Factors affecting entrepreneurial attitudes of MA students in Islamic Azad University (Babol Branch)

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Abstract

In this field study cluster sampling was used to select graduate students as the population of study from the university. To test the hypotheses, the data were entered into SPSS software, and variables were measured using Kolmogorov–Smirnov test (K–S test) and one sample t-test. Results of the K–S test showed that the variables are normal. And according to the obtained results from the t-test, all variables are identified as factors affecting entrepreneurial attitudes of students with Master of Arts degree (MA) in Islamic Azad University Babol Branch. It means that research's hypothesis (H1) is accepted and null hypothesis (H0) is rejected.

Keywords: entrepreneurial, entrepreneurial attitude.

Introduction

The concept of entrepreneurial, a broad range of different perspectives in scientific disciplines such as psychology and economics, has been studied in depth (e.g. Moghimi, 2005). Katsikis and kyrjidou (2008) referred to entrepreneurial as the engine for economic development. Alsos (2001) defined entrepreneurial as knowing how to discover, evaluate and exploit opportunities that will lead to the creation of new goods and services. The successful experience of most developed countries and some developing countries in passing from economic crisis by the development of entrepreneurial in those countries resulted in that other countries pay more attention to entrepreneurial, entrepreneurs, and form innovative business. By looking at the growing trend in international development, we find that the role of entrepreneurs will be increasingly more by growth and development of advanced technologies. There is a direct relationship between advances in technology and the need for training entrepreneurs (e.g. Akbari, 2008). Thurik *et al.* (2008) believed that entrepreneurial activities of university students play positive role in reducing their unemployment rate. Ron (2006) considered that entrepreneurial skills and knowledge can be learned in academic curriculum and through courses of entrepreneurial concepts and issues, as an example in the Scandinavian countries entrepreneurial training is added in secondary education. According to the new policies in the educational systems of the European Union, in countries which are members of union, entrepreneurial are added as a course or as a separate issue in national educational systems from elementary to university (e.g. Karanassios *et al.* 2006). In the last two decades, the necessity for entrepreneurial and its development (especially entrepreneurial training) has been more evident and this has led to increased efforts to develop entrepreneurial and train it. Research shows that entrepreneurial

Attitude incidence in people through education is the most important factor in movement from potential to actual entrepreneurial. Training entrepreneurial is extremely important for the non-entrepreneurial person. Because to increase entrepreneurial is to develop it, the training activities to educate entrepreneurs have been the agenda for many training entrepreneurial centers.

Backgrounds

In the field of entrepreneurial and investigating the entrepreneurial spirit in different classes of people, numerous studies have been conducted. Amiri and Muradi (2008) assessed five entrepreneurial attitudes of the students in seeking, independence, confidence, creativity and risk-taking to find information about the entrepreneurial attitude and to identify some existed barriers against such attitude within universities. They announced that four factors including management styles, course content, and administrative- financial sys-

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tem and the academic staffs' activities were the main obstacles in students' entrepreneurial attitudes. Iftekhary *et al.* (2009) studied factors affecting the development of agricultural entrepreneurial in rural areas. In this study the importance of each of these factors was determined based on the view point of each person. Qualitative study and description and analysis of statistical data showed that economic factors are important in the development of entrepreneurial in rural areas. In another study examining the daring spirit of entrepreneurial among students of Shiraz University and its comparison with the Industry managers, Yarayee (2004) came to the conclusion that managers has more attitudes towards improvement than the students, and students are more risk-taking than managers in Industry. In addition, there is no significant relationship between entrepreneurial characteristics of students' gender, age, birthplace, and parents' level of education. In his study, Postigo (2002) assessed the status of Argentinean students' entrepreneurial training and came to the conclusion that, according to the student, creativity and innovative training courses for entrepreneurial are the most important ones. Peaks and Marshal (2006) in their research emphasized the importance of education as the most important human being heritage in the creation of an entrepreneurial company. The results of their study showed that higher levels of education have a great impact on the function and efficiency of an entrepreneurial institution. According to the study of Ardagana and Lusardi (2008) it has been evident that individual characteristics such as age, gender and employment status along with other characteristics such as social relationships, skills and attitudes in risk-taking are important factors in entrepreneurial. Also Lee and Wong (2005) study about approaches to the training and promotion of entrepreneurial showed that learning approach is an effective approach to promote the spirit of entrepreneurial among peoples, and they believed that it is necessary to emphasize on entrepreneurial environment involving individuals with expertise and experience through active involvement programs in real-life, and "training" rather than "learning". In another research , Howard (2004) investigated the impact of developing the capacity of entrepreneurial, independence, risk taking, achievement motivation, improvement, self-control and self- confidence, courage and creativity on 450 students' entrepreneurial and concluded that there is a direct relationship between these abilities and ability of individuals in entrepreneurial.

The conceptual model

Various factors influence the students' entrepreneurial attitude. In the present study from various factors in creation and promotion of entrepreneurs after several sieving and considering the community and the environment of the study; also the authors' degree of agreement on the selection of these factors in several studies, factors selected that seemed to be the most effective on entrepreneurial attitude in terms of both individual and environment, The following conceptual model was developed. In order to conduct this study, various conceptual models can be used. As stated in the philosophy of the conceptual model

This model will be used to start research projects. But definitely, other conceptual models will be used as an aid during the study. The mentioned model will be shown in Figure 1.
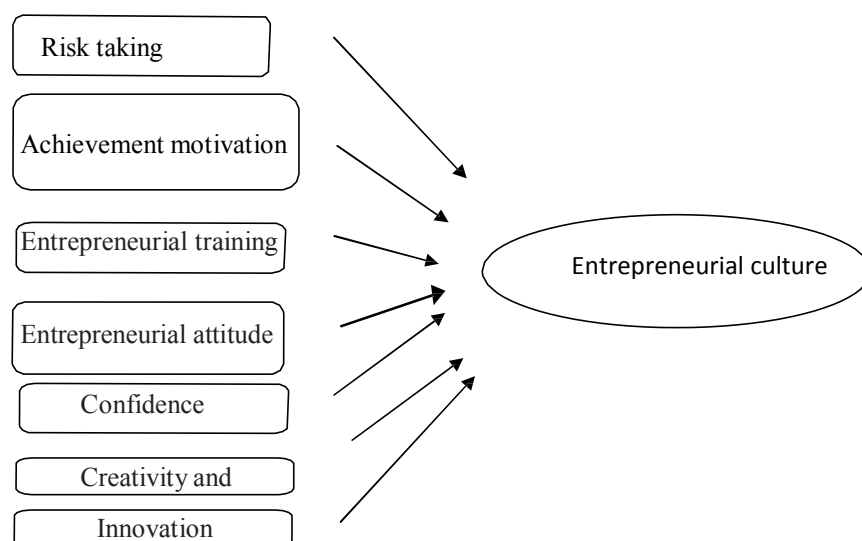

Figure 1. Conceptual model of research

Materials and Methods

Research method is descriptive–survey. And library and field method used to gather data, also inferential statistics and hypothesis testing techniques were used in this research. This study lasted for 6 month. It has been carried out in Islamic Azad University Babol Branch. To conduct the present field study, cluster sampling method was used to select the participants. These populations were all from graduate students of Islamic Azad University Babol Branch. It should be noted that a total number of 108 questionnaires were distributed among the members of the study and 93 questionnaires were answered. The questionnaires were collected and 8 of them were excluded, because they were filled incompletely. And eventually the remaining 85 questionnaires were used for statistical analysis. The questionnaire used in this study is composed of 24 questions. Content validity of the questionnaire was approved by advisors and co-advisor, and it is valid. In addition, to measure the reliability of the questionnaire, Cronbach's alpha was used. Reliability of a pre-test questionnaire including 20 questions has been measured. To do so, by using SPSS software Cronbach alpha of this instrument has been calculated. The questionnaire's alpha value is %857. This value is bigger than 0/7, so the questionnaire is reliable and we can use it to gather data.

Data Analysis

Demographic characteristics of the participant of the study in terms of gender and age were examined, and the results are mentioned below.

Analysis of demographic characteristics

In terms of gender, 5/37 percent male students and 5/62 percent women students were the respondents to the questionnaire. In terms of age, there were no less than twenty years in the sample. No participants were 21 to 25. 10 percent of the participants were between ages 26 to 30, 10 percent were 31 to 35, and 23/8 percent was above 36 years old.
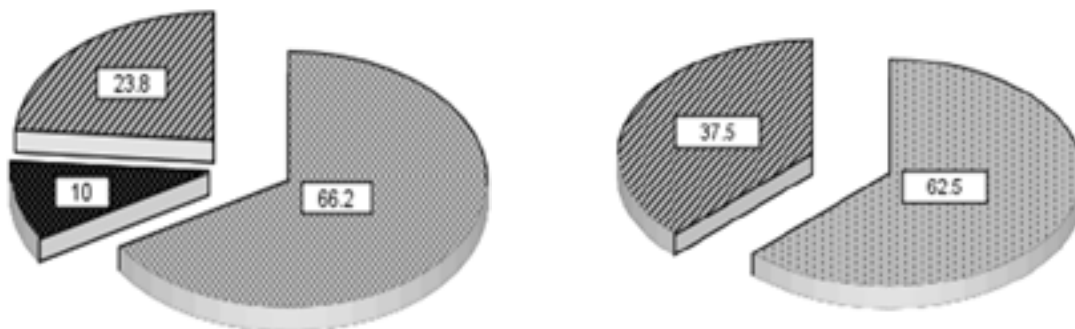

Figure 2. Diagram of a circular-shaped material (3) the pie chart of the age

Test of normality (K−S test)

Before testing hypotheses, it is necessary to make sure about the normality of variables. To do so, K−S test is necessary. Here, Parametric or non-parametric tests will be used based on whether variables are normal or not. Therefore, because some variables are normal and some abnormal, parametric and nonparametric tests should be used. One-sample t-test is used for normal variables and one-sample Wilcoxon is used for abnormal variables.

H0: Distributions of variables are normal.
H1: Distributions of variables are not normal.
H0: IF Asymp. Sig. (2-tailed) $> \alpha = 0.05$
H1: IF Asymp. Sig. (2-tailed) $< \alpha = 0.05$

One-sample t-test: Number three is the mean in Likert. When the average is less than three, the status of the variable is less than mean, and is in lower level. And when it is greater than three, it is in high level. If the level of significance (P) is more than the error (α), the hypothesis H0 is accepted. If the level of significance (P) Is less than error (α), the hypotheses H1 will be accepted.

H0: $\mu \leq 3$
H1: $\mu > 3$

H0: affecting factors has no impact on entrepreneurial attitude of graduate students.

H1: affecting factors has impact on the entrepreneurial attitude of graduate students.

IF P$>\alpha$ = 0.05 $\Rightarrow$H0
IF P$<\alpha$ = 0.05 $\Rightarrow$H1

Table 1. Results of the tests (K−S test) for normality of the variables

factors	α	Sig	Result
1. Risk taking	0.05	0.180	Data is normal
2. Achievement motivation	0.05	0.193	Data is normal
3. Entrepreneurial training	0.05	0.104	Data is normal
4. Self-confidence	0.05	0.290	Data is normal
5. Creativity and Innovation	0.05	0.088	Data is normal
6. Entrepreneurial culture	0.05	0.068	Data is normal

Table2. Results of one-sample t-test

factors	α	Sig	Result
1. Risk taking	0.05	0.000	Hypothesis is accepted.
2. Achievement motivation	0.05	0.000	Hypothesis is accepted.
3. Entrepreneurial training	0.05	0.000	Hypothesis is accepted.
4. Self-confidence	0.05	0.000	Hypothesis is accepted.
5. Creativity and Innovation	0.05	0.000	Hypothesis is accepted.
6. Entrepreneurial culture	0.05	0.000	Hypothesis is accepted.

The results of testing hypothesis are as follows:

Hypothesis 1: Risks taking affects entrepreneurial attitudes of graduate students. The results of the t-test about the first hypothesis shows that the significance level (P=0/000) is less than the error (α =05/0), therefore, the hypothesis (H1) is accepted. Thus, we can say that this variable is an important factor affecting entrepreneurial attitude of a graduate student. So, if you raise the risk taking characteristics of the students you would raise their entrepreneurial attitude.

Hypothesis (2) : Achievement motivation affects entrepreneurial attitudes of graduate students .

Regarding the second hypothesis, the results of the t-test showed that the significance level (P =0/000) is less than the error (α =0/05), so the hypothesis (H1) is approved. The conducted test on achievement motivation, as a variable, is significant. In other words we can say that this variable has positive impact on entrepreneurial attitude of a graduate student. Therefore, we can motivate students towards progression to increase their entrepreneurial attitude.

Hypothesis (3): Entrepreneurial training impacts on graduate students' entrepreneurial attitudes.

The test result is significant, because t-test about the third hypotheses showed that the significance level (P =0/000) is less than of the error (α =0/05). The conducted test on entrepreneurial training vari-

able is significant, and this hypothesis (H1) is approved so, this variable is an important factor affecting entrepreneurial attitude of a graduate student. Therefore by adding entrepreneurial training courses at the university, we can increase entrepreneurial attitude of students.

Hypothesis (4): boosting confidence affects the entrepreneurial attitude of graduate students.

Regarding the fourth hypothesis, t-test showed that the significance level (P=0/000) is less than the error (α =0/05/), so the hypothesis (H1) is approved. And it makes clear that boosting self-confidence in each student will result in more entrepreneurial attitude in that student.

Hypothesis (5): creativity and innovation impact entrepreneurial attitudes affect graduate students.

The obtained results of the t-test about the fifth hypotheses showed that the significance level (P=0/000) is less than the error (α =0/05). This hypothesis (H1) is also approved. The test conducted on creativity and innovation variable is significant. In Other words, this variable is important factor, and by fostering creativity and innovation in students you can increase entrepreneurial attitude in them.

Hypothesis (6): Strengthening the entrepreneurial culture has an impact on graduate students'entrepreneurial attitudes.

The test result is significant, because t-test showed that the significance level (P=0/000) is less than the error (α =0/05). This hypothesis (H1) is accepted. Thus, we can strengthen the entrepreneurial culture in students and increase their entrepreneurial attitude.

Conclusions

This Research emphasizes that specific processes and programs can make a long way that a person pass with trial and error short by altering the perception and attitudes of individuals and equipping them with particular knowledge and skills and change a potential entrepreneur to an actual entrepreneur. Accordingly, many countries emphasize the need for educating entrepreneurs by induction of the components of entrepreneurial to the educational system particularly at the higher levels. University as the origin of all the changes in the society would be a good place in this end . So expectations, objectives and policies of university in educating entrepreneurs should be revealed before anything in order to achieve a coherent strategy for training entrepreneurial human resources , and it seems that creativity and innovation and entrepreneurial and its growth and prosperity should be considered as a basic principle to make this sprit gradually consistent and along with the universities' culture in their programs and activities. All the above mentioned contents noted the importance of growth of entrepreneurial, institutionalization, and creation of appropriate environment to encourage innovation. Universities can use various methods including introducing culture, doing scientific research, training courses and creating entrepreneurial supporting centers to take a great step forward in achieving this mission.

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