage their environment also reinforce their self-efficacy beliefs, which in turn supports entrepreneurial processes. This theory highlights the role of self-development, self-regulation, and self-reflection as mechanisms that are intrinsically linked to proactive behavior.

Given their active orientation toward environmental influence and control, proactive individuals are likely to display higher levels of general self-efficacy (Rotter, 1966). Empirical evidence supports this notion by showing that proactive individuals report

higher self-efficacy in their professional careers (Seibert et al., 2017; Hsieh and Huang, 2014). Several studies also confirm the positive correlation between proactive personality and general self-efficacy (Çelikkaleli & Çapri, 2008; Li et al., 2016; Bozbayındır and Alev, 2018; Naz et al., 2020; Ndofirepi, 2022; Kumar and Shukla, 2022; Gregori et al., 2024; Ghouse et al., 2024; Haque et al., 2024; Tripopsakul, 2025; Ye and Kang, 2025).

Based on these positive and significant relationships, it can be inferred that teachers' problem-solving abilities, classroom management skills, and pedagogical innovation behaviors developed within their profession contribute to strengthening their self-efficacy beliefs, thereby providing a foundation for entrepreneurial decision-making. Accordingly, the following hypothesis is proposed:

H_2: Proactive personality positively influences individuals' general self-efficacy.

In entrepreneurship literature, self-efficacy is widely acknowledged as one of the core determinants of entrepreneurial intention (Cardon and Kirk, 2015). General self-efficacy reflects a person's belief in their capacity to succeed, even under adverse conditions (Bandura, 1997). It strengthens individuals' motivation and persistence by enhancing their behavioral self-regulation capabilities.

Numerous empirical studies have reported a statistically significant and positive association between self-efficacy and entrepreneurial intention (Otache 2025; Ersarı, 2023b; Gönül and Yaşar, 2023; Şişman and Pekkan, 2022; Sugiyanto, 2021; Akyön, 2020; Saptadjaya and Gunawan, 2020; Nabi et al., 2018; Linan, Akhtar, & Neame, 2018; Rosique-Blasco et al., 2018; Bahadır and Çakmak, 2018; Çelik Ağırman and Naktiyok, 2018; Wang et al., 2016; Piperopoulos and Dimov, 2015). Moreover, general self-efficacy is not only an individual's perceived capability but also a cognitive motivational mechanism that governs the entrepreneurial decision-making process. Therefore, it is expected to have a direct effect on entrepreneurial intention. Accordingly, the following hypothesis is formulated to examine the direct effect of general self-efficacy on entrepreneurial intention.

H_3: General self-efficacy positively influences individuals' entrepreneurial intentions.

Although both proactive personality and self-efficacy have individual effects on entrepreneurial intention, it is further suggested that self-efficacy functions as a mediating variable in the relationship between proactive personality and entrepreneurial intention. High self-efficacy beliefs may explain why proactive individuals are more inclined toward entrepreneurial behavior (Bandura, 2012, 2013). This mediation mechanism has been supported by research in organizational behavior and entrepreneurship (Li et al., 2016; Shepherd et al., 2013; Mei et al., 2017). Proactive personality stimulates the desire for entrepreneurship in individuals; however, this desire must be reinforced by a "can-do belief" before it transforms into actual intention. According to Bandura (1997), this cognitive transformation process occurs through self-efficacy. Therefore, self-efficacy functions as a mediating bridge in the process linking proactive personality to entrepreneurial intention. Based on the theoretical background and previous findings, the following hypothesis is formulated:

H_4: General self-efficacy mediates the relationship between proactive personality and entrepreneurial intention.

Although the link between self-efficacy and entrepreneurial intention is well-documented, the role of psychological well-being in this relationship requires further exploration. Psychological well-being encompasses an individual's emotional resilience, ability to cope with stress, and overall life satisfaction (Ryff and Keyes, 1995; Diener et al., 2010a). Studies have shown that individuals with high psychological well-being are more likely to display stronger self-efficacy and greater entrepreneurial intention (Uy et al., 2013; Telef, 2011; Zhao et al., 2005). Moreover, it is argued that psychological well-being may moderate the effect of self-efficacy on entrepreneurial intention. High psychological well-being may amplify this relationship, while low psychological well-being may weaken it (Li et al., 2016; Shepherd et al., 2013; Liang and Wang, 2020; Wang et al., 2021). Psychological well-being is a contextual factor that determines an individual's ability to transform self-efficacy beliefs into entrepreneurial intention under conditions of uncertainty and pressure. Therefore, it does not act as a direct independent variable but serves as a conditional enhancer, functioning as a moderator in this relationship. In light of the existing literature and theoretical reasoning, the following hypothesis is proposed:

H_5: Psychological well-being moderates the relationship between general self-efficacy and entrepreneurial intention.

- ***H_{5a}: The effect of self-efficacy on entrepreneurial intention is stronger among individuals with high psychological well-being.***
- ***H_{5b}: The effect of self-efficacy on entrepreneurial intention is weaker among individuals with low psychological well-being.***

This research fills a significant gap in the entrepreneurship literature by integrating the interactions among personality (proactive personality), cognitive resources (self-efficacy), and emotional processes (psychological well-being)—factors that have mostly been examined independently—within a comprehensive theoretical model. Drawing its theoretical foundations from the Theory of Planned Behavior (Ajzen, 1991) and entrepreneurial intention models (Bird, 1988; Shapero & Sokol, 1982), this study combines the self-efficacy framework of Social Cognitive Theory (Bandura, 1997) to explain the multidimensional nature of entrepreneurial intention from both a personality-based and psychological resource-based perspective.

From an applied standpoint, the research emphasizes the importance of interventions that strengthen self-efficacy and support psychological well-being in fostering entrepreneurial intentions among teachers, who possess strong potential for career transition and professional renewal. In this context, it highlights that not only entrepreneurship education but also programs aimed at enhancing individuals' intrinsic motivation and resilience play a critical role. The hypotheses developed in this study are empirically tested using SPSS Statistics 23 and PROCESS Macro v4.12, through the examination of direct, indirect (mediating), and conditional (moderating) effects to assess the theoretical model's empirical validity.

3. METHODOLOGY

This section provides a detailed account of the methodological framework employed to test the hypotheses derived from the theoretical literature. It commences by explicitly stating the purpose of the study and then moves to describe the research design and sample characteristics used to gather the necessary data. A comprehensive overview of the data collection instruments is presented, ensuring the validity and reliability of the measurement process. Subsequently, the research model is introduced, visually representing the postulated relationships among the constructs. Finally, the specific data analysis techniques are detailed, outlining the statistical procedures utilized to evaluate the proposed hypotheses and achieve the overarching research objectives.

3.1. Purpose of the Study

The primary aim of this study is to examine in depth the psychological and cognitive mechanisms through which proactive personality influences entrepreneurial intention, and to identify the mediating and moderating processes involved in this relationship. Although previous studies have primarily focused on the direct effect of proactive personality on entrepreneurial intention, research explaining the cognitive (self-efficacy) and emotional (psychological well-being) mechanisms underlying this relationship remains limited. In this context, general self-efficacy is proposed to mediate the relationship between proactive personality and entrepreneurial intention, while psychological well-being is conceptualized as a moderator influencing the strength of the link between self-efficacy and entrepreneurial intention. It is anticipated that individuals with higher levels of psychological well-being will utilize their self-efficacy more effectively in uncertain and risky environments, thereby strengthening their entrepreneurial intentions. Conversely, individuals with lower psychological well-being may exhibit weaker translation of self-efficacy into entrepreneurial intention, even when their self-efficacy levels are high.

Accordingly, this study aims to fill a gap in the literature by analyzing the effect of proactive personality on entrepreneurial intention through the mediating role of general self-efficacy and the moderating role of psychological well-being, thereby developing a comprehensive model of the psychological foundations of entrepreneurial intention. Additionally, the study seeks to offer practical implications for developing strategies that enhance self-efficacy and support psychological well-being to strengthen entrepreneurial potential among individuals in educational institutions and business organizations. Conducted within the Turkish education sector, this research provides an original contribution by expanding the contextual validity of psychological models of entrepreneurial intention.

Within this scope, the study focuses on the following core research question: “Does general self-efficacy serve as a mediator and psychological well-being as a moderator in the effect of proactive personality on entrepreneurial intention?” In this respect, the study contributes to the literature by offering an integrative perspective

that simultaneously examines the interaction among personality, cognitive resources, and psychological well-being in explaining entrepreneurial intention.

3.2. Research Method and Sample

This study adopts a quantitative research design. In the data analysis process, IBM SPSS Statistics 23.0 and Hayes' PROCESS Macro (v4.2) were utilized to test the direct, indirect, and conditional effects among the study variables. The PROCESS approach enables the simultaneous examination of mediation and moderation effects within regression-based models (Hayes, 2018). In this context, Model 4 (for mediation analysis) and Model 1 (for moderation analysis) were applied. Accordingly, the mediating role of general self-efficacy and the moderating role of psychological well-being in the relationship between proactive personality and entrepreneurial intention were empirically tested. The sample was selected using the Simple Random Sampling Method, which allows each individual in the population to have an equal chance of selection and enhances the representativeness of the sample (Creswell and Creswell, 2018). This method strengthens the internal validity of the study and increases the generalizability of the findings to the broader population. In practice, the questionnaire was distributed online to teachers, and data were collected on a voluntary participation basis.

The population of this study consists of teachers working across various provinces in Türkiye. From this population, a sample of 501 teachers after excluding incomplete responses was selected and used for the data analyses. The reason teachers were chosen as the target population of this study is that the education sector plays a critical role in terms of innovation and entrepreneurial potential. Moreover, the limited number of empirical studies in Türkiye examining the psychological factors influencing teachers' entrepreneurial intentions further supports this population choice.

For populations exceeding 100,000, a sample size of at least 384 participants is considered statistically sufficient at a 95% confidence level and 5% margin of error (Altunışık, Coşkun, Bayraktaroğlu and Yıldırım, 2005; Arıkan, 2005). After excluding incomplete or invalid responses, a total of 501 valid questionnaires were obtained, providing an adequate and reliable sample size for the analyses. This approach enhanced the generalizability and representativeness of the dataset. The demographic characteristics of the participants are summarized in Table 1.

Table 1. Demographic Characteristics of the Sample Group

Variable	Frequency	Percentage	Variable	Frequency	Percentage
Gender			Teach.Exp.		
Male	293	58,5	1-5 years	203	40,5
Female	208	41,5	6-10 years	148	29,5
Marital Stat.			11-15 years	90	18,0
Single	205	40,9	16 y. & +	60	12,0
Married	296	59,1	Teach.Area		
Age Group			Primary T.	116	23,2

16-20	193	38,5	Subject T.	272	54,3
21-30	236	47,1	Other	113	22,6
31-40	72	14,4	School Typ		
Educ. Level			Preschool	46	09,2
Associate	32	06,4	Primary S.	142	28,3
Bachelor's	373	74,5	Middle S.	146	29,1
Postgraduate	96	19,2	High S.	167	33,3
			Total	501	100

3.3. Data Collection Instruments

A Likert-type structured questionnaire was employed as the primary data collection tool. Data were obtained using a mixed-mode approach, combining online (Google Forms) and face-to-face methods. The questionnaire used in this study consists of four sections: the demographic information form, and the scales of Proactive Personality, General Self-Efficacy, Psychological Well-Being, and Entrepreneurial Intention. Information regarding the measurement instruments employed in the study is summarized in Table 2 below.

Table 2. Sources of Measurement Items

Variables	Const.	Source	Turkish Adaptation	Items	Sample Item
Ind. Variable	PP	Claes, Beheydt and Lemmens (2005)	Akın, Abacı, Kaya and Arıcı (2011)	10	"I am constantly on the lookout for new ways to improve my life."
Dep. Variable	EI	Linan and Chen (2009)	No Turkish Adaptation Used by Şeşen and Basım (2012)	6	"I'm ready to make anything to be an entrepreneur."
Med. Variable	GSE	Schwarzer and Jerusalem (1995)	Aypay (2010)	10	"I can always manage to solve difficult problems if I try hard enough."
Mod. Variable	PWB	Diener, et.al. (2010b)	Telef (2011, 2013)	8	"I lead a purposeful and meaningful life."

The validity and reliability of the scales used in this study have been confirmed in previous empirical research. The General Self-Efficacy Scale was rated on a four-point Likert scale ranging from "1=Not at all true" to "4=Exactly true," while the Proactive Personality, Psychological Well-Being, and Entrepreneurial Intention scales were originally designed with a seven-point Likert scale ranging from "1=Strongly Disagree" to "7=Strongly Agree." However, these scales were adapted to a five-point Likert format for the present study. This modification aimed to enhance participants' response convenience, ensure linguistic and cultural compatibility with

the Turkish context, and reduce perceptual confusion caused by similar response intervals. The literature indicates that the five-point Likert format does not significantly compromise measurement reliability compared to the seven-point format and offers practical advantages in data collection (Dursun & Alnıaçık, 2019: 153). In this study, internal consistency analyses were conducted for each scale, and Cronbach's Alpha coefficients were found to be above .70, demonstrating that the scales are reliable measurement instruments for the study sample.

3.4. Research Model

The conceptual framework of the research is presented in Figure 1. This model examines the effect of proactive personality (X) on individuals' entrepreneurial intention (Y), while assessing the mediating role of general self-efficacy (M) and the moderating role of psychological well-being (W) in this relationship. The model enables a comprehensive analysis of the direct, indirect, and conditional effects of psychological factors that shape individuals' entrepreneurial intentions.

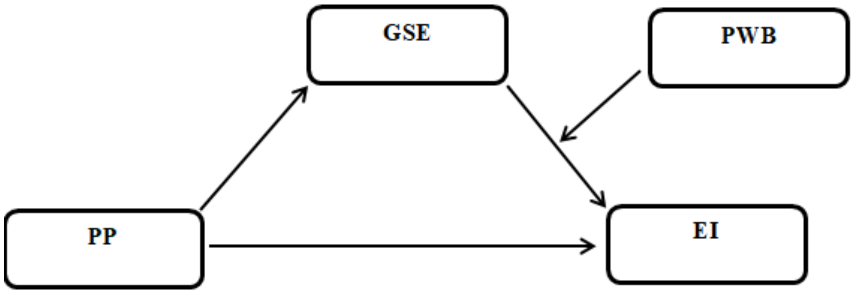

Figure 1. Conceptual Research Model

The research model was structured within the framework of a correlational survey design. The effects among the variables were tested using Hayes' PROCESS Macro v4.2 extension. During the analysis, the Bootstrap method (with 5,000 resamples) was applied, and the significance of indirect effects was evaluated based on a 95% confidence interval (CI) (Hayes, 2018). In addition, to test the statistical robustness of the dataset, reliability analysis (Cronbach's Alpha), exploratory factor analysis (EFA), descriptive statistics, correlation, and regression analyses were conducted using the SPSS 23 software. This analytical process aimed to enhance the statistical validity, reliability, and theoretical consistency of the study's findings.

3.5. Data Analysis

This study employed a quantitative research design, utilizing SPSS Statistics 23 and PROCESS Macro v4.2 (Hayes, 2018) for data analysis and presentation of findings. Conducted within the framework of a correlational survey model, the study analyzed the interactions among variables. Initially, exploratory factor analysis (EFA), reliability analysis (Cronbach's Alpha), descriptive statistics, correlation, and

regression analyses were performed using SPSS 23. In addition, Hayes' PROCESS Macro v4.2 extension was employed to statistically test the mediating and moderating effects proposed in the research model. This method provides a more accurate and reliable assessment of indirect and conditional effects compared to traditional regression analyses.

Mediation models are widely used in the social sciences to explain causal mechanisms underlying relationships between variables. The theoretical foundations of mediation analysis were first introduced by Baron and Kenny (1986) and later refined by Preacher and Hayes (2008) through the development of bootstrap-based estimation techniques. The primary purpose of mediation analysis is to identify the mechanisms through which an independent variable influences a dependent variable. According to Mathieu and Taylor (2006), mediation processes help uncover the underlying causal pathways by explaining whether the relationship between the independent and dependent variables is partial or complete.

4. RESULTS

The findings of this study are based on the analysis of data obtained through the research instruments. This section presents the main results that address the research questions and details the relationships between variables using both statistical and graphical analyses.

Before proceeding with numerical analyses, a normality test was conducted to determine the appropriate statistical tests. The Kolmogorov-Smirnov test yielded a p-value (Sig.) of .000 (Sig.<.05), suggesting that the data do not follow a normal distribution. However, in large samples (n>400), a significant p-value may not necessarily indicate a serious violation of normality (Şencan, 2005: 196). In social sciences, it is emphasized that achieving perfect normality is often challenging (Micceri, 1989), and alternative methods are recommended for evaluating data distribution (Blanca et al., 2017). Accordingly, normality assessment in this study was supported by examining skewness-kurtosis values, histograms, box plots, stem-and-leaf plots, and Q-Q plots.

Following George and Mallery (2010) and Kline (2015), skewness and kurtosis values within the ±1 range are considered acceptable for normal distribution. In this study, skewness values ranged from -0.247 to 0.031 and kurtosis values ranged from -0.644 to 0.146 for all variables thus indicating a normal distribution. Histograms revealed that the data roughly followed a bell-shaped curve, with some slight right-skewness in certain variables. Q-Q plots showed that most data points were closely aligned with the normality line, indicating minimal deviation. Similarly, stem-and-leaf plots supported the conclusion that the data approximated normal distribution. Taking into account the sensitivity of the Kolmogorov-Smirnov test in large samples (n=501), the overall normality assessment relied on skewness-kurtosis, histograms, and Q-Q plots. As a result, the data were deemed suitable for parametric testing.

Accordingly, descriptive statistics, reliability coefficients, and the results of Pearson product-moment correlation analysis were calculated to evaluate the relationships among variables. The results are presented in Table 3 below:

Table 3. Descriptive Statistics, Reliability and Correlation Coefficients

N=501	M/SD	α	Correlations			
			PP	EI	GSE	PWB
PP	3.91/0.483	0.787	-			
EI	3.23/0.866	0.890	.416**	-		
GSE	3.23/0.520	0.916	.655**	.371**	-	
PWB	4.00/0.547	0.845	.538**	.247**	.551**	-

PP: Proactive Personality, EI: Entrepreneurial Intention, GSE: General Self-Efficacy, PWB: Psychological Well-Being, M/SD. = Mean/Standard Deviation, α= Cronbach Alpha, **p= 0.01

As shown in Table 3, the mean and standard deviation values of all variables fall within acceptable ranges, and the Cronbach's alpha coefficients are above the widely accepted reliability benchmark of .70. (Nunnally and Bernstein, 1994). Correlation results indicated a significant positive relationship between proactive personality and entrepreneurial intention (r=.416, p<.01), general self-efficacy (r=.655, p<.01), and psychological well-being (r=.538, p<.01). Additionally, entrepreneurial intention was significantly correlated with general self-efficacy (r=.371, p<.01) and psychological well-being (r=.247, p<.01). These findings suggest the potential mediating role of self-efficacy in the relationship between proactive personality and entrepreneurial intention, as well as the moderating role of psychological well-being (Field, 2013; Dancey and Reidy, 2017).

To test these hypotheses, a PROCESS macro analysis (version 4.2) was conducted using Model 4, as suggested by Hayes (2018), to examine mediation and moderation effects. The bootstrap procedure with 5000 resamples was applied for more accurate parameter estimation. Mediation was assessed by examining the statistical significance of indirect effects within 95% confidence interval (CI). In line with Hayes (2018), CI that did not contain zero was interpreted as evidence supporting a significant mediating effect.
The results of the mediation model testing the effect of proactive personality on entrepreneurial intention through general self-efficacy are illustrated in Figure 2.

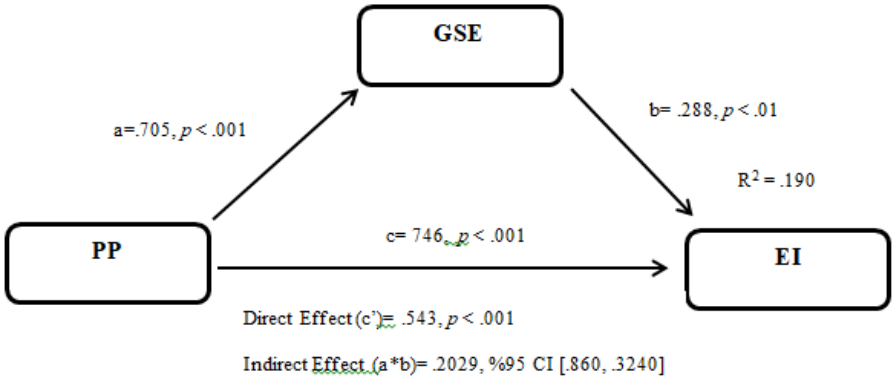

Figure 2. The Mediating Role of General Self-Efficacy in the Relationship between Proactive Personality and Entrepreneurial Intention

Figure 2 illustrates the path diagram used to examine the mediating role of general self-efficacy in the relationship between proactive personality and entrepreneurial intention. The analysis was conducted using PROCESS Macro Model 4. According to the results, the effect of proactive personality on general self-efficacy was found to be significant and strong (*b*=.7054, *p*<.001, 95% CI [.6338, .7770]). This finding supports ***Hypothesis H2***, indicating that individuals with higher levels of proactive personality perceive themselves as more competent.

When both the independent variable (proactive personality) and the mediating variable (general self-efficacy) were included in the model, the direct effect of proactive personality on entrepreneurial intention remained statistically significant (*b*=.5429, *p*<.001, 95% CI [.3548, .7310]), thus supporting ***Hypothesis H1*.** Moreover, general self-efficacy also had a significant effect on entrepreneurial intention (*b*=.2876, *p*=.0013, 95% CI [.1130, .4622]), supporting ***Hypothesis H3*** and suggesting that individuals with higher self-efficacy are more likely to develop entrepreneurial intentions.

With regard to the total effect, proactive personality was found to significantly predict entrepreneurial intention (*b*=.7458, *p*<.001, 95% CI [.6023, .8893]). When general self-efficacy was included as a mediator in the model, the direct effect of proactive personality decreased slightly but remained significant (*b*=.5429, *p*<.001). The indirect effect (a × b path) was calculated as *b*=.2029, 95% CI [.0860, .3240]. Since the bootstrap confidence interval does not contain zero, this indicates a statistically significant mediation. The indirect effect was considered statistically significant because the 95% confidence interval did not include zero (Hayes, 2022). The results indicate that general self-efficacy serves as a partial mediator in the relationship between proactive personality and entrepreneurial intention, thus supporting ***Hypothesis H4*.**

In terms of model explanatory power, the proactive personality variable accounted for 42.87% of the variance in general self-efficacy (R^2=.4287). Furthermore, the regression model for entrepreneurial intention showed that proactive personality and general self-efficacy together explained 18.99% of the total variance (R^2=.1899), indicating that additional psychological or environmental factors may also contribute to the development of entrepreneurial intentions.

Overall, these findings confirm the partial mediating role of general self-efficacy in the relationship between proactive personality and entrepreneurial intention. Strengthening self-efficacy beliefs appears to be a crucial mechanism in fostering entrepreneurial intention among individuals with high levels of proactive personality. Accordingly, interventions aimed at enhancing entrepreneurial orientation should not solely focus on personality traits but also incorporate support programs and training initiatives that bolster individuals' perceptions of self-efficacy.

In order to provide a more comprehensive understanding of the relationship between proactive personality, general self-efficacy, and entrepreneurial intention, the moderating role of psychological well-being was also investigated. Specifically, a moderation analysis was conducted to determine whether the impact of general self-efficacy on entrepreneurial intention varied across different levels of psychological well-being (i.e., low, medium, and high).

Table 4. Results of the Moderation Analysis

Variables/Statistic	β	SE	t	p	LLCI	ULCI
Constant	3.1793	0.0405	78.5151	0.000***	3.0998	3.2589
GSE	0.5689	0.0826	6.8921	0.000***	0.4068	0.7311
PWB	0.0873	0.0785	1.1132	0.2662	-0.0668	0.2415
GSE * PWB (Interaction Term)	0.3061	0.1215	2.5185	0.0121*	0.0673	0.5448

Note: n=501, R: .39, R^2: .15, p<0.001, CI:%95, ***p≤.001, **p≤.01, *p≤.05, SE.: Standard Error, LLCI: Lower Limit Confidence Interval, ULCI: Upper Limit Confidence Interval, Bootstrapping: 5000 samples. Unstandardized beta coefficients (*b*) are reported.

The findings from the moderation analysis indicate that psychological well-being significantly moderates the relationship between general self-efficacy and entrepreneurial intention (*b*=0.3061, *p*=0.0121). This result provides empirical support for ***Hypothesis H5***. In terms of model fit, the independent variables explained 15.10% of the total variance in entrepreneurial intention (R^2=.1510). Additionally, the interaction term contributed an additional 1.08% explanatory power to the model (ΔR^2=.0108, *p*=.0121).

A closer examination of the conditional effects of general self-efficacy at different levels of psychological well-being revealed that the strength of the relationship varies accordingly. At low levels of psychological well-being, the relationship between

general self-efficacy and entrepreneurial intention was weaker (b=0.4164, p<.001). At a moderate level, this relationship became stronger (b=0.5695, p<.001), while at a high level of psychological well-being, the relationship was the strongest (b=0.7608, p<.001). These results support ***Hypothesis H_{5a}***, indicating that individuals with higher psychological well-being demonstrate a stronger link between self-efficacy and entrepreneurial intention. Likewise, although the relationship remains significant at low levels of psychological well-being, it is relatively weaker, thus confirming ***Hypothesis H_{5b}.***

These findings demonstrate that psychological well-being strengthens the effect of general self-efficacy on entrepreneurial intention. In other words, individuals with higher levels of psychological well-being are more likely to develop stronger entrepreneurial tendencies. Based on this, it can be concluded that policies aimed at enhancing entrepreneurial intention should not solely focus on strengthening self-efficacy beliefs, but should also take into account educational programs, motivational interventions, and organizational structures that support psychological well-being.

The results of the moderation analysis reveal that psychological well-being significantly influences the relationship between general self-efficacy and entrepreneurial intention. However, an important research question remains: under what conditions and in what ways does psychological well-being influence the mediating role of self-efficacy in this relationship? According to previous literature, the impact of self-efficacy on entrepreneurial intention may vary depending on an individual's level of psychological well-being (Zhao and Seibert, 2006). Specifically, individuals with higher psychological well-being are more motivated and determined in managing uncertainty and risks within the entrepreneurial process (Ryff and Keyes, 1995). To explore this dynamic, a moderated mediation analysis was conducted (Table 4).

According to established methodological frameworks, moderated mediation is said to occur when the indirect effect of the independent variable (X) on the dependent variable (Y) via the mediator (M) changes depending on the level of the moderator (W) (Muller et al., 2005; Morgan-Lopez and MacKinnon, 2006; Edwards and Lambert, 2007; Preacher et al., 2007; Hayes, 2018).

Table 5. Results of Moderated Mediation Analysis

Variables/Statistic	β	se	t	p	LLCI	ULCI
PP	0.5371	0.0997	5.3864	0.0000***	0.3412	0.7329
GSE	0.3114	0.0935	3.3314	0.0009***	0.1277	0.4950
PWB	- 0.0318	0.0795	- 0.4006	0.6889	- 0.1880	0.1243
GSE*PWB (Interaction Term)	0.2613	0.1185	2.2041	0.0280*	0.0284	0.4942
R^2	0.1979					
Conditional Indirect Effects						

Low PWB (-0.4983 SD)	0,1278	0,0720	-	0.0914	-0.0189	0.2703
Moderate PWB (0.0017 SD)	0.2200	0.0630	-	0.0009***	0.0964	0.3412
High PWB (0.6267 SD)	0.3351	0.0821	-	0.0001***	0.1745	0.4997
Index of Moderated Mediation	0.1843	0.0783	-	-	0.0304	0.3382

Note: n=501, R^2: .1979, F(4,496) = 30.5944, p<0.001, CI:%95, ***p≤.001, **p≤.01, *p≤.05, SE.: Standard Error, LLCI: Lower Limit Confidence Interval, ULCI: Upper Limit Confidence Interval, Bootstrapping: 5000 samples. Unstandardized beta coefficients (*b*) are reported.

The results of the moderated mediation analysis indicate that psychological well-being significantly influences the mediating role of general self-efficacy in the relationship between proactive personality and entrepreneurial intention (*b*=0.2613, *p*=0.0280). The model explained 19.79% of the total variance in entrepreneurial intention (R^2=0.1979), which indicates a statistically meaningful explanatory power. This level indicates a medium-sized explanatory power in the social sciences (Cohen, 1988).

The index of moderated mediation, calculated as 0.1843 (Boot SE=0.0783, BootLLCI=0.0304, BootULCI=0.3382), confirms that the mediating effect of general self-efficacy significantly varies depending on the level of psychological well-being.

When examining conditional indirect effects, the mediating role of general self-efficacy was not statistically significant at low levels of psychological well-being (*b*=0.1278, *p*>0.05), suggesting that individuals with low psychological well-being may not rely on their self-efficacy beliefs when forming entrepreneurial intentions. At moderate levels of psychological well-being, the indirect effect became significant (*b*=0.2200, *p*<0.05), and it was strongest at high levels of psychological well-being (*b*=0.3351, *p*<0.001). These findings emphasize the critical interaction between psychological well-being and self-efficacy in predicting entrepreneurial intention, and offer support for the theoretical assumptions underlying Hypotheses H_5, H_{5a}, and H_{5b}.

These results are consistent with Hayes' (2018) moderated mediation model and emphasize that strategies aimed at enhancing individuals' entrepreneurial intentions should not focus solely on developing general self-efficacy, but should also incorporate supportive programs that enhance psychological well-being**.** Especially in entrepreneurial processes characterized by uncertainty and risk**,** it is recommended to develop educational, guidance, and organizational structures that support psychological well-being in order to foster greater motivation and determination among individuals. These findings suggest that, rather than the direct effect of proactive personality alone, the cognitive–emotional synergy created by self-efficacy belief and psychological well-being plays a more decisive role in enhancing individuals' entrepreneurial intentions. This result is consistent with Social Cognitive Theory (Bandura, 1986), emphasizing the importance of self-regulation and emotional balance mechanisms in transforming an individual's "I can do it" belief into entrepreneurial behavior.

5. DISCUSSION

This study examined the effect of proactive personality one of the key constructs in organizational behavior and entrepreneurship literature on entrepreneurial intention, with a particular focus on the mediating role of general self-efficacy and the moderating role of psychological well-being. All hypotheses developed in the study were statistically supported. Therefore, all relationships proposed in the research model were found to be consistent with the theoretical framework, indicating that the proposed structural model was comprehensively validated. The findings indicate that proactive personality has a strong and positive effect on entrepreneurial intention. These results are consistent with previous studies in the fields of organizational behavior and entrepreneurship (Bateman and Crant, 1993; Crant, 1996; Rauch & Frese, 2007; Kickul & Gundry, 2008; Parker & Collins, 2010; Prabhu et al., 2012; Frese ve Gielnik 2014; Entrialgo & Iglesias, 2016; Newman et al., 2019; Baluku et al., 2020; Tian et al., 2022; Hu et al., 2023; Chen, 2024; Yüncü, Gürpınar & Ağtaş, 2024; Huang et al., 2024; Doğanülkü & Korkmaz, 2025; Ike et al., 2025).

This study verifies these findings within the context of the education sector in Türkiye, thereby contributing to the cultural generalizability of the results. Specifically, it was found that individuals with proactive tendencies are more likely to develop entrepreneurial intentions due to their high capacity for innovation, opportunity recognition, and adaptability to change. Additionally, the findings obtained from the Turkish sample within the education sector provide a unique contribution to the literature by demonstrating that innovation and entrepreneurial behaviors can also effectively emerge within educational institutions.

One of the key findings of this study is the partial mediating role of general self-efficacy in the relationship between proactive personality and entrepreneurial intention. This finding aligns with Bandura's (1997) Social Cognitive Theory, which emphasizes that individuals' confidence in their own capabilities significantly shapes their motivation to engage in entrepreneurial behaviors. Similar studies conducted by Naz et al. (2020), Pan et al. (2021), and Kumar and Shukla (2022) also support the indirect effect of self-efficacy on the relationship between proactive personality and entrepreneurial intention. This finding indicates that an individual's "I can do it" belief plays a critical role in transforming entrepreneurial intention into actual behavior through self-regulatory processes. Accordingly, organizations aiming to foster entrepreneurial intention among their members should focus on strengthening employees' perceptions of self-efficacy through targeted training and development programs.

Another significant finding of this research is the moderating role of psychological well-being in the relationship between general self-efficacy and entrepreneurial

intention. The study revealed that individuals with higher levels of psychological well-being exhibit a stronger association between self-efficacy and entrepreneurial intention. This is consistent with prior literature suggesting that psychological well-being enhances individuals' resilience and capacity to deal with uncertainty and risk (Ryff and Singer, 2008; Wright and Bonett, 2007). These results also support Psychological Capital Theory (Luthans et al., 2007), which posits that individuals' positive psychological states have a critical impact on work-related outcomes. The reason for including general self-efficacy and psychological well-being as variables in this study lies in their complementary roles in shaping individuals' entrepreneurial behavior through both cognitive (self-efficacy) and emotional (well-being) mechanisms (Bandura, 1986; Luthans et al., 2007). The findings indicate that rather than the direct influence of proactive personality, it is the cognitive–emotional synergy created jointly by self-efficacy and psychological well-being that plays a more decisive role in enhancing entrepreneurial intention. This result aligns with the assumptions of Social Cognitive Theory (Bandura, 1986), which emphasizes the importance of *self-regulation* and *emotional balance* mechanisms in determining behavioral outcomes. Therefore, organizations should promote interventions that enhance psychological well-being to further strengthen entrepreneurial motivation among their members.

In the context of the education sector, the teacher sample provides an appropriate setting for testing this model. Teachers often display organizational entrepreneurial tendencies through behaviors such as developing innovative teaching methods, taking initiative in classroom practices, and generating solutions despite resource limitations. Therefore, the teaching profession serves as a natural laboratory for observing the cognitive and emotional dynamics between proactive personality and entrepreneurial intention. This suggests that the findings of the present study are not limited to the education sector alone but may also be generalized to similar organizational contexts.

The contribution of this study to the organizational behavior and entrepreneurship literature lies in its integrated examination of proactive personality, self-efficacy, and psychological well-being in a comprehensive model. Furthermore, by focusing on teachers in the Turkish edication sector, the study offers valuable insight into how psychological and organizational factors shape entrepreneurial intention in the education domain. In this context, the study fills a significant gap in the literature as one of the few investigations analyzing the impact of individual differences on entrepreneurial tendencies within the education sector. The findings provide not only theoretical but also practical implications. Specifically, fostering competencies such as self-awareness, psychological resilience, and innovative thinking within educational institutions can contribute to the sustainable development of entrepreneurial potential.

CONCLUSION

Theoretically, this study contributes to the organizational behavior and entrepreneurship literature by revealing the mediating role of general self-efficacy and

the moderating role of psychological well-being in the relationship between proactive personality and entrepreneurial intention. The findings indicate that entrepreneurial intention is closely linked not only to individual personality traits but also to psychological resources. This suggests that considering both the cognitive (self-efficacy) and emotional (well-being) components of entrepreneurial intention provides a more comprehensive understanding of entrepreneurial behaviors. In particular, individuals with a proactive personality tend to display a stronger inclination toward engaging in entrepreneurial activities when supported by a high sense of general self-efficacy and psychological well-being.

In addition to its theoretical contributions, this study also offers concrete managerial implications for strengthening the entrepreneurial ecosystem. In practical terms, based on the findings, educational institutions, businesses, and policymakers should prioritize training programs that develop proactive personality traits**,** organizational support mechanisms that strengthen self-efficacy beliefs, and initiatives that enhance psychological well-being in order to strengthen the entrepreneurial ecosystem. Particularly in the education sector, innovative teaching models, leadership development programs, and psychological support activities are of strategic importance for enhancing the entrepreneurial potential of teachers. From a human resource management perspective, adopting practices based on proactive personality, general self-efficacy, and psychological well-being is critical for fostering an entrepreneurial culture within organizations and increasing individuals' entrepreneurial potential.

Based on the findings, the following recommendations are proposed:

- Human Resources departments and educational administrators should incorporate development programs into organizational processes that strengthen proactive personality traits and enhance self-efficacy. For instance, leadership workshops and innovation-focused coaching sessions could be implemented.

- Educational institutions should adopt interventions based on positive psychology to enhance psychological well-being and thereby support the entrepreneurial potential of educators. Programs related to work-life balance, stress management, and career development could be developed.

- To foster a culture of entrepreneurship, organizations should embrace innovative leadership strategies and support experiential learning and open innovation projects. For example, training workshops encouraging the use of educational technologies and innovative pedagogical methods could be offered in schools, while businesses could promote intrapreneurship through open innovation platforms and entrepreneurship education programs.

- To enhance intrapreneurship, organizations should be encouraged to establish structures such as business incubators and entrepreneurship support units. Innovation centers in universities or schools could support teachers and academics in testing business ideas, receiving mentorship, and accessing financial resources.

- Future studies should apply similar models in different organizational contexts and sectors to enhance the generalizability of the findings. Comparative research between public and private sectors could also help reveal sector-specific variations in the factors that influence entrepreneurial intention and organizational behavior.

Ultimately, from a human resource management perspective, the integration of proactive personality, general self-efficacy, and psychological well-being practices can play a critical role in building a sustainable entrepreneurial culture within organizations. Such integration aligns with the principles of Social Cognitive Theory, emphasizing self-regulation, resilience, and motivation as core mechanisms driving entrepreneurial action.

This study has several limitations. First, since the research employs a cross-sectional design, the causal relationships among variables can only be interpreted in a limited manner. Additionally, the data were collected through self-report measures, which may be subject to social desirability bias that cannot be completely eliminated. As the study was conducted within the Turkish sample and in the context of the education sector, future research conducted across different cultures and industries would enhance the generalizability of the findings. Longitudinal or experimental studies could further provide deeper insights by examining how the relationships in the proposed model evolve over time. These limitations indicate the need for future longitudinal and cross-cultural studies to more clearly reveal the causal relationships proposed in the model.

In conclusion, when the theoretical foundations, previous literature, and the findings of this study are considered together, it can be stated that entrepreneurship is not merely an economic activity but a human-centered process shaped by individuals' psychological resilience, self-efficacy beliefs, and proactive personality traits.

ÖĞRETMENLERDE PROAKTİF KİŞİLİĞİN GİRİŞİMCİLİK NİYETİ ÜZERİNDEKİ ETKİSİ: GENEL ÖZ YETERLİK İNANCININ ARACILIK VE PSİKOLOJİK İYİ OLUŞUN DÜZENLEYİCİLİK ROLÜ

1. GİRİŞ

Girişimcilik, genç nüfus oranının yüksek olduğu ve işsizlik sorununun yoğun yaşandığı ülkelerde ekonomik ve sosyal kalkınma için kritik bir öneme sahiptir. Bireylerin yeni bir iş kurma niyetini şekillendiren olası tüm faktörlerin belirlenmesi, hem akademik araştırmacılar hem de politika yapıcılar için büyük önem taşımaktadır. Bu bağlamda, bireylerin girişimcilik niyetlerini şekillendiren psikolojik, kişisel ve bilişsel faktörlerin incelenmesi, literatürde üzerinde yeterince durulmamış önemli bir araştırma alanıdır.

Literatürde girişimcilik niyetlerini açıklayan temel teorik modeller arasında Shapero ve Sokol'un Girişimci Olay Modeli, Bird'ün Girişimci Niyet Modeli ve Ajzen'in Planlı Davranış Teorisi (PDT) öne çıkmaktadır. Bu çalışma, Ajzen'in PDT modeli ve Bird'ün modelini temel alarak, proaktif kişiliğin girişimcilik niyeti üzerindeki etkisini, genel öz yeterliğin aracılık rolünü ve psikolojik iyi oluşun düzenleyici etkisini öğretmen örneklemi üzerinden inceleyerek literatüre teorik ve uygulamalı katkılar sağlamayı amaçlamaktadır. Öğretmenlerin girişimcilik niyetinin incelenmesi, hem kendi kariyer gelişimleri hem de öğrencilerde girişimcilik farkındalığının oluşumu açısından önem taşımaktadır.

2. YÖNTEM

Bu çalışma, nicel araştırma yaklaşımı benimsenerek yürütülmüştür. Örneklem seçiminde, iç geçerliği ve genellenebilirliği yüksek olan Basit Tesadüfi Örnekleme Yöntemi tercih edilmiştir. Araştırmanın örneklemini, Türkiye genelinde görev yapan öğretmenlerden oluşan 501 kişi oluşturmaktadır. Öğretmenlerin seçilme nedeni, eğitim sektöründeki girişimcilik potansiyelinin önemine dayanmakta ve eğitim alanındaki girişimcilik odaklı araştırmaların sınırlı olmasıyla gerekçelendirilmektedir.

Veriler, Likert tipi anket formuyla çevrimiçi ve yüz yüze yöntemlerle toplanmıştır. Araştırmanın modeli, proaktif kişiliğin girişimcilik niyeti üzerindeki doğrudan etkisini, genel öz yeterliğin aracılık ve psikolojik iyi oluşun düzenleyici rolünü inceleyen ilişkisel tarama modelidir. Verilerin analizinde SPSS 23 ve Hayes'in PROCESS v4.2 makro eklentisi kullanılmıştır. Faktör, güvenirlik, korelasyon, regresyon ve aracılık / düzenleyicilik analizleri yapılmıştır. Bu süreçle, sonuçların istatistiksel olarak güvenilir olması hedeflenmiştir.

3. BULGULAR

Araştırmanın bulguları nicel analiz yöntemleri ile elde edilmiştir. İlk olarak yapılan normallik testinde, Kolmogorov-Smirnov testi anlamlı çıkmasına rağmen ($p<0.05$), örneklem büyüklüğünün ($n=501$) geniş olması nedeniyle çarpıklık ve basıklık değerleri incelenmiştir. Tüm değişkenlerin çarpıklık (-0.247 ile 0.031) ve basıklık (-0.644 ile 0.146) değerleri ±1 aralığında olup, verilerin normal dağılıma uygun olduğu sonucuna ulaşılmıştır. Ayrıca, histogram ve Q-Q Plot grafikleri verilerin normale yakın dağılım gösterdiğini desteklemektedir.

Araştırmada kullanılan ölçeklerin Cronbach Alpha güvenirlik katsayıları kabul edilebilir düzeyin ($\alpha>0.70$) üzerinde bulunmuştur. Korelasyon analizi sonucunda, proaktif kişilik ile girişimcilik niyeti ($r=.416$, $p<.01$), genel öz yeterlik ($r=.655$, $p<.01$) ve psikolojik iyi oluş ($r=.538$, $p<.01$) arasında pozitif yönde anlamlı ilişkiler tespit edilmiştir. Ayrıca, girişimcilik niyeti ile genel öz yeterlik ($r=.371$, $p<.01$) ve psikolojik iyi oluş arasında da ($r=.247$, $p<.01$) anlamlı ilişkiler bulunmuştur.

Regresyon analizinde, proaktif kişiliğin girişimcilik niyetini pozitif olarak anlamlı şekilde etkilediği belirlenmiştir ($b=.7458$, $p<.001$). Aracılık etkisini test eden PROCESS Makro Model 4 analizi sonuçlarına göre, proaktif kişilik ile girişimcilik niyeti arasındaki ilişkide genel öz yeterliğin kısmi aracılık yaptığı ortaya çıkmıştır. Proaktif kişiliğin girişimcilik niyeti üzerindeki doğrudan etkisi ($b=.5429$, $p<.001$) genel öz yeterliğin modele eklenmesiyle azalmakla birlikte anlamlı kalmıştır. Ayrıca genel öz yeterliğin girişimcilik niyetini doğrudan anlamlı şekilde etkilediği ($b=.2876$, $p<.01$) belirlenmiştir.

Psikolojik iyi oluşun düzenleyici rolü incelendiğinde, genel öz yeterlik ve psikolojik iyi oluş etkileşiminin girişimcilik niyetini anlamlı şekilde etkilediği belirlenmiştir ($b=.3061$, $p<.05$). Bu ilişki, psikolojik iyi oluş düzeyi yüksek olan bireylerde ($b=.7608$, $p<.001$) daha güçlü iken, düşük düzeyde olanlarda ($b=.4164$, $p<.001$) zayıf kalmıştır. Ayrıca psikolojik iyi oluşun, genel öz yeterliğin aracılık rolünü de anlamlı düzeyde düzenlediği bulunmuştur. Psikolojik iyi oluşun yüksek olduğu durumlarda, genel öz yeterliğin girişimcilik niyeti üzerindeki dolaylı etkisi en güçlü seviyede gerçekleşmektedir ($b=.3351$, $p<.001$). Bu bulgular, bireylerin girişimcilik niyetlerini artırmak için yalnızca proaktif kişilik veya genel öz yeterliğe odaklanmanın yeterli olmadığını, psikolojik iyi oluşu destekleyen müdahale ve programların da önemli olduğunu göstermektedir.

4. TARTIŞMA

Bu çalışmanın sonuçları, girişimcilik ve örgütsel davranış literatüründeki mevcut araştırmalarla uyumlu olarak proaktif kişiliğin girişimcilik niyetini artırdığını doğrulamaktadır. Genel öz yeterlik inancının kısmi aracılık rolü, bireylerin girişimcilik davranışlarını kendi becerilerine duydukları güvenle ilişkilendiren sosyal bilişsel teoriyle örtüşmektedir. Ayrıca psikolojik iyi oluşun düzenleyici rolü, pozitif

psikolojik durumların girişimcilik faaliyetleri üzerindeki önemini vurgulayan önceki araştırmaları desteklemektedir.

Araştırma bulgularına dayanarak eğitim kurumları ve işletmelerin, çalışanların proaktif kişiliklerini ve öz yeterlik algılarını geliştiren uygulamalar benimsemeleri önerilmektedir. Bu çerçevede psikolojik iyi oluşu artırıcı eğitim, rehberlik ve destek programları girişimcilik niyetlerinin güçlenmesine katkıda bulunacaktır. Gelecekte farklı sektör ve örgüt yapılarında benzer araştırmaların yapılması, sonuçların genellenebilirliğini artıracaktır.

SONUÇ

Araştırma bulguları, proaktif kişiliğin girişimcilik niyeti üzerinde pozitif ve anlamlı bir etkisi olduğunu göstermiştir. Ayrıca genel öz yeterlik inancının bu ilişkide kısmi aracılık rolü oynadığı belirlenmiştir. Psikolojik iyi oluşun düzenleyici rolü ise, genel öz yeterlik ile girişimcilik niyeti arasındaki ilişkiyi güçlendirmektedir. Bu bağlamda bireylerin girişimcilik niyetlerini desteklemek için yalnızca kişilik özelliklerine odaklanmak yeterli olmayıp, öz yeterlik algısını ve psikolojik iyi oluşu artıran eğitim ve destek programlarına ihtiyaç duyulmaktadır. Bu sonuçlar, özellikle eğitim sektöründe öğretmenlerin girişimcilik potansiyelini artırmak için yenilikçi eğitim modelleri, liderlik gelişim programları ve psikolojik destek faaliyetlerinin stratejik önem taşıdığını vurgulamaktadır.

Sonuç olarak, kuramsal temeller, literatürdeki bulgular ve bu araştırmanın sonuçları birlikte değerlendirildiğinde; girişimciliğin yalnızca ekonomik bir faaliyet değil, bireylerin psikolojik dayanıklılığı, öz yeterlik inancı ve proaktif kişilik özellikleriyle şekillenen insan merkezli bir süreç olduğu ifade edilebilir.

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KATKI ORANI/ CONTRUBUTION RATE	**AÇIKLAMA/ EXPLANATION**	**KATKIDA BULUNANLAR/ CONTRIBUTORS**
Fikir veya Kavram/ Idea or Notion	Araştırma hipotezini veya fikrini oluşturmak/ Form the research hypothesis or idea	İbrahim FIRAT
Tasarım/Design	Yöntemi, ölçeği ve deseni tasarlamak/ Designing method, scale and pattern	İbrahim FIRAT
Veri Toplama ve İşleme/ Data Collecting and Processing	Verileri toplamak, düzenlenmek ve raporlamak/ Collecting, organizing and reporting data	İbrahim FIRAT
Tartışma ve Yorum/ Discussion and Interpretation	Bulguların değerlendirilmesinde ve sonuçlandırılmasında sorumluluk almak/ Taking responsibility in evaluating and finalizing the findings	İbrahim FIRAT
Literatür Taraması/ Literature Review	Çalışma için gerekli literatürü taramak/ Review the literature required for the study	İbrahim FIRAT