

A Study on the Relationship between Entrepreneur Skills and Psychological Well-beings among Medical Students in Islamic Azad University

Ghodsii Ahghar¹, Tahereh Mohammadi^{2*}

¹Institute of Education Studies & Science and Research Branch, Islamic Azad University, Tehran, Iran
²Educational Sciences (Curriculum Design Major), South Tehran branch, Islamic Azad University, Tehran, Iran

*Email: taherehmohamadi20@yahoo.com

Abstract

The purpose of this research is to ascertain the relation between entrepreneur skill and psychological well-being of students majoring in nursing, midwife, genetics, biology and lab sciences in Islamic Azad University of Tehran in 2014. The sample size, according to Cochran formula, was 250 individuals, who were selected with multiple-step random sampling. This research is of correlational type. Two instruments were used in the research, including an entrepreneur skill questionnaire containing 20 questions, considering four variables as interpersonal skills, personal skills, functional skills, creative and critical thinking and another questionnaire, was psychological well-being having 84 questions considering six variables as self-acceptance, productive relationship with others, autonomy, domination over the environment, purposeful life and personal growth. Findings of the research indicated that there is a positive relation between entrepreneur skills and its subscales including interpersonal skills, personal skills, functional skills, creative and critical thinking of students and their psychological well-being.

Keywords: entrepreneur skills, interpersonal skills, personal skills, functional skills, creative and critical thinking skills, psychological well being

Introduction

As some experts believe, entrepreneurs play a significant role in a society's economy mainly because they are known to be driving factor in any economy. With a perfect manipulation of generating capabilities, they possess to creatively resolve issues with high risk taking and hard work, entrepreneurs, with shrewdness and accuracy, and they are able to turn threats and problems into golden opportunities for society. In other words, at tough times of inflation and economic recession, they can identify new grounds and opportunities and utilize them to their own and their society's benefits. Simply put, entrepreneurship affects the entire economic efficiency (Beheshti, et al, 2009). Although it has been observed that presence of such features in anyone can be a source for transformations in job markets and the development of any society, it is well-perceived that presence of the mentioned traits in students educated in organizations and educational centers is of high importance.

Most students are willing to be able to choose a job appropriate for their education and if for any reason cannot meet this end, they will be frustrated by this slight failure and consider their money and time completely wasted. In the last two decades, there has been a rise in interest in taking instructive courses aimed at learning entrepreneurship skills. This dramatic growth in applicants for the courses is indicative of the fact that more and more people are eager to get entrepreneurship skills (Pasionon et al, 2006). One of the concerning issues in Iran is that graduate students and other credited educational centers do not possess necessary personal skills to start a business themselves and would rather be employed by someone else. From among many solutions, other successful countries in this field have tried to teach students and promote entrepreneurship

where they study. 21st century's students and graduates will most probably not have a reliable and enduring job security, therefore, currently academic education as a means to find decent jobs has faced a big challenge (Zaali et al, 2007).

Funnel et al believe that health and well-being are inseparable elements of a person's identity and affect all aspects of his life. In fact, well-being is solidarity of all aspects of a person's life (Gomez & Fisher, 2004). Rindova et al suggested that most entrepreneurs try to escape society's restrictions and its social structure. Thus, in order to be a successful entrepreneur, it is crucial that we look into personality traits such as psychological well-being. Accordingly, the researchers are intent on shedding some light on the relationship between entrepreneur skills and psychological well-being.

Theoretical foundations of the study

Entrepreneurship

Entrepreneurship is an exhaustive concept including a wide range of innovative activities to preparing job. In other words, entrepreneurship is much more than just creating a job opportunity, and all individual's activity can be entrepreneur-like but certainly one of the aspects is to create an opportunity for work. The term entrepreneurship in work environments means a process in which a person hunts down, to speak, job opportunities without considering the limited resources available. In this process, the entrepreneur, with new and innovative ideas and identification of new opportunities, with a degree of accepting risk and danger, takes a step forward to creating a job and causes the introduction of a new product or a new service to the society (Zabihi and Moghadasi, 2006; Shahshani, 2009; Estom, 2009; Harbi Anderson, 2010). Meanwhile, multiple definitions of an entrepreneur have been suggested; here we examine some of them: entrepreneur is a person who is uncertain about earning profit, identifies opportunities and provides necessary resources and finally puts his ideas into practice. In a better phrasing, entrepreneur is a person with a new idea and thinking, with utilizing resources, embracing social and financial risks, providing a job opportunity and introducing a new product or a service to the market (Bronz, 2007). It can be stated that an entrepreneur proceeds with his personal features, which makes him who we call him; these personal features could be a need to gain, experience, escape limitations imposing on him. However, this definition is more popular with psychologists rather than other experts. Saljoughi (believes that there is a deeper definition of an entrepreneur: he does not wait for the government to budget, invest, plan and prepare a job for him, instead, he himself takes a courageous action and identifies vacancies and needs in society musters up resources and organizes everything in the field to create an opportunity that otherwise it would perhaps take the government a longer time to prepare. As a result, not only he is employed in a private sector he created, but he also helps lots of others to enter the job market (Hezar Jaribi, 2008).

In sum, what we saw in the definitions above, it can be stated that entrepreneur is a creative person with high self-confidence who identifies and utilizes opportunities others would have passed by and turns them into something worthy; his traits such as thinking skills, personal and interpersonal skills and his functional skills were major contributing factors in play. With his accurate and efficient management of resources and time, an entrepreneur paves the way for him and others to enter job markets; thus, he plays an undeniable part in society's development and prosperity.

Psychological Well-being

In clarification of the concept of psychological well-being, Waterman(2002), distinguished inclination to excellence from inclination to pleasure in feeling delighted; so he expanded the realm in which psychological well-being had been defined. Nonetheless, absence of a theoretical definition

for psychological well-being has been a reason as to why there is no one unified definition. Therefore, psychologists have given various interpretations for it (Borhanzadeh, 2010). As far as Rian Wedci (2008) is concerned, well-being is optimum psychological operation and there are two main approaches in defining well-being. The first approach is inclination to pleasure and joy, meaning, well-being equals to satisfaction of the person against dissatisfaction feeling such an understanding of well-being, called its personal one. It can be measured with a presence of joy, satisfaction with life and absence of negative feelings. Nevertheless, some think of excellence and well-being as equal and believe that meeting desires does not always precede well-being. In conclusion, well-being cannot necessarily be a pleasurable experience (Keez, 2008). Psychological well-being can be defined as a man's flourishing and his ability to understand challenges.

Reef et al introduced a model containing six definitions to clarify elements in play for psychological well-being as follows:

Autonomy: Seeking the Ego and personal authority independently in a place that most of the time you have to agree and obey, the ability to stand in the face of social pressure and thinking and behaving in special way and guidance and evaluation of behavior based on internal standards and values are the necessities (Maljamero, 2003). An autonomous person must be strong enough in front of social pressure and act specifically. He can evaluate himself with personal standards and come to this that I trust my believes even if it is different from other people (Kizo Lee, 2002).

Environmental skills: Reef (2001, as cited in Jambrz, 2003) has clarified the environmental skills as the ability to select and create the appropriate environment for your physical condition. This concept brings a special perspective about the world, that the best person is one who can deal with the mortal world and by determining an appropriate tool can achieve his goals by using it. Control over the environment includes the ability of managing daily activities to control external complicated activities, ability of making effective use of environmental opportunities and selecting or creating situations that are tailored to individual needs, the sense of skill and ability will occur when people perceive their personal needs and desires and feel enough to achieve them due to this fact they do practical activities in order to meet their needs in the environment (Kizo Maljamero, 2003).

Positive relationships with others: These kinds of people have friendly, satisfactory and reliable Interpersonal communication. They care about the public health. They have the ability to get Influenced by others and strong empathy and intimacy with others. They have social relationships with others in a way that other people consider them as those who are merciful that spend their time to help others. (Kizo Lee, 2002).

Purposefulness in life: Reef (2001, as cited in Jambrz, 2003) has defined that Personal Growth is a type of ability to grow. This concept is reflection of the consistence of abilities, talents and opportunities for personal growth to perceive the individual potential. This concept does not includes submissiveness and receptivity capacity, but it includes experience in a variety of situations to identify the challenges (Kizo Maljamero, 2003). Personal growth means to have continuous growth in all areas and to gain new experiences. You have daily increasing sense of getting information and believe that life is a continuous learning, changing and growing (Kizo Lee, 2002).

Self-admission: The feature of this concept is that people try to get good feelings of themselves by its presence. Self-admission will be indicated by the positive perspective of the person on himself and self-awareness and even accepting the unpleasant aspects of his own (Kizo Maljamero, 2003). Self-admission means that a person is generally satisfied of his behavior and appreciates his own behavior he did in the past and feels satisfaction when he refers back to his deeds (Kizo Lee, 2002).

Relationship between entrepreneurial skills and psychological well-being

There are many factors that directly or indirectly affect the psychological well-being of people such as students. But, one factor that has an undeniable impact on psychological well-being of students is the subject of entrepreneurship skills. Because it seems that entrepreneurship is considered as the foundation of changes and paves the way to any revolution that even might play a fundamental and decisive role in this area. Jhine Weporhin(2006) in a study titled "Spiritual Intelligence and entrepreneurial skills of happiness and well-being" revealed that entrepreneurial skills is effective in improving physical and mental health and well-being. Pargament and Sunsernz (2007) in a study titled "Relationships among religion and spirituality and entrepreneurship and mental health and psychological well-being," showed that there is a significant positive relationship among religious beliefs and spirituality with mental health and psychological well-being and entrepreneurial skills. Yamaoka(2008) in another study entitled "Social capital and entrepreneurial skills, health and psychological well-being in East Asia" came to the conclusion that there is a positive relationship between social capital and entrepreneurial skills and significant relationship between psychological well-being. And also Bast (2008) showed that, by increasing each dimensions and sub-scales of entrepreneurial skills of students, level of students' psychological well-being increases. Also, it has stronger and more impact on the psychological well-being of students and among sub-scales, "individual" and "interpersonal" skills and even "practical" skills.

Bast (2008) in a study showed that, by increasing each dimensions and sub-scales of entrepreneurial skills of students, level of students' psychological well-being increases. Statistics gained by John Weporheat (2006) showed that entrepreneurial skills play a critical role in enhancement of physical and mental health and well-being. In an another research, Pargament and Sunsernz showed that there is a significant positive relationship among religious beliefs and spirituality with mental health and psychological well-being and entrepreneurial skills. And, Yamaoka(2008), in his study reached this conclusion that there is a positive relationship between social capital and entrepreneurial skills and significant relationship between psychological well-being.

Research Hypothesis

According to the findings of recent researches, the hypothesis of this research can be stated as follows:

There is a positive relationship between entrepreneurship skills including Critical and creative thinking skills, interpersonal Skills, practical skills and personal skills and psychological well-being of students.

Methodology

This is a correlational study. The study population includes all undergraduate students of nursing, midwifery, genetics, biology laboratory science in Medical Unit of Azad University of Tehran in the 2013-2014 academic year. In this study, a multistage sampling procedure was used. First, from Azad University, Tehran Medical branch, 5 field of study were randomly selected. Then two classes were randomly selected from each field. 25 students were randomly selected from each class. To investigate this hypothesis, two questionnaires including entrepreneurial skills and psychological well-being were used. The questionnaire contained 20 questions and four components of entrepreneurial skills as interpersonal skills, interpersonal skills, practical skills, critical and creative thinking skills. Fekri (1390) has reported the reliability of the entrepreneurship questionnaire using Cronbach Alpha of 0.89. Rif's (2003) psychological well-being questionnaire

containing 84 questions six components has reported the reliability of the questionnaire of Namadmalzadh (2009) using Cronbach Alpha of 89/0.

Data analysis

Descriptive statistics of the study

In this part, according to research hypothesis and its variables initially statistical index table of these variables are reported:

Entrepreneurial skills: according to the existing instructions, statistical indices such as mean and standard deviation of elements related to entrepreneurial skills of students including four skills of interpersonal, personal, functional and creative-critical were taken into account.

Table 1. Statistical index of entrepreneurial skills subscales

Standard deviation	Mean	Index
		Entrepreneurship skills
2.88	16.60	Interpersonal skills
2.96	16.34	Personal skills
3.28	16.25	Functional skills
3.28	15.91	Creative and critical thinking skills
9.74	65.10	The overall score of entrepreneurship skills

The results in table above clearly indicate that interpersonal skills with the mean of 16,60 is slightly higher than other skills among students and creative-critical skills are lower with the mean of 15.91. Besides, the total entrepreneurial skills average among students is 65.2 with a standard deviation of 9.7.

Research hypothesis testing

To clarify and assess the role of entrepreneurial skills as the contributing factors to psychological well-being as the main standard, all data have undergone the Regression equation, thus the results are as follows:

Table 2. Indices and statistics from regression analysis between entrepreneurial skills and students psychological well being

Standard error estimation	Adjusted coefficient	R Square	R
26.62	.237	.243	.493

The results show that entrepreneurial skills has 0.493 correlation coefficient with students' psychological well-being and can indicate 24.3 of psychological well-being variance.

Table 3. Summary of regression analysis of students' psychological well-being via entrepreneurial skills

Sig.	F	Mean of squares	df	Sum of squares	Index Source
0/001	46.628	239.191	4	956.766	Regression effect
		765.713	245	187599.750	The residual effect
			249	188556.516	Sum

According to data in table 3, the analysis of observed variance ($df=4, 245, f= 46.6$) entrepreneurial skills of students in clarification of psychological well-being is significant. ($p<0.05$)

Table 4. Variables that entered the regression equation

Sig	t - student	Beta coefficient standard	Beta coefficient		Index
		Beta	Standard error	B	
0.001	6.777		10.784	73.086	Fixed amount
0.001	4.911	.292	.592	2.907	Interpersonal skills
0.001	4.303	.251	.504	2.171	Personal skills
0.001	3.211	.188	.421	2.203	Functional skills
.113	1.589	.087	.680	1.082	Creative and critical thinking skills

Data analysis results and the table's Beta value are indicative of correlation coefficient among all entrepreneurial skills subscales including creative-critical thinking, interpersonal skills, functional skills, and personal skills with psychological well-being is positive. However, considering the regression standard quotient (Beta), we conclude that the relation between personal, interpersonal and functional skills with psychological well-being is stronger than that of creative-critical thinking; and is statistically significant ($p<0.05$). Based on the existing facts, the relation between entrepreneurial skills and psychological well-being is proven.

Conclusion

Purpose of this study was to shed some light on the relation between entrepreneurial skills and psychological well-being of students majoring in nursing, midwifery, genetics, biology and lab sciences at Azad Medical University of Tehran during the 2013-2014 school year. The sample size, according to Chocran formula, was 250 individuals, who were selected with multiple step random sampling. This research is of correlational type. In order to analyze data, we used descriptive (frequency, percentage and mean) and regression analysis statistics. By confirming research hypothesis, results of the research indicated that there is a significant relation between psychological well-being and entrepreneurial skills along with its subscales. Findings of this research were completely in line with findings of some domestic researchers such as Bayani et al(2007), Sadeghi (2009), and some foreign researchers like John Vaporhit (2006), Pargamant and Sanders (2007), Yamavoka (2008) and Bost (2008). From among life skills dimensions, only self-awareness skills, effective communications, decision making, creative-critical thinking and coping with stress are predictive of one's efficiency and general health.

Considering the undeniable role of personal and interpersonal skills in psychological well-being of students, it is mandatory that we take some other subscales of personal and interpersonal skills into action ; risk-taking skills, failure confrontation skills, forward-looking related skills, activelyhearing skills, influencing others skills, conversation skills, various culture tolerance, and some other functional skills like writing skills, utilizing modern technology, marketing skills, setting up and launching a business and independently working skills.

Therefore, entrepreneurship and entrepreneurial skills are key elements in any society and there must be comprehensive effort to promote skills relevant to them in order to achieve a highly

sophisticated economy in which everyone acquires the grounds to build an opportunity for himself or others. However, it seems organizers and people in charge of designing education curriculum for universities and schools have largely neglected that fact that apart from technical expertise, students are in desperate need of attaining some basic awareness as to how to enter the job market or even create a vacancy for themselves. The needed courses must be included in the study program of students educating in high profile universities or even less credited ones, so that more and more students firstly change their attitude towards entrepreneurship and secondly make an entrepreneur of themselves; In conclusion, the society will take a big step in curbing unemployment rate. Besides, for most students if, in any case, they did not succeed in becoming an entrepreneur, there will be a paved way to learn and inculcate entrepreneurial skills into themselves and be better job holders. In sum, the benefits of such a program are not hidden to anyone.

Suggestions for further research

This research was conducted on a limited number of students from limited number of majors; it is strongly recommended that further studies be run on more majors and higher degrees.

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