

**Entrepreneurial Attitude of Students After Graduation
(Case Of north Cyprus)**

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ABSTRACT

Throughout many years of research and analysis, still there cannot be a complete explanation of behaviors towards business startup and entrepreneurship. Yet so far many do their papers, research and/or thesis on this matter, searching for this matter in details is just like a psychology course, trying to figure a person and is/her personality all together, which is still merely impossible. Based on the impossibility issue of this subject and lack of resources in North Cyprus, models were created to simplify the behavioral factors and to make them more understandable. Based on these models, factors such as family background, demographics and personality traits were focused on. All these models were made to give one answer and that is how students graduated from EMU University would behave towards entrepreneurship and business startups after graduation. GET I test was used to determine the answer of couple of hundred students on how they may behave towards starting a business , all the evidence and the test itself is given in the methodology part of this thesis.

Keywords: Entrepreneurship, GET test, North Cyprus

ÖZ

Yıllar süren arařtırmalar hala daha hangi tür davranıřların yeni iř yeri kurma ve giriřimci olmayı etkilediđini tam olarak aıklayamamaktadır. Bu davranıřı anlayabilme yönünde arařtırmalar ve/veya tez alıřmaları yapılmaya devam etmektedir. Bu arařtırmalarda hangi kiřilerin ve ne tür kiřiliklerin giriřimci olabileceđi yer almaktadır. Kuzey Kıbrıs Türk Cumhuriyeti'nde bu yönde yapılan sistematik ve bilimsel bir arařtırmaya rastlanmamıřtır.

Bu alıřma giriřimciliđi anlama yönünde Durham Üniversitesi'nin geliřtirdiđi GET (General Enterprising Tendency) testini kullanmıřtır. GET testi 54 sorudan oluřmaktadır. Bu sorular ise giriřimciliđi oluřturabilecek 5 boyutu (1: Bařarı ihtiyacı, 2: Bađımsızlık/otonomi ihtiyacı, 3: Yaratıcılık eđilimi, 4: Hesaplanabilir risk alma eđilimi, 5: Kararlılık) içermektedir. GET testi Dođu Akdeniz Üniversitesi genelinde rastgele seilmiş 174 öđrenciye uygulanmıřtır.

Dedicated to

My Patient Father (Mehrddad motarjemi)

My Dear Mother (Farzaneh Zolfaghary)

My lovely Wife (Samaneh Ghafourian)

ACKNOWLEDGMENT

University years have given me lots of new ideas and thoughts, my presence in MBA and finishing it draw me to be an Entrepreneur in North Cyprus. Many thanks to my dear teacher and mentor Mr. Mustafa Tumer the chair of business department at EMU. I see the need to thank my family for being there for me, supporting every move I made all these years. All these years my lovely wife was with me through every step of it and now that I have my own business after school she did not leave my side.

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Chapter 1

INTRODUCTION

To be able to describe the phenomena of decision making after graduation and starting a business, becoming self-employed with bright new ideas, firstly we need to open the word “*entrepreneur*¹”. An *entrepreneur* is described to be an individual who owns a business and/or is a manager of one, whom makes money with taking risks and initiatives. This term originates from a French loanword and was defined initially by an economist called Richard Cantillon. In English Entrepreneur implies to a person who is willing to start or help launch a new business and takes full responsibility of the outcome, hence the risk taking. Another Economist defined this phrase to be “the one who undertakes an enterprise, acting as an intermediary between capital and labor. Since there is no definite meaning or description to the word Entrepreneur, all whom wrote or published/researched on this matter gave different aspects and variations of the phrase based on the subject at (Crant, 1996).

We know by now that Entrepreneurship is to practice starting a new organization, particularly a new business which is hard to handle and usually they are destined to fail.

But yet so far we have to bear in mind that Entrepreneurial activities are significantly different depending on the type of the business and organization that is being started.

¹ Entrepreneur : individual who owns/newly established a business and/or is a manager of one,

Entrepreneurship involves in creating and establishing new job opportunities also, Schumpeter (1950) indicates that an Entrepreneur is an individual who has the will and is capable of converting an idea into innovation. He then talks about a new force (which was brought up in 1950's) "*creative destruction*"² throughout markets and industries simultaneously making and creating new products and business representations and eradicating others. With this theory Economic growth is inevitable, by changing the old ways and making new and fundamental ways of doing business. (Baycan-Levent)

What this thesis will cover on this matter is firstly based on type of cultural background, and then we will move on to the main reason this subject was chosen which is their educational life in university. Since the subject is formed around Eastern Mediterranean University's educational manner and how graduates act upon it after getting out, only university stage education of students is covered. This stage is then analyzed and put through test with comparisons, by comparisons we mean covering some other universities around the world.

Throughout pre university years, students go through several stages of cultural change, buy cultural change we mean the vision created from inner thoughts based on values and norms towards professional life. The start of all the research for Entrepreneurship started from factors such as personality and trait of individuals (Joyce Koe Hwee Nga, 2010). There were even models created from Entrepreneurial behaviors and situational factors. Regardless of the acknowledgment that school and education and/or before experienced entrepreneurial situations influences people's attitudes towards starting a new business,

² *Creative destruction*: sometimes known as "Schumpeter's gale, it refers to the linked processes of the accumulation and annihilation of wealth under capitalism.

the impact of entrepreneurship or enterprise education, as distinct from general education, on approaches or insights of entrepreneurship has remained moderately uncertified (Robert H. Brockhaus, 1980). University-based entrepreneurship programs have fascinated the majority of study within the area of entrepreneurship education (Gorman, Hanlon, & King, 1997; Young, 1997) leaving a gap in the literature pertaining to pre-university entrepreneurship and enterprise programs. Though, entrepreneurship progress in primary and secondary schools has been under a lot of attention (Robert H. Brockhaus, 1980). Since students are participating more in the entrepreneurship programs. Research shows that the best stage to receive and render a positive attitude towards entrepreneurship and to raise a constructive attitude towards entrepreneurship is during childhood and adolescence years.

An evaluation of entrepreneurial features in studies of entrepreneurship it is possible to distinguish factors that influence entrepreneurial behavior. These are individual, social and environmental factors. Which in our case, as mentioned in previous sections , three models are created , of which the family model tree is at the starting point. The Social Factors model examines the personal background, family background, stage of career, initial life know-how's and developing environment.

Individual factors are the other section which trait/ norm model focuses on, based on the differences in personality of entrepreneurs. In this model we have mentioned the sub factors such as personality traits and social acceptance. The assumptions such as unique characteristics, attitudes and values that provide an impulsion are talked about in this section (Thomas, 2004). In researches that are concerning the personality the norm or trait model asks the question of who the entrepreneurs are ? Why should they become an entrepreneur? Various studies based their analysis on norms and traits of personality as

one of the main characteristics of entrepreneurs. For example, in the study by Entrialgo et al. (2000) locus of control, the urge for achievement and clemency for ambiguity are main elements of entrepreneur's tendency. In the studies by (Stewart, 1998), on the other hand, need for accomplishment, risk taking propensity, and innovation has been the determinants for distinguishing "entrepreneurs" from "managers" and small business owners. Taking considerable amount of risk is highly associated with entrepreneurship, which we will cover in following chapters. (Yonca Gurol, 2006).

The risk taking factor is furthermore detailed in the following chapters, but for now to start from the beginning we shall focus on the three models developed during this thesis. In due course of this dissertation we will analyze several factors and traits such as family traits and role model, demographics, personal traits and norms. These analyses will be based on graphic models developed for convenience of the reader.

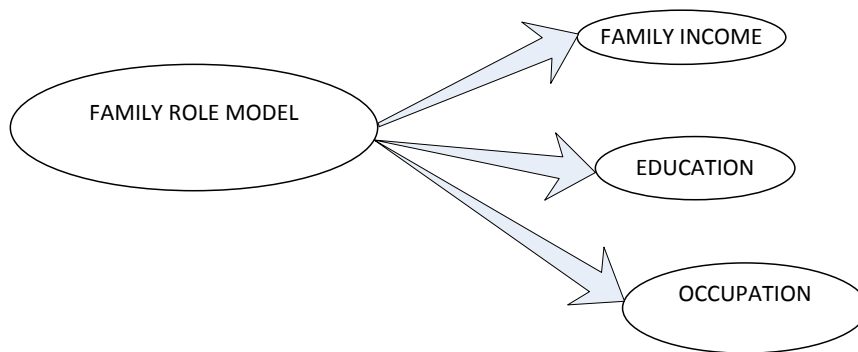


Figure 1 : Family role section

These models will then be analyzed intensely, with all their elements. As mentioned above the family traits and role, is the beginning of a person's self-developing culture towards any kind of occupational attitude, let alone entrepreneurial one.

As this research followed, indications such as Family income, Education and occupation of members came to mind; although some of these indications have other factors related to them, relevant factors are separated into other models and followed in their own section.

Second model carries the demographical issue a person comes from. The reason behind this model is to better understand the relation of demographical variables and attitude towards entrepreneurship. Several problems may occur with using demographic variables to determine Entrepreneurial attitude of individuals. Robinson et al. (1991) clinched that this method is inadequate to its inert nature. Firstly Entrepreneurs resort to some explicit occurrences, not only some sets of demographics features. Secondly, demographics are used as replacements for personality characteristics (Grazina Startiene, 2009).

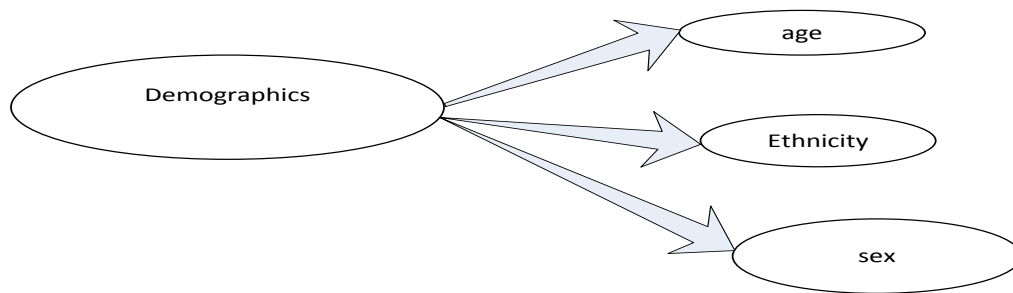


Figure 2: Demographical Section

Furthermore we shall not skip the fact that we are talking about North Cyprus in first stage of this thesis, and for that reason the research is narrowed down to around

8,356 by 2010 ,local (Cypriot) students and about 2,884 international students, this makes the case more understandable due to a limited number and a smaller scale. If we are to have Turkish students in North Cyprus as foreigners also, then the we indicate that there are 29,191 Turkish students from Turkey in North Cyprus.” (development plan, 2012).

Third model refers to the personal traits of a person, we should note that these traits develop also during growing up session of life and they are not limited to educational life of a person. Research follows the truth behind reasons of why foreign student are not as accepted in business world in North Cyprus after graduation as of other countries. A simple survey in streets of North Cyprus shows that factors such as status, social acceptance and money gains are important to stand in North Cyprus business life. These factors are analyzed in the following chapters in detail.

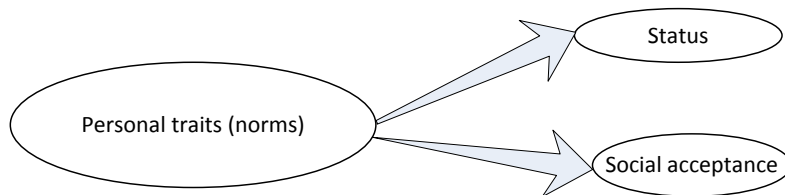


Figure 3: Personal Traits and Norms

Chapter 2

LITERATURE REVIEW

2.1 Effect of family role model on a person's life towards entrepreneurship

Most concepts view teenage years as a period in which the person's identity is being formed. at the same time as the nature of relations is changing in these days, the continuousness of family connections and a secure responsive base is vital for young people to develop positively. (role of adolescence development, 2012) .

An individual is believed to build up his/her personality inside a family unit. Thus how a person becomes to behave and how they end up in life is mostly depending on their family life. We have to note that psychologists believe that the main knowledge building is directly related to family life. The way that our families behave upon us or society has a long life effect on our personality. Keeping in sight all these evidences prove the importance of our family life cannot be denied. Family unit is the most role player in our growing years. Children tend to be closer to their parents and their siblings as compared to any other person in the world. As the children grow up they find good friends, spouses, their own kids and colleagues to share their lives with. Even though all these happen in time, still family would keep its importance. Individuals whom have a inclusive family setting and who belong to a family with strong family ties are happier. Which eventually leads to a better and stronger self-awareness and knowledge becomes

a habit; learning and education become a matter so parents overcome this issue easier. A well-known example could be of a close family member, a father or a mother whom are professional in the field of sports; this usually ends up with the child to be on the field too. For example the sons and daughters of stars from the film industries usually follow their parent's footsteps and get into the business as their mothers and fathers did. Therefore it is the result of your family life which guides you to decide what vocation a person is more likely to choose when they grow up.

In most of the cases families cultural debut, such as the way they are known in their society or their status would later have a massive effect on one's professional view of life. The model below is developed to further get into details of one's interpretation of professional life through the growing up years.

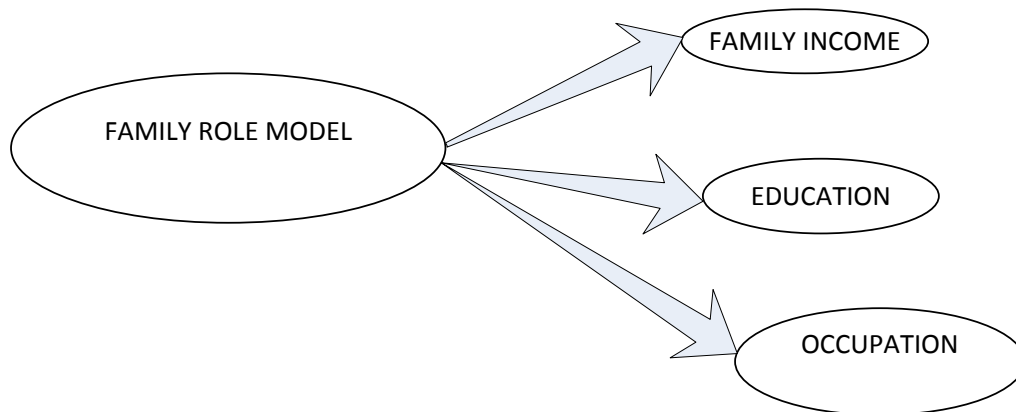


Figure 4 : Family Role Model

2.1.1 Family income

Research shows that a family with higher income does not always give out a good entrepreneur as a result. But yet still keeps the stakes higher for future manners and need

such as the subjects education. Which is a very important matter for most culturally developed families to have their children go to well-known schools, so that the better (more expensive) the school, the brighter the future. Well this allegation is not 100 % true but acceptable, because we do have several examples of subjects with no good family income and not even a good school in their vicinity, but yet still they have turned out to be bright and innovative entrepreneurs. Such as Ben & Jerry ice creams, , which goes as following : Ben Cohen and Jerry Greenfield were friends from their childhood born four days apart in Brooklyn, New York, in 1951. It can be said that ice cream is running through their veins. During his senior year of high school, Ben drove an ice cream truck. After high school, he attended and dropped out of various colleges in the Northeast, eventually leaving his studies altogether to teach pottery on a working farm in New York's Adirondack region, where he also dabbled in ice cream-making. They decided to open an ice cream shop where there was none and they achieved an enormously tasteful ice cream, plus the expansions came afterwards, which eventually lead to having one of the most visited and used ice cream shops in all America, and now even in Europe.

2.1.2 Family education

Let us define the true meaning of education in this section and what we seek to accomplish by this section of the model. *Education*³ is the process of gaining knowledge throughout a series of information handling and absorption. For a person to be educated on the right track, past education of the family members play a vital role. By vital we do

³ *Education* is defined as the activities of instructing; the gradual process of acquiring knowledge and skills, and also something more profound including critical thinking and well-developed wisdom.

not mean 100% but a reasonable amount of it. Another important matter is the past education of one's family, usually as we reckon a family of back to back doctors the future generations also become doctors. This allegation again is not hundred percent accurate but still close to reality.

The family unit and all its members provide important role models for various behaviors such, including effective communication, relationship skills, and socially acceptable behaviors. One very important matter in family units is to be the way which this unit deals with disagreements and problems since this leads to eventually the individuals behavior towards matters and problems in the field later on. Suitable limit setting also gives young people clear guidelines as to what is acceptable and what is not; skills which can be generalized to a wider context.” (Muuss, 1996)

This context is being a future entrepreneur, the boundaries which is set by parents based on children's education is mainly because of their care for the individuals future professional life. When this group (family elders) are well educated and trained, play a good part as a role model for the individual growing up in that family.

2.1.3 Family Occupation

As we have discussed the family education issue , occupation more or less plays the same effective part too, it has been mentioned before that a long line of doctors continue to be doctors in the family, This was just an example but it seems to be true.

2.2 Demographical indicators

The developed model for demographic issues may defer from what the demographic norm suggests, we have tried to develop a model with relevant factors effecting a decision, this decision being, entrepreneurship tendency of University graduates, mainly from North Cyprus. Based on our research the factors creating an importance are, age, ethnicity, sex (gender).

Usually demographical issue are matters that are not changeable and a person does not have a choice to accept or reject them, by not changeable we do not mean that they are change is impossible hence the word usually. In our case, age, sex, ethnicity, are the main cases of view.

Table 1 : Factors Influencing Business Startups

Demographic factors influencing startup of business Factors	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
Age:					+					+					+						
- young people											+										
- older persons				+			+			+			+			+					
Gender differences				-			-			-			-			+			-		
Unemployment duration							+						+								
Employment experience					+					+					+						
Education	+		+		()		+		()		/		+		+		+		+		
Race								+					x								
Emigration					+					+					+						
Ethnic minorities				+			+			()			/			+			+		
Disabled persons											+										
Marital status				+			x			/			+			()					
Presence of parent (spouse) as entrepreneur					+					+					+						

+ POSITIVE RELATION, - NEGATIVE RELATION, () Irrelevant, x Weak Relationship, / Positive and Negative

In Table I, there are some factors which are not the concern of this thesis , but they have been indicated for the general information and knowledge of the reader.

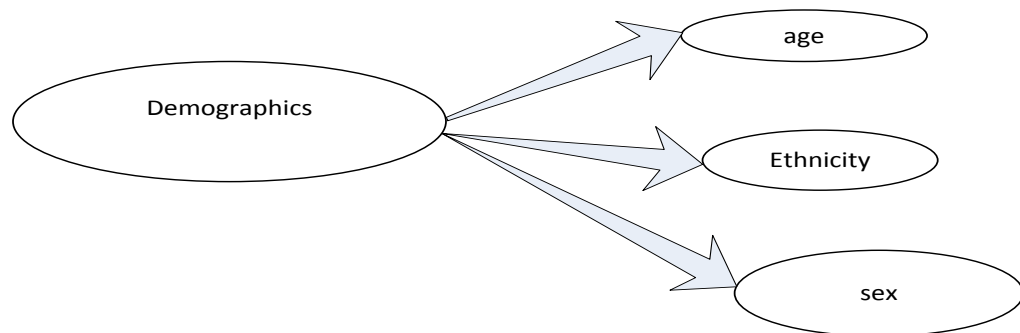


Figure 5: Demographics Model

2.2.1 Age Factor

Minimum age to get into a university is to be 18 in North Cyprus, and by that age students are still basing their entrepreneurial tendencies on dreams which are still not yet developed into sense. What if this age gap passes and the individual becomes, let us say around 30 years old after finishing masters! Is it too late now to be thinking of starting a business all from zero and be self-employed? A very subtle example of entrepreneurship would be Silicon Valley, Dell, gates, Yang and much more where that came from, they all built and established industry changing companies, they were all in their twenties. A Silicon Valley veteran remark that if you were either A) over thirty or B) had children the odds of you starting a company were close to null. Is the question true, that entrepreneurship is directly proportional to your age? Well we do know that working 24*7 and living on Red Bull is the trait of young entrepreneurs. 30 year old entrepreneurship veteran at GSB Chuck

Holloway answered this question. The answer was NO. With having two natural age peaks related to entrepreneurship which was indicated as late twenties and middle forties. An article was published by wired magazine talking about creativity which comes in two ways, “rapid and theatrical” and “cautious and silent”. From the University of Chicago an economist called Mr., David Galenson, based his research on the output of creativeness of leading artists. The planning was based on connections between an artist's age and their paintings worth. He quickly understood the artists grouped into two distinct groups - conceptualists, who did their advance work early in life and then weakened and experimentalists - who developed slowly, tested and repeated, and peaked later in life. (Grazina Startiene, 2009)

2.2.2 Ethnicity factor

Race is directly crossing with human bodies that are similar in some ways. The main philosophy of race changed from the thoughts of essential biological differences between people of different coloring and places, that certainly there were no decedents similar in all people. Ethnicity is simply crossed with cultural matters such as a group of people with same languages and food, etc.

What we have in North Cyprus, is a very distinctive example of a pure mixture of different ethnicities. But this does not mean that these temporary residents will eventually stay in North Cyprus, students are basically transits in this country and only 1 or 2 percent of them may decide to stay and open a business in North Cyprus (such as myself). Ethnicity issue throws us back to the cultural issue that we have covered before, this matter is a loop between cultural background and personality traits. By loop we mean that these factors all go hand in hand, at the end a student from Kazakhstan has a

very low perception percentage of staying in North Cyprus and starting a business, but yet so far may have great tendency in starting an innovative business inside his/her own country.

2.2.3 Gender factor

This factor is one of the most complicated matters of behavioral state, the distinction between male and female in their perspectives and views of entrepreneurial actions is to be classified as a psychological issue.

Research shows that female individuals have more tendencies to start a new business in general, but if we take into notice the case of North Cyprus graduates (mainly locals) there seems to be lack of self-enthusiasm and self-movement behaviors towards starting a new business by females. Although generally female graduates in other countries tend to have dreams of their after graduation process. In north Cyprus this matter exist mostly in architects , since they have a better chance to start an individually created work. This case may vary from female's to male individuals, since male graduates usually start the school with a dream , but as they come close to graduation various confusions occur , such as the urge to get married , or change of heart based on the subject graduated from. For most of these reasons male subjects, tend to start working in different establishments until they have gathered enough experience and/or knowledge to pursue their own dream job.

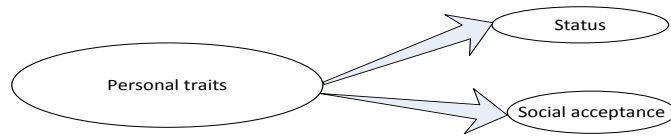


Figure 6 : Personality Trait Model

2.3 Personal Traits

This section covers the type of traits which are enduring, and predictable characteristics within and individuals behavior that explain differences in individual actions in similar situations (Llewellyn, 2003) Personality traits may be affected by the exclusive, implicit, subjective personal knowledge, values/beliefs, perception and experiences of the individual that are not easily imitated (Kor, 2007) Personality traits of a person act as a facilitator to the risk perception of entrepreneurs (Chaucin et al., 2007);

Entrepreneurship as stated before has several different definitions but one and a very important definition can be the urge for (Austin, 2006). Defining entrepreneurship inside economic theory will assume that the man is rationalistic. Basics in economy neglects the abilities which humans show in finding innovative solutions(Baumol, 1968). Human value differences and powers is another matter which is ignored by the economic theory. (Loasby, 2007).

We have made this part of the model in a two section based model, of which the first section talks about status and the second social acceptance and a person's network which these two are directly interrelated. There are several factors that do carry out to be of utmost importance to affecting some ones decision for a business startup, but all may

not be of our concern in our cases. There is a highly important factor of personality trait which is widely visible in Universities across TRNC and that is Openness (OPEN), Openness is shown mostly is a system with liberal values where a person may have intellectual eagerness to learn and affinity based on new experiences (Joyce Koe Hwee Nga, 2010). People whom are aggressively practice openness can cope with difficulties and new risks and often show more and more creativity (Yong, 2007). In some cases, they seem to be impetuous, more and more intrusive and may be fed up with status quo. Because of this particular nature entrepreneurs may be taken in a wrong way meaning that they may be misunderstood for being individualistic. Creativity and using scarce resources is a characteristic of the entrepreneurs which separates them from managers and shows that they are much more OPEN than administrative personnel. To be open or openness also positively influences citizenship behavior (Abu Elanain, 2008) . In different countries, because of the loop of models (models interrelationship) traits are formed in early ages differently and as research shows in North Cyprus openness is limited to the environmental aspects of life, such as the family itself and their ways of living.

2.3.1 Status

To be able to define this section, we need to open status as a word and in society. Sociology defines status as the respect which is directly attached to a person's position in society (one's social position). A status in society or in other word one's social status may be implied to the individuals rank in a group, for example son or daughter, or even a super market owner in a neighborhood etc.

The mentioned status, can be determined two ways, first one is achievement status in which, one can earn their social status by their own achievements. Second way is that, one can be placed in the stratification system by their inherited position, which is called ascribed status. Attributed status may be defined as the status which is fixed from birth. Credited statuses that exist in all societies include those based upon sex, age, race ethnic group and family background. To be able to describe this type better , giving an example seems fit. If a person is born inside a wealthy family characterized by traits such as popularity, talents and high values will have many expectations growing up. For that they are taught many social characters as they are socially situated into a family becoming equipped with all these traits and characteristics. On the other hand achieving a status during life time by gaining skills, popularity and etc, has a n example which is the occupation a person takes on but still we have to know that occupation is an example of both types, yet stronger in achieving status type. Occupation can be achieved by one gaining the right information and skill to become socially situated into a higher position of that job.

More power and privilege comes to person who rises up in the society and his/her status, these individuals opinions, ways of thinking, values, needs, and feelings are counted with more value.

This leads to a higher urge to start a business, by rising up and earning self-generated status the individual tends to have higher awareness of business startup.

2.3.2 Social Acceptance and Network

Status of a person is directly attached to his/her social acceptance in society, when an individual raises his/her status in society , then automatically social acceptance rises, But let us open this matter in details. Well to be efficient in describing this section we may just have the best example in mind. Take Facebook, for example if a person has a lot of added friend , and that means he/she has sent and received friends request and the sent ones where accepted by others, his/her network starts expanding and now can view more people ,more info of friends and friends of their friends. If this same person has a fan page and/or a business page set up on Facebook, then the individual has the advantage of expanding their social network of their page, since they have massive amount of added friends. This leads to a wide network of people knowing about that business page and /or fan page. This example is widely practiced in TRNC, meaning that if a person has a status that may lead them to socializing then this person has a better control of expanding their network, which eventually leads to a better urge in business startup.

There are other examples which are actual and in real time, a very close example is myself , after graduation and since a long time past from my first arrival to North Cyprus and the network which we talked about was growing rapidly, the urge to start a business started kicking in, so I have started my own business. There are several other example of this, in which all that we have seen, stayed in North Cyprus and started their own business. Eventually individuals which are accepted into society more than others ,

tend to have brighter ideas of business startups, this does not mean that all will be successful.

2.4 Risk Taking Propensity of Entrepreneurs

Risk-taking refers to the tendency to be involved in behaviors that may end up harmful, yet at the same time deliver an opportunity for some kind of result that can be positive. As predicted by various researches the business owner's show more risk taking than managers. The researches after these investigations leads to differences among entrepreneurs, small business owners and managers, which exposed that the three groups of respondents displayed different levels of risk taking propensity. Entrepreneurs to be the first then comes small business owners after the two the managers in the third stage. Entrepreneurs displayed a significantly higher risk taking propensity than did small business owners or managers.

The above mentioned study also investigates risk taking in demographical issues such as sex, age and education. Results implied older participants show lower levels of risk taking than younger ones.

Chapter 3

METHODOLOGY

In this thesis, GET (General Enterprising Tendency) Test had been used among university students in order to measure a five individual ‘propensities’ usually related with the entrepreneurship attitudes. The sections included are, “*need for achievement*”; “*need for autonomy*”; “*creative tendency*”; “*risk taking*”; and “*drive and determination*”. The test was developed for the Innovativeness in Education and Learning Team which is in the Base for any SME’s (Durham University Business School).

“**Need for achievement**” is shaped with whether the respondent is forward looking.

“**Need for autonomy**” is shaped with doing unconventional things.

“**Creative tendency**” is shaped with to be imaginative.

“**Risk taking**” is shaped with to act on incomplete information.

“**Drive and determination**” as the last dimension or the last section is shaped with.

We can use the GET test in various situations. For example this test is able to measure a person whom is supporting a business. In other cases it may be used for a person who is starting a new business, or it may be used by employers who want to the enterprising personnel within their organization. Other examples exist such as finding

new personnel or identifying changes within an organization by rendering exposure to enterprising tasks.

GET Test is easy to administer. Respondent will only mark Agree or Disagree option. There are 54 statements to be asked. (Appendix 1)

Figure 7 is the answer sheet used for the GET test. The score is calculated by starting our count from the top right and working towards the left. One point will be given for any D that the respondent chose in our shaded boxes. One point will be given for every A that the respondent circled in the un- shaded boxes. Total score is calculated in the top row scoring.

Table 2 : Answer Table of GET Test

46 A D	37 A D	28 A D	19 A D	10 A D	1 A D
47 A D	38 A D	29 A D	20 A D	11 A D	2 A D
48 A D	39 A D	30 A D	21 A D	12 A D	3 A D
49 A D	40 A D	31 A D	22 A D	13 A D	4 A D
50 A D	41 A D	32 A D	23 A D	14 A D	5 A D
51 A D	42 A D	33 A D	24 A D	15 A D	6 A D

52 A D	43 A D	34 A D	25 A D	16 A D	7 A D
53 A D	44 A D	35 A D	26 A D	17 A D	8 A D
54 A D	45 A D	36 A D	27 A D	18 A D	9 A D

When the transfer of the scores for the respondent for each row is finished, the results will be written for each box as below Figure 7.

ROW 1 ROW 2 ROW 3
ROW 4 ROW 5 ROW 6
ROW 7 ROW 8 ROW 9

Figure 7: Transfer of Scores

There are five sections formed by the questions asked in the questionnaire. These sections are as 1) Need for achievement 2) Need for autonomy/independence 3) Creative tendency 4) Moderate/calculated risk taking and 5) Drive and determination

Scores for each section is obtained as follows:

Now we have to add the row 1 and 6 to get the answer for first section, , Row 3 by itself will conclude the answer for section two, adding scores in rows 5 and 8 will

give score for Section 3, adding scores in rows 2 and 9 will conclude our 4th section and 4 and 7 rows scores will give the score for Section 5.

Chapter 4

DISCUSSION AND CONCLUSION

The GET Test has been applied to 178 students at Eastern Mediterranean University. Scores have been calculated for five sections, as discussed in the methodology part. Scores for each respondent had been found and then for each row. After calculating the scores for each respondent mathematical average was taken to find for the sample.

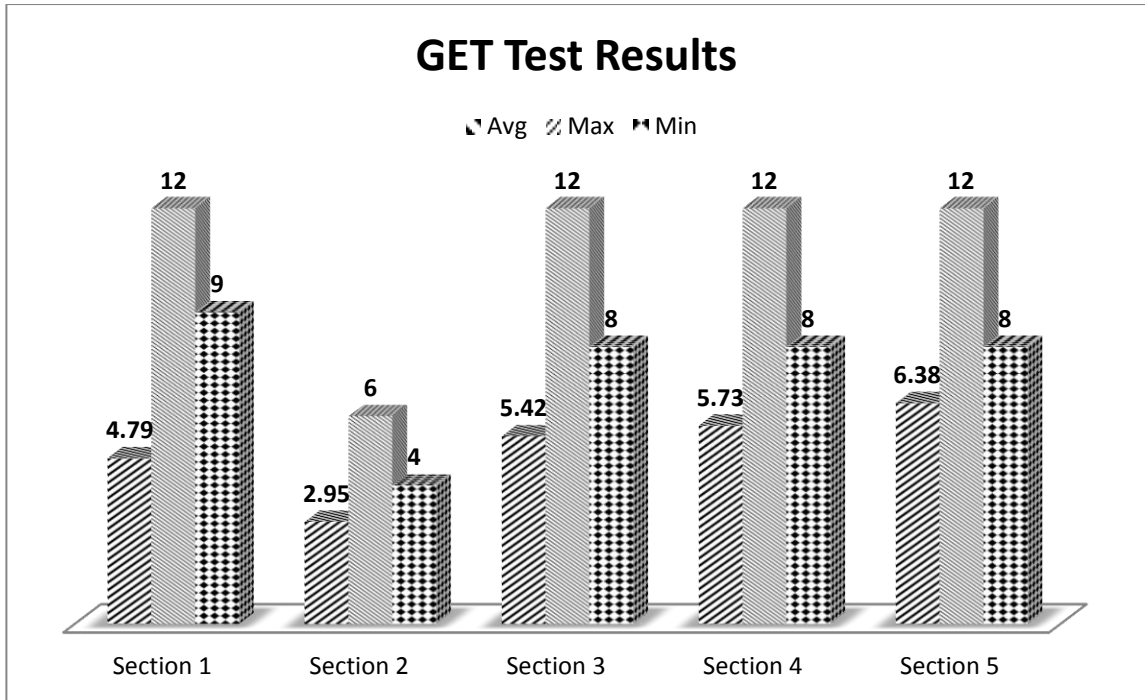
Table 3 :Table of Results Calculated for each Row

	Average Score		Average Score		Average Score
ROW 1	2.80	ROW 2	2.34	ROW 3	2.95
ROW 4	3.08	ROW 5	2.05	ROW 6	1.99
ROW 7	3.29	ROW 8	3.37	ROW 9	3.38

Scores for each section have been provided in Table 4.

Table 4 : Section Scores

			MAX	AVER
score rows 1 and 6 for	Section 1	4.79	12	9
Row 3 alone will give you a score for	Section 2	2.95	6	4
scores in rows 5 and 8 for	Section 3	5.42	12	8
scores in rows 2 and 9	Section 4	5.73	12	8
Add your scores in rows 4 and 7 for	Section 5	6.38	12	8



Section 1: Need for achievement **Section 2:** Need for autonomy/independence **Section 3:** Creative tendency **Section 4:** Moderate/calculated risk taking and **Section 5:** Drive and determination

Figure 8: Bar chart of the results for each Section.

Figure 9 above shows the summary of the GET Test results carried out at Eastern Mediterranean University among students.

First column is the result of the sample, second column is the maximum and the third column is the minimum number. As can be seen from the figure, result obtained from the sample is lower than the minimum number.

4.1 Findings

The aim of the study was to measure the entrepreneurial tendency of the students by using GET test. Table 4 gives the numerical results obtained for each section with the maximum and the average results for each section. Figure 7 shows the GET test results as bar chart giving the reader the opportunity to see at a glance, the results for each section.

GET Test result obtained from the survey shows us that the overall entrepreneurial tendency and also for each section is lower than the expected average level.

4.2 Implications

Results for each section should be considered by the academic units of the university. Curriculums should be overviewed and modified according to the results. Curriculums should either be modified or courses to motivate the entrepreneurial attitude should be added.

4.3 Limitations and Further Studies

Major limitation of the study was the unwillingness of the students in answering the questions. And the other limitation was the sample size, where this did not allow us to carry out the analysis according to different departments (thus disciplines), nationalities, classes and some demographic characteristics such as age and sex. We also were not able to analyze the results according to income level, and characteristics of the families. Further studies should be carried using the GET Test in order to guide the academic units in detail.

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Appendix

Appendix I

GET Test Questions

1. I would not mind routine unchallenging work if the pay was good.
2. When I have to set my own targets, I set difficult rather than easy ones.
3. I do not like to do things that are novel or unconventional.
4. Capable people who fail to become successful have not taken chances when they have occurred.
5. I rarely day dream.
6. I usually defend my point of view if someone disagrees with me.
7. You are either naturally good at something or you are not, effort makes no difference.
8. Sometimes people find my ideas unusual.
9. If I had to gamble £1, I would rather buy a raffle ticket than play cards.
10. I like challenges that really stretch my abilities rather than things I can do easily.
11. I would prefer to have a reasonable income in a job that I was sure of keeping rather than in a job that I might lose if I did not perform well.
12. I like to do things in my own way without worrying about what other people think.
13. Many of the bad times that people experience are due to bad luck.
14. I like to find out about things even if it means handling some problems whilst doing so.
15. If I am having problems with a task I leave it and move on to something else.
16. When I make plans to do something, I nearly always do what I plan.
17. I do not like sudden changes in my life.
18. I will take risks if the chances of success are 50/50.
19. I think more of the present and the past than of the future.

20. If I had a good idea for making some money, I would be willing to borrow some money to enable me to do it.
21. When I am in a group I am happy to let someone else take the lead.
22. People generally get what they deserve.
23. I do not like guessing.
24. It is more important to do a job well than to try to please people.
25. I will get what I want from life if I please the people with control over me.
26. Other people think that I ask a lot of questions.
27. If there is a chance of failure I would rather not do it.
28. I get annoyed if people are not on time.
29. Before I make a decision I like to have all the facts no matter how long it takes.
30. When tackling a task I rarely need or want help.
31. Success cannot come unless you are in the right place at the right time.
32. I prefer to be quite good at several things rather than very good at one thing.
33. I would rather work with a person I liked, but who was not very good at the job, than work with someone I did not really like who was very good at the job.
34. Being successful is the result of working hard, luck has nothing to do with it.
35. I prefer doing things in the usual way rather than trying out new ways.
36. Before making an important decision, I prefer to weigh up the pros and cons rather quickly rather than spending a lot of time thinking about it.
37. I would rather work on a task as a member of a team than to take responsibility for it myself.
38. I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy.
39. I do what is expected of me and follow instructions.
40. For me, getting what I want has little to do with luck.
41. I like to have my life organised so that it runs smoothly and to plan.
42. When I am faced with a challenge I think more about the results of succeeding than the effects of failing.
43. I believe that what happens to me in life is determined mostly by other people.
44. I can handle a lot of things at the same time.

45. I find it difficult to ask favours from other people.
46. I get up early, stay late or skip meals in order to get special tasks done.
47. What we are used to is usually better than what is unfamiliar.
48. Most people think that I am stubborn.
49. People's failures are rarely the result of their poor judgement.
50. Sometimes I have so many ideas I do not know which one to pick.
51. I find it easy to relax on holiday.
52. I get what I want from life because I work hard to make it happen.
53. It is harder for me to adapt to change than keep to routine.
54. I like to start new projects that may be risky.