THE EFFECTS OF PERSONAL BACKGROUND FACTORS ON STUDENTS' ENTREPRENEURIAL ATTRIBUTES (*)

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ÖZET

Bu araştırmada, lisans öğrencisinin kişisel altyapı faktörleri (iş tecrübesi, girişimsel kariyer planları, sınıfı, program türü, ailesinin sosyo-ekonomik statüsü, ailesinin girişimsel tecrübeleri ve memleketinin sosyo-ekonomik gelişmişlik düzeyi) ile *girişimsel kişilik özellikleri* arasında bir ilişki aranmıştır.

Bu amaçla, 435'i sosyal bilimler, 353'ü fen bilimleri olmak üzere Türkiye'deki bir devlet üniversitesinden toplam 788 lisans düzeyinde öğrenci örneklem olarak alınmıştır.

Elde edilen bu bulgular beş başlıkta toplanabilir. Birincisi, öğrencilerin iş tecrübesi ile *girişimsel kişilik özellikleri* arasında doğrusal bir ilişki olduğudur. Ikincisi, *risk alma eğilimi, belirsizliğe toleransı ve yenilikcilik* özellikleri yüksek olan öğrencilerin, geleceğe yönelik daha fazla girişimsel planlar yaptıklarıdır. Üçüncü olarak ise, lisans düzeyinde harcanan yıl sayısı arttıkça, öğrencilerin girişimsel kişilik özelliği olan *başarı ihtiyaçlarının* arttığı söylenebilir. Dördüncü olarak, ailenin sosyo-ekonomik statüsü ile öğrencinin *yenilikcilik* ve *kendine güveni* arasında doğrusal bir ilişki gözlenmiştir. Son olarak, bireyin *girişimsel kişilik özellikleri* ile ailesinin girişimsel tecrübe birikimi ve memleketinin sosyo-ekonomik gelişmişlik düzeyi arasında anlamlı bir ilişki bulunamamıştır.

Anahtar kelimeler; *Girişimsel kişilik özellikleri, girişimsel kariyer planları, girişimsel tecrübe, iş tecrübesi, sosyo-ekonomik statü.*

ABSTRACT

The association among undergraduate students' personal background factors (work experience, entrepreneurial career projections, class, programme type, socio-economic status of family, parents' entrepreneurial experience and, socio-economic development level of hometown) and their *entrepreneurial traits* were examined in this study.

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For this purpose, 788 undergraduate students (435 social science faculties' students and, 353 science faculties' students) were taken as sample from various programmes in a state university in Turkey.

Findings may be grouped under five. First, there is a linear association between work experience and *entrepreneurial traits* of students. Second, students having entrepreneurial projections are greater in figures on *propensity to take risk, the tolerance of ambiguity and innovativeness* than the students having no entrepreneurial projections. Thirdly, the years spent in undergraduate programme was found to be linearly related with the *need for achievement*. As the fourth, family socio-economic status is directly related with *innovativeness* and *self-confidence* of students. Lastly, parental entrepreneurial experiences and socio-economic development level of their hometown were found to have no meaningful associaton with their *entrepreneurial traits*.

Key Words: Small and Medium Sized Enterprises (SMEs), Unemployment, Globalization, Change

INTRODUCTION

Entrepreneurship is known to be highly influential on the development of economies (Audretsch and Keilbach, 2004: 609). As individuals differ in entrepreneurial awareness, regions and countries as well have different entrepreneurial development levels. Examinating the extent of effective background factors on entrepreneurship becomes important in understanding differences both in individual and social levels. Background factors affect the decision of the individual to start a new venture in the form of experience, prior knowledge, social network, other entrepreneurs, availability of financial capital, individual wealth, expected profits and success (Mueller, 2006: 42).

Shumpeterian view claims that creation of new ventures and entrepreneurial activity depends upon the availability of prospective entrepreneurs who possess personality traits combined with personal circumstances which are likely to lead them to forming a new venture (Mueller, 2002:401).

Entrepreneurship has been theoretically examined by various schools. First set of schools adopting macro point of view to the entrepreneurship assumes that life style, values, family, friendships of the the individual and, capital accumulation are the determinants that gives shape to the entrepreneur and generally named as entrepreneur background factors (Hisrich and Peters, 1998:71).

Second set of schools adopting micro view on the other hand, assumes that the entrepreneurial level of an individual is the result of his personal attributes, the ability to see opportunities and formulate the resources into an enterprise. In the research literature the need of achievement, locus of control, propensity to take risk, tolerance of ambiguity, self-confidence and innovativeness are commonly used as entrepreneurial

attributes that a good entrepreneur was supposed to possess from the micro point of view (Koh, 1996:14; Kuratko and Hodgetts, 2001:38).

1. ENTREPRENEURIAL ATTRIBUTES

Entrepreneurial personality traits are a set of aspects that intrinsically motivates an individual to become an entrepreneur. Total impact of these traits determine the degree of the individual's entrepreneurial power. Need for achievement, locus of control, propensity to take risk, tolerance of ambiguity, self confidence and, innovativeness are the traits argued by many authors.

Need for Achivement

Achivement orientation is the desire to take challenges and test one's abilities to the limit. Entrepreneurs concentrate on ways to succeed, not what will happen if they fail. Successful entrepreneurs adopt the attitude that if they do chance on unexpected barriers, they will find resourceful and effective ways to overcome them. The profile of an entrepreneur may be described as high *in need for achievement* and low *in need for power*, while good managers have high *power* and low *in need for achivement.*

Locus of Control

According to locus of control theory, an individual perceives the outcome of an event as being either within or beyond his/her personal control and understanding. People who belive that they have some contol over their destinies, that is, that control resides within themselves, are referred to as *internal* locus of control oriented or *internals.* People who perceive an *external* locus of control, who believe that their outcomes are determined by factors extrinsic to themselves such as fate or luck, are called *externals.* Generally, it is believed that entrepreneurs prefer to take and hold unmistakable command instead of leaving things to external factors. Internal locus of control had been explored as an entrepreneurial characteristic in the literature. The construct of internal locus of control is strongly associated with entrepreneurial orientation.

Propensity to Take Risk

Entrepreneurial research suggests that effective entrepreneurs are moderate risk-takers. Moderate risk taking to some authors means calculated risk taking. Risk calculation behavior of the entrepreneur includes getting others to share inherent financial and business risk with them. For example, an entrepreneur choose to persuade partners and investors to put up money, creditors to offer special term and suppliers to advance merchandise in a

carefully planned manner. So, it would be wrong thing to perceive an entrepreneur as a gambler (Kuratko and Hodgetts, 2001:100).

Tolerance of Ambiguity

Start-up entrepreneurs face uncertainty compounded by constant changes that introduce ambiguity and stress into every aspect of the enterprise. Successful entrepreneurs thrive on the fluidity and excitement of such an ambiguous existence. Job security and retirement generally are of no concern to them (Kuratko and Hodgetts, 2001:100).

Self-confidence

Business owners need to develop working relationship with a variety of people for which they need a degree of self-confidence which affects their ability to communicate and negatiate. Self-confidence may at times be a manifestation of self-efficacy. Moreover, self-confidence and independence are reciprocally related.

Innovativeness

Innovativeness is the attribute related to the ability and desire to discover new methods of managing the business, orginal ways of marketing the product, or creative ways of improving it.

2. PERSONAL BACKGROUND FACTORS

Personal background factors to be explored in this study were entrepreneurial experience, entrepreneurial career projections, class, programme type, socio-economic status of family, parents' entrepreneurial experience and, socio-economic development level of hometown.

Work experience

Past work history of a student is found to be significant determinant of his or her venture decision (Hisrich and Peters, 1998:73). The role models in the work place may affect one's propensity to start a new business. So, the existence of students' accumulation of work experiences so far was used as a background measure in this study. Participants indicated whether they had work experience or not in their past work life.

Entrepreneurial projections

Students' plans of being an employer in the future was used as an independent variable in the study. Participants basicly indicated their preference to be an employer or an employee.

Class

Since years of education and the degrees acquired was assumed to be associated with the entrepreneurial traits of the students. It is used as another independent variable in the study.

Socio-economic status (SES) of family

Socio economic status is a two fold variable in theory; one for measuring a community's SES, the other is for measuring an individual's SES. An individual's SES is a composite measure that incorporates measures such as current annual income, years of education (University of Pittsburgh, 2006:203) and occupation (Adler and Boyce, 1994:19). But commonly in social research studies where association is sought between background and measurement variable. Income and education were used as the major determinants of SES as far as an individual is concerned. In our study this approach is adopted and occupation type was taken off the study.

Entrepreneurial experience

Past entrepreneurial history of a member in a family is found to be significant determinant of an entrepreneur' decision to a venture. The observation of role models in the family (a self-employed family member or family entrepreneurial experience) increases the family members' propensity to start a new business (Davidsson and Honig, 2003:302; Dunn and Holtz-Eakin, 2000:303). The existence of parents' attempts to venture was used as a background measure of the student in this study. Participants indicated whether their family members had entrepreneurial experience or not in their past work life.

Socio-economic development level of hometown

Students' hometown's socio-economic development levels as were indexed in the 1993 reports of the State Planning Organization. 872 towns in various sizes were categorized depending on their socio-economic development level (DPT, 2003). Students indicated their hometowns during first 12 years of education years during which their aspirations were shaped towards work life by their environment background.

3. THE IMPORTANCE AND PURPOSE OF THE RESEARCH

Entrepreneurship is an important production factor in developing countries as Turkey where growth, employment and investment are of crucial importance. Existence of private sector in developing economies plays a critical role. Dominating the entrepreneurial mindset to business life is important from this point of view as well.

Entrepreneurship has not been a well-known concept in Turkish business life where there were no natural penetration for long decades in economic and political fields. This may have various reasons. Entrepreneurial history of the Turkish Business life does not go back much due to economic system dominated by socialist policies for decades and underdeveloped private business life as a natural consequence of the economic regime. That is why entrepreneurial traits of the individual is found to be a newly measured phenomenon where individual in business is a just-introduced element in business life in Turkish entrepreneurship literature.

The purpose of the study was to find a possible association between personal background factors of the individual and his/her entrepreneurial traits. Students were chosen as subjects of the study for the ease of having reliable and valid data on entrepreneurial development in the society. Revealing the association among entrepreneurial traits and background factors may bring about valuable information on Turkish population where development in terms of entrepreneurial mindset is needed.

4. THE RESEARCH QUESTIONS AND HYPOTHESES

The main research problem of the study is to determine the nature of relationship between students' personal background factors and entrepreneurial characteristics. Therefore research question in the study can be formed as "What are the personal background factors responsible for entrepreneurial traits?"

The hypotheses formed in H_1 style can be categorized under chosen factors as gender, work experience, entrepreneurial projections, class, school programme type, parents' socio-economic status, parents' entrepreneurial experience, socio-economic development level of hometown.

H_{1a}= There is a significant difference between *females* and *males* regarding entrepreneurial attributes.

H_{1b}= There is a significant difference among *three student groups on work experience* regarding entrepreneurial attributes.

H_{1c}= There is a significant difference between *two student groups on their entrepreneurial projection* regarding entrepreneurial attributes.

H_{1d}= There is a significant difference among *three student groups on classes* regarding entrepreneurial attributes.

H_{1e}= There is a significant difference among *seven student groups on school programme type* regarding entrepreneurial attributes.

H_{1f}= There is a significant difference among *three student groups on their parents' socio-economic level* regarding entrepreneurial attributes.

H_{1g}= There is a significant difference among *four student groups on their parents' entrepreneurial experiences* regarding entrepreneurial attributes.

H_{1h}= There is a significant difference among *four student groups on their hometown's socio-economic development levels* regarding entrepreneurial attributes.

5. THE RESEARCH METHODOLOGY

5.1. Sample

A state university with 16000 students in 2006 in Turkey was the research population. Since, it is proposed that there may be a heterogeneity in entrepreneurial plans and entrepreneurial aspirations of students from different school programme types (Mueller, 2002:405). Students attending to various school programmes was determined as the population.

Last years of a student in the undergraduate school is the most active period during which prospective graduates intensely make career plans for the future in work life. Students who are about to have undergraduate degree were chosen as the sample by categorically and proportionately so that, the sample can be divided into two halves as social programme and science programme. So, respondents were chosen among the 3rd, 4th and extension class studens who were supposed to have entrepreneurial plans for the future. In a research (Moy, 2003:20) a sample of age average of 21 was used supposing that since they were mostly the candidates for future business life deserving their values and enterprise concepts to be probed.

435 valid forms from social programmes (Administrative Faculty, Educational Faculty, Fine Arts Faculty and Tourism Management) and 353 valid forms from science programmes (Agriculture Faculty, Veterinary Faculty, Humanities Faculty, Fisheries Faculty, Engineering Faculty) were acquired as the ultimate number of study sample. Total number of sample was 788.

5.2. Measures

5.2.1. Personal Background Variables

Personal background factors were students' gender *(1=females and, 2=males)*, work experience *(1=experienced, 2=inexperienced)*,

entrepreneurial projections *(1= planning to enterprise, 2= no plan to enterprise)*, classes in the school *(1=third class, 2=fourth class, 3=extension)*, school programme types *(1=business, 2=engineering, 3=agricultural, 4=veterinary, 5=educational, 6=humanities, 7=fine arts)*, parents' socio-economic status (SES) *(1=low, 2=middle, 3=high)*, parents' entrepreneurial experience *(1=self employed, 2= unemployed, 3=employee)*, students' hometown's socio-economic development level *(1=first level, 2=second level, 3=third level, 4=fourth, fifth and sixth level of development).*

5.2.2. Entrepreneurial Traits Scale

Entrepreneurial traits were measured by using a quantitative and continuous form developed by numerious researchers (Vella, 2001:42) and finally tested by Koh (1996:14) for the integrity of six dimensions (need for achievement, locus of control, propensity to take risk, tolerance of ambiguity, self-confidence and innovativeness) represented as categories in the scale. The battery included 30 items under six categories. Then, the scale was translated into Turkish. After that, a Likert type battery was prepared in 5 measurement levels presented as follows: *(1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)*. Six dimensions produced partly satisfactory α coefficiencies (*the need for achievement=0,55, locus of control=0,20, propensity to take risk=0,50, self-confidence= 0,56 and, innovativeness=0,60).* So, *locus of control* as an entrepreneurial attribute was excluded from the battery. As a unity, entrepreneurial traits with remaining five dimensions proved 0,71 α coefficiency. Remaining items in the battery aim to measure one same thing (entrepreneurial attributes) of the students and, at the same time increase the reliability of the measuring tool.

5.3. Research Procedure

Survey procedure was completed in two phases. In the first phase, 50 forms were used for pilot survey to make corrections on the statements that were not well translated or not correctly perceived.

In the second phase students filled 1200 survey forms in classrooms during long break times by the help of course professors' introduction. Students were directed to fill the forms on their own. Students were informed about how to fill the forms to reduce missed or misunderstood statements. Personal assistance and directions of the researchers increased the ratio of valid forms filled. In the end, 462 forms were found to be invalid or nonsatisfactory and, 738 survey forms were found to be correct and valid.

6. RESULTS AND ANALYSES

Table-1: Descriptives of Personal and Background Factors of Students

Variables	Groups	Count	Percentages
gender	female	290	36,9%
	male	495	63,1%
work experience	experienced	531	67,1%
	inexperienced	251	31,7%
entrepreneurial projection	entrepreneurial intention	283	38,1%
	no entrepreneurial intention	459	61,9%
class attendance	3rdclass	227	29,2%
	4thclass	351	45,1%
	extensions	200	25,7%
programme type	business school	225	28,6%
	engineering	111	14,1%
	agricultural	128	16,2%
	veterinary	49	6,2%
	educational	131	16,6%
	humanities	94	11,9%
	fine arts	50	6,3%
family SES	low	224	28,5%
	middle	464	59,1%
	high	97	12,4%
parents entrepreneurial experience	self employed	312	40,4%
	unemployed	235	30,4%
	employee	226	29,2%
socio-economic development level of hometown	first level	299	39,6%
	second level	255	33,8%
	third level	139	18,4%
	fourth fifth sixth levels	62	8,2%

6.1. Differences in Entrepreneurial Traits Regarding Personal Background Factors

In order to reveal associations, data on personal factors having two values were analyzed via t-test, factors having more than two values were analyzed by using ANOVA.

6.1.1. Gender

Table 2. Gender

	gender					
			females		males	
	t	Sig. (2-t.)	mean	std. Dev.	mean	std. Dev.
tolerance of ambiquity	-4,96	0,00	3,05	0,59	3,28	0,63

Table 2. shows that there are meaningful differences between males and females regarding the *tolerance of ambiguity* ($p<0,05$). But not about *the need for achievement, propensity to take risk, self-confidence and innovativeness.* The same table shows that males are more *tolerant to ambiguities* than females.

6.1.2. Work Experience of the Students

Table 3. Work Experience of the Students

	Work Experience					
			Experienced		Inexperienced	
	t	Sig. (2-t.)	mean	std. Dev.	mean	std. Dev.
Need for achievemet	2,82	0,00	3,89	0,75	3,73	0,03
Tolerance of ambiguity	3,92	0,00	3,25	0,64	3,07	0,57
Self-confidence	2,65	0,00	4,07	0,68	3,94	0,61
Innovativeness	2,14	0,03	3,94	0,62	3,84	0,62

Table 3. shows that there are meaningful differences between experienced and inexperienced students regarding *the need for achievement,*

the tolerance of ambiguity, self-confidence and innovativeness (p<0,05). But not about *propensity to take risk*. The same table shows that experienced students have more *the need for achievement, the tolerance of ambiguity, self-confidence and innovativeness* than inexperienced students.

6.1.3. Entrepreneurial Projections of the Students

Table 4. Entrepreneurial Projections of the Students

	Entrepreneurial projection of the student					
			Intending to enterprise		Not intending to enterprise	
	t	Sig. (2-t.)	mean	std. Dev.	mean	std. Dev.
Propensity to take risk	4,27	0,00	3,43	0,60	3,24	0,60
Tolerance of ambiguity	2,74	0,00	3,28	0,59	3,15	0,64
Innovativeness	2,93	0,00	4,01	0,60	3,87	0,62

Table 4. shows that there are meaningful differences between students having entrepreneurial projection and the students with no entrepreneurial projection regarding *propensity to take risk, the tolerance of ambiguity innovativeness*. But not about *the need for achievement and, self-confidence*. The same table shows that students having entrepreneurial projection are greater in figures on *propensity to take risk, the tolerance of ambiguity and innovativeness* than the students having no entrepreneurial projection.

6.1.4. Classes of the Students

Table 5. Classes of the Students

		Sum of squares	df	Mean square	F	Sig.
need for achievement	Between Groups	3,598	2	1,799	3,286	,038
	Within Groups	422,562	772	,547		
	Total	426,160	774			

tolerance of ambiguity	Between Groups	2,738	2	1,369	3,506	,031
	Within Groups	301,451	772	,390		
	Total	304,188	774			
innovativeness	Between Groups	3,171	2	1,585	4,095	,017
	Within Groups	298,863	772	,387		
	Total	302,034	774			

Table 5. shows that there are meaningful differences among students attending to third, fourth and extension classes regarding *the need for achievement, the tolerance of ambiguity, innovativeness*. But not about *propensity to take risk and, self-confidence.*

The groups by class attended among which there are significant differences regarding entrepreneurial traits are shown in post hoc tests of Tukey HSD and Games-Howell. Upon reading multiple comparisons and, means of groups of students by classes attended regarding entrepreneurial traits were as follows:

- Students attending to **third class** are significantly different than the students in **extension classes** regarding their *need for achievement***. Extension classes** have the highest, **fourth class** have middle and, **third class** have lowest level of *need for achievement.*
- Students attending to **third class** are significantly different than the students in **extension classes** regarding their *tolerance of ambiguity***. Extension classes** have the highest, **third class** have moderate and, **fourth class** have lowest level of *tolerance of ambiguity.*
- Students attending to **third class** are significantly different than the students attending to **fourth class** regarding their *innovativeness***. Fourth class** have the highest, **extension classes** have moderate and, **third class** have lowest level of *innovativeness.*

6.1.5. Programme Types of the Students

Table 6. Programme Types of the Students

		Sum of squares	df	Mean square	F	Sig.
need for achievement	Between Groups	8,236	6	1,373	2,518	,020
	Within Groups	423,538	777	,545		
	Total	431,774	783			
innovativeness	Between Groups	8,763	6	1,461	3,821	,001
	Within Groups	296,987	777	,382		
	Total	305,750	783			

Table 6. shows that there are meaningful differences among students from seven different programmes regarding *the need for achievement and innovativeness*. But not about *propensity to take risk, the tolerance of ambiguity and, self-confidence*.

The groups by programmes of students among which there are significant differences regarding entrepreneurial traits are shown in post hoc tests of Tukey HSD and Games-Howell. Upon reading multiple comparisons and, means of groups of students by programme types regarding entrepreneurial traits were as follows:

- Students from **educational faculty** are significantly different than the students from **agricultural faculty** regarding their *innovativeness***. Agricultural faculty** students have more *innovativeness* than **educational faculty** students.
- Students from **engineering faculty** are significantly different than the students from **fine arts faculty** regarding their *need for achievement***. Fine arts faculty** students have more *need for achievement* than **engineering faculty** students.

- Students from **educational faculty** are significantly different than the students from **fine arts faculty** regarding their *need for achievement*. **Fine arts faculty** students have more *need for achievement* than **educational faculty** students.

6.1.6. Differences in Entrepreneurial Traits Regarding Parent's Socio-Economic Status

Table 7. Parent's Socio Economic Status (SES)

		Sum of Squares	df	Mean Square	F	Sig.
self confidence	Between Groups	4,045	2	2,023	4,599	,010
	Within Groups	342,585	779	,440		
	Total	346,630	781			
innovativeness	Between Groups	3,639	2	1,819	4,692	,009
	Within Groups	302,095	779	,388		
	Total	305,734	781			

Table 7. shows that there are meaningful differences among students having three different SES of the family regarding, *self-confidence and, innovativeness*. But not about *propensity to take risk, the need for achievement and, the tolerance of ambiguity.*

The groups by students' family SES among which there are significant differences regarding entrepreneurial traits are shown in post hoc tests of Tukey HSD and Games-Howell. Upon reading multiple comparisons and, means of groups of students by their families' SES regarding entrepreneurial traits were as follows:

- Students having **low level of family SES** are significantly different than the students with **high** and **middle level of family SES** regarding their *self-confidence.* Students with **high level of family SES** have the greatest, students with **middle level of family SES**

have moderate and, students with **low level of family SES** have the least level of *self-confidence.*

- Students having **low level of family SES** are significantly different than the students with **high and middle level of family SES** regarding their *innovativeness.* Students with **high level of family SES** have the greatest, students with **middle level of family SES** have moderate and, students with **low level of family SES** have the least level of *innovativeness*.

6.1.7. Differences in Entrepreneurial Traits Regarding Parents' Entrepreneurial Experience

There were no meaningful differences among students having three different parents' entrepreneurial experiences regarding *the need for achievement, propensity to take risk, the tolerance of ambiguity, self-confidence and, innovativeness.*

6.1.8. Differences in Entrepreneurial Traits Regarding Hometown's Socio-Economic Development Level

There were no meaningful differences among students having four different Socio-Economic Development Level of the hometown regarding *the need for achievement, propensity to take risk, the tolerance of ambiguity, self-confidence and, innovativeness.*

CONCLUSION

Reports on the entrepreneurial traits of undergraduate students by different personal background factors gives meaningful remarks for entrepreneurial traits approach as summarized below.

From the results it is evident that, students with **experience** have greater *need for achievement, tolerant to ambiguities, self-confidence* and, *innovativeness* than the **inexperienced students.** This finding supports Scott (1988:12)'s findings on American students who founded out that students with more work experience rate themselves highly on entrepreneurial characteristics.

Findings on the association between entrepreneurial projections and entrepreneurial traits indicated that **students having entrepreneurial projections** are greater in figures on *propensity to take risk, the tolerance of*

ambiguity and innovativeness than the **students having no entrepreneurial projections.** This finding implies that students rate themselves high on traits as they aspire to have their own businesses in the future. This is attested by Scott (1988:12)'s findings on UK and Irish students who have greater aspirations to have their own business in a job-scarce country comparing to US.

The years spent in undergraduate programme was found to be linearly associated with the *need for achievement*. Although findings partly attested, generally it can be said that the more years passed at school the more the entrepreneurial traits are rated high just as in Klapper (2004:135)'s findings on French students indicating that entrepreneurial traits gets higher gradually as years of education increase.

Students from **educational faculty** are found to be less *innovative* than the students from **agricultural faculty**. On the other hand students from **engineering and educational faculties** are found to have less *need for achievement* than the students from **fine arts faculty**. As other entrepreneurial traits were found to have no association with the school type, findings of the survey attest Frank (2005:271)'s findings, suggesting that entrepreneurial traits of the students can be influenced by the school type itself, but it is not the only factor affecting.

As the students' family SES increases, the students gets more *innovative* and *self-confident*. This finding was partly supported by Begley and Tan (2001:538)'s argument on that SES of the family has effect on entrepreneurship in comparisons of socio-cultural environments for entrepreneurship discussions.

There were no meaningful differences among students with parents having **three different levels of entrepreneurial experiences** regarding *all entrepreneurial traits.* This finding contradicts Dunn and Holtz-Eakin (2000:303)'s findings derived from National Longitudinal Survey suggesting that parents' inheritance to new generations as employers' skills could support the individual to set a new venture in US setting.

There were no meaningful differences among students having **four different levels of socio-economicaly developed hometowns** regarding *the need for achievement, propensity to take risk, the tolerance of ambiguity, self-confidence and, innovativeness.*

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