

International Conference on Education and Educational Psychology (ICEEPSY 2012)

## Determine and compare Effectiveness of entrepreneurship education Based on Multi- axial model and Theory of constraints and compromises on learning entrepreneurship skills

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### Abstract

The purpose of this study was the determine and comparision the effectiveness of Shafiabady's multi - axial model and Gotfredson's theory of constraints and compromises on learning entrepreneurship skills to students of Islamic Azad university , science and research branch , tehran . statistical population of this research includes master students in the college of humanities and social sciences in year 2011-2012 . 45 cases were selected to attend training sessions and were replaced by randomly in control and experimental groups 1and 2. after 8 sessions training , data were analyzed with analysis of covariance and post hoc test Benfroni. The results showed there is difference between the score entrepreneurship skills of control group and experimental groups 1 and 2 and The posthoc test results showed The effectiveness of entrepreneurship education based on Shafiabady's multi-axial model on learning entrepreneurship is over The effectiveness of the training based on Gotfredson's theory of constraints and compromises . so suggested be used to of basic concepts in both models , especially the Shafiabady's Multi – axial model for entrepreneurship education in order to learning entrepreneurship skills by college students .

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Selection and peer-review under responsibility of Dr. Zafer Bekirogullari of Cognitive – Counselling, Research & Conference Services C-crcs.

Keyword : Shafiabady's multi - axial model Gotfredson's theory of constraints and compromises , entrepreneurship skills

### 1. Introduction

We live in entrepreneurship era when governments, educational institutions, companies are all seeking to develop entrepreneurial forces. Therefore, the importance of teaching entrepreneurship has been never before as today. Entrepreneurship education is a systematic, goal oriented and conscious process. during this education through the provision of knowledge and information needed, to non-entrepreneurs with entrepreneurial potential, will help to gain skills and attributes required for entrepreneurship. Training of young entrepreneurs is an investment for the future. Youth through positive experiences can earn

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better decisions about their future, do not expect to be employed and with the correct identification of opportunities provide facilities to bring not only themselves but also for other jobs to stay unemployed (Zabihi and Maghadasi, 2006; Pardakhtchi and Shafiezadeh, 2006; Akbari, 2008).

The overall objective of entrepreneurship education is training of creative, innovative, self-reliant people those who are aware to opportunities generally educate individuals who are more willing to set up an independent business. Therefore, those who trained to be an entrepreneur need to gain necessary skills for entrepreneurial in the business world (Pardakhtchi and Shafiezadeh, 2006; Imani et al., 2009). Because entrepreneurial skills, will strengthen individuals believed to be an entrepreneur and provides for them necessary capabilities for entrepreneurship.

One of the main reasons for unemployment of university graduates is lack of skills to launch a new business. So one of the principal objectives of entrepreneurship education is to teach different skills to create jobs however, educational efforts are not always successful. For example, research results Oosterbeek et al., (2010) demonstrated that entrepreneurship training programs has a different effect on develop entrepreneurial skills of different student groups those who are studying at a university.

Furthermore, check the status of a group of students who benefited from this training shows entrepreneurship training had little effect on self-evaluation process of students in their entrepreneurial skills, and entrepreneurship education, has a negative effect on students becoming entrepreneurs. Therefore, the results of entrepreneurship education is not always promising. One of the things that makes possible the enjoyment of educational efforts is to evaluate the effectiveness of training provided as well as to fix their weaknesses (Akbari, 2008; Oosterbeek et al., 2010).

Today, the domestic and foreign research is less interest in career counseling. Despite the variety of ways that provide us. In addition, in career counseling possibility for group meetings, which is feature of a desirable teaching method provided and have important role in entrepreneurship education

results of Jones and English (2004), Galloway et al., (2005), Liyaghatdar et al., (2006) and Idogho et al., 2011 about the effectiveness of public education of entrepreneurship on increasing the entrepreneurial skills represents less attention by researchers to the entrepreneurship education based on theories of career counseling.

Furthermore, today in our country urgently needs to take advantage of career counseling is felt. It is our duty consultants to introduce community the need and performance for this type of consultation, with a variety of research. through this, we contribute to the development and application of the increasing variety of career counseling.

The little research that has been achieved in the field of career counseling procedures on the effectiveness of entrepreneurship education only some ways, such as KRUMBOLTZ'S SOCIAL LEARNING THEORY for teaching entrepreneurship have been considering. In these studies, comparison of several methods or other methods of examining the effectiveness of career counseling is ignored such as research by Mehrabi (2007); Abedi and Moshef (2004).

Most research work done so far within the country is using foreign theorists. While the use of methods that are appropriate to the Iranian culture and customs, is beneficial for the people of our country.

Researches by Fekri et al., (2011) shows effectiveness of career counseling practices using Shafiqabadi's multi-axial pattern, on the entrepreneurial skills of women head of household, is reason for this claim. This theory, as the only Iranian career counseling theory, is emphasized on the three aspects of self concept, needs and decision making. However, research in this area is low. effectiveness of the local patterns, can be investigated scientifically. With numerous studies, the effectiveness of foreign theories with Persian patterns are comparable.

Comparison of two theories, that are somewhat similar in terms of the basic concepts, can better assess the effectiveness of non-shared aspects in education of entrepreneurship skills. So it seems, among the foreign theories, Gotfredson's theory of constraints and compromises that has great similarity with some concepts of Shafi Abadi's multi-axial model is more consistent and compatible with Iranian culture. This theory is emphasized on the role of social self concept and gender in job selection. so this theory is more compatible with Shafi Abadi's multi-axial model.

So the aim of this study is to address gaps in the research field related to entrepreneurial skills. This research focuses on the role of entrepreneurship education in career counseling. This study, using Shafi Abadi's multi-axial model and Gotfredson's theory of constraints and compromises focuses on enhancing entrepreneurial skills and seeking to determine and compare the effectiveness of career counseling in humanities students.

## 2. Methodology

Our research method was quasi-experimental with pre and post test and control groups. our statistical society were all master humanities student of Tehran Islamic Azad University, Science and Research branch in the 2011-2012 school year.

The sample size was 45 persons. These individuals were chosen, with random sampling, among those who had less score in the entrepreneurial questionnaire - skills and also were volunteers to participate in training courses. These 45 persons were randomly selected and were replaced in three control groups with 15 individuals, and experiments 1 and 2.

Then all three groups, answered to entrepreneurial skills questionnaires, that its content validity was a good evaluate by the experts. Validity of this questionnaire, was calculated through the Kranbakh alpha coefficient of 0.81 with run in 500 people on Tehran Islamic Azad University, Science and Research branch . Next, the test group received 8 sessions of entrepreneurship education. This training was based on fundamental concepts of Shafiabady's multi-axial model and Gotfredson's theory of constraints and compromises. The control group received no intervention. Finally, the post test was performed for all three groups. Data were analyzed using descriptive statistics (frequency and frequency percent) and inferential statistics (analysis of covariance and post hoc Benferoni test).

### 3. Results and Finding

**First hypothesis:** career counseling practices using Shafiabady's multi-axial model is effective on the entrepreneurial skills of humanities students.

**Second hypothesis:** career counseling practices Gotfredson's theory of constraints and compromises effective on the entrepreneurial skills of humanities students.

**Table 1**

Covariance analysis of the fourth and fifth hypotheses on entrepreneurial skills and its subscale

variable	df	Mean square	Group			effect	Statistical power	Eror	
			F	Significant level				df	Mean square
Entrepreneurial skills	2	2003.297	129.148	0.00	0.875	1	37	15.512	
Pre test									
variable	df	Mean square	F	Significant level					
Entrepreneurial skills	1	5.672	0.366	0.549					

As Table 1 shows the effect of pre-test scores on entrepreneurial skills test is not significant. but effect of group is significant on the post test scores entrepreneurial skills. se we conclude, there are significant differences between mean scores of entrepreneurship skills in three groups: control, Test 1 and Test 2.

in other words the first and second research hypothesis is confirmed. it means career counseling using Shafiabady's multi-axial model and Gotfredson's theory of constraints and compromises has been effective on. enhance of humanities students entrepreneurial skills.

**Third hypothesis:** there is significant differences between the effectiveness of career counseling using Shafiabady's multi-axial model and Gotfredson's theory of constraints and compromises on enhancing of humanities students entrepreneurial skills.

**Table2**

Results of Benferoni test to compare post test scores of entrepreneurial skills in the two experimental group

variable	Group		adjusted mean difference	Sd	Significant level
Entrepreneurial skills	control	Test1	-23.4667	1.48545	0.00
		Test2	-11.1333	1.48545	0.00
	Test 1	Test 2	12.33	1.48545	0.00

As Table 2 shows, there are significant differences between scores of entrepreneurial skills in control and experimental groups 1 and 2. Also, there is a significant difference between the scores of entrepreneurial skills of test groups 1 and 2. according to mean differences with control group, effect of test group1 ( trained with Shafiabady's multi-axial model ) on increase skills is more than Gotfredson's theory.

#### 4. Discussion

Findings table 1 shows, there is a significant difference between mean scores of entrepreneurship skills in three groups: control, Experiment 1 and Experiment 2. in other words the first and second research hypothesis is confirmed .it means career counseling practices using Shafiqabadi's multi-axial model and Gotfredson's theory of constraints and compromises is effective on the entrepreneurial skills of humanities students .

our results are consistent with:

- Findings of Shafiqabadi and Sayadi (2010) who showed effectiveness of Shafiqabadi's multi-axial model on consultant psychological empowerment .
- Findings of Fekri et al., (2011) those who confirmed effectiveness of Shafiqabadi's multi-axial model on enhancing of entrepreneurial skills of women heads of household.
- Jones and English's study whom showed effectiveness of entrepreneurship education on entrepreneurial skills.
- Findings of Galloway et al., (2005) whom confirmed effectiveness of entrepreneurship education on communication skills and entrepreneurial management.
- Results of Liaghatdar et al., (2006); Idogho et al.,(2011) whom showed effectiveness of entrepreneurship education on entrepreneurial skills, intellectual and managerial skills.

our results are inconsistent with research results of Oosterbeek et al.,(2010) whom showed effectiveness of entrepreneurship education on students negative assessment of their entrepreneurial skills and thus not benefiting from the skills.

it seems that Shafiqabadi's multi-axial model and Gotfredson's theory of constraints and compromises could affect the increase in entrepreneurial skills .because of the emphasis of the importance of self-concept and training the participants to strengthen have a positive self-concept and also class exercises used to reinforce skills .

Results of Table 2 shows there is a significant difference between the scores of entrepreneurial skills and control group test groups 1 and 2. also there is a significant difference between entrepreneurial skills scores of test groups 1 and 2 .according to the mean difference, it can be concluded that effectiveness of Shafiqabadi's multi-axial model on on enhancing of students entrepreneurial skills is more than Gotfredson's theory of constraints. this results are inconsistent with Shafiqabadi and Sayadi (2011) whom not distinguish any differences between the effectiveness of Shafiqabadi's multi-axial model and cognitive theory of Thomas and Velthous in the occurrence of consultants psychological empowerment. it seems that Shafiqabadi's multi-axial model with emphasis on both decision making and needs in addition to self-concept is more applicable than Gotfredson's theory of constraints and compromises in strengthening entrepreneurial skills. Totally this model will be provided more complete model in this area for participants.

Based on the results recommended career counseling practices using Shafiqabadi's multi-axial model and Gotfredson's theory of constraints and compromises to be used on enhancing the entrepreneurial skills of humanities students.

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