

The formulation of Career Decision-making Program based on the Integration of Social Learning Theory and Cognitive Information Processing Theory and Comparison of its Effectiveness with the Multi-axial Model on Applied Science Students' Entrepreneurial Behavior

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Abstract

This study aimed to planning the Career decision-making program based on the integration of social learning theory and cognitive information processing theory and comparison of its effectiveness with the Multi-axial Model on Applied Science students' entrepreneurial behavior. Our research method was quasi-experimental with pre and posttest and control groups. Our statistical society was all student of educational center of Mirza Koochak in the 2013-2014 school years. The sample size was 60 persons. These individuals were chosen, with random cluster sampling, and randomly were replaced in three, control group with 20 individuals and experiments 1 and 2 with 20 individuals. Then all three groups, answered to entrepreneurial behavior questionnaires and Test groups of one and two received respectively ten training sessions of entrepreneurship based on Shafiabady's model and incorporative program. The control group has no intervention. Finally, the post test was performed for all three groups. Multivariate Analysis of Variance and SPSS 19.0 were applied to analyze data. The findings indicated that both the integrative program and multi-axial one increased entrepreneurial behavior and in general there is not any significant difference between the two programs regarding the power to increase entrepreneurial behavior.

Keywords: Career decision-making, Multi-axial Model, social learning theory, cognitive information processing theory

Introduction

Employment is considered as an essential activity for living a personal and social life. It is emphasized that all human beings with any situation and position should always work. Human being is forced to make choices and decisions on education, employment and marriage. Appropriate employment leads to individual and society's self-efficacy. Through the employment, money is earned and life is run. The way the necessities of life are provided depends on the amount of income that affects the family's behavior and functioning. Employment provides the individual with credibility; reduces aggressive emotions; provides individual and

social security, remove loneliness; increases self-confidence and prevents despair (Shafiabady, 2012a).

Today, unemployment problems and youth unemployment are raised among the major concerns of families and government officials (Shafiabady, 2012b). Unemployment of graduate students is a chronic problem in many countries, especially in developing and underdeveloped countries; though one of the main purposes of higher education is to prepare students to play their role in work life (Oladian, et al., 2010). However, the problem of employment among university graduates has turned into a social issue

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(Norouzi, 2009). Many countries consider entrepreneurship among the ways out of the crisis and devote extraordinary attention to it (Naveh Ebrahim, et al., 2008). Entrepreneurship education is one of the basic ways to solve the employment problem of university students (Xianming, 2013). 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. 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, as cited in Fekri, Shafiabady, Nooranipour, Ahghar, 2012). Since entrepreneurship is a skill that requires education the question that arises is that what skills should be taught to individuals. To answer the question it should be said that the entrepreneurial process includes all activities, tasks and activities related to understanding opportunities and establishing organizations to create for new business. In the entrepreneurial process the person consciously make decisions considering the ample opportunities, recognizing the structure to be working for, planning the strategy and action plan and predicting the resources, and then looks for establishing a new business (Shafiabady, 2012b). According to Frye's model, entrepreneurial behavior is defined in 5 levels as follows:

1. Decision-making to entrepreneurship (including subsidiaries of feeling, need, believe in your abilities, idea and determination to start);
2. Identification of opportunities (recognition of society's conditions and labor market needs,

knowledge and understanding of actual and potential resources and your position among the competitors);
- 3. Attention to structure (individual or corporate decisions about creating new jobs and determining the level of your discretion or power on the jobs);
- 4. Supplying resources and requirements (providing financial, information and human resources,);
- 5. Goals and strategies (Goal setting, detailed programs for the purpose of resolving the difficulties in the way of new jobs) (Fekri, Shafiabady, Noranipoor, Ahghar, 2012).

Gartner (1985) summarizes the process of entrepreneurship into six common behaviors: deciding on a location, accumulation of resources, marketing of products, production activities, setting up of an organization and responding to government and society (Dheeriyaa, 2009). Considering the process, the majority of entrepreneurship researchers has focused on the process of setting up a business (the stage after the decision-making stage) and has overlooked the stage of decision-making, while the stage of is located before the setup stage. The point to note in the deciding-making stage is that what elements will cause the individual to decide which of the various career options he/she chooses to set up a business (Muriano & Georgiosky, 2007; as cited in Barani et al., 2010). searching for a job for the first time, changing or quitting the job and business establishment and entrepreneurship, are among critical situations of individuals' lives in which decisions must be made (Liptack, 2001, Translated by Zare', Bahramabadi & Shafiabady, 2011). Hence the duty of universities and higher education institutions is to teaching students so that they can rapidly explore and evaluate opportunities, appropriately make career decisions, collect resources and plan, develop and broaden entrepreneurial (Heidari, 2006). since oftentimes people do not make career decisions on a regular and logical manner, and they often need to be

taught how to make career decision and how to identify barriers against such decision-making (Liptack, 2001, translated by Zare & Shafiabady, 2011).

Therefore, it is necessary for students to learn how to make career decisions, understand advantages and disadvantages of decision-making on career paths, preparation strategies and the time to a grasp a position which are among the objectives of entrepreneurship education (Khani Jazani, 2007; Roozbahan, 2010). According to what was mentioned above, it seems that making the right decisions in pursuit of entrepreneurial behavior realization is important. However, the issue is to a great extent overlooked by researchers.

In academic circle, researches on entrepreneurship mainly focus on the forming of the team, member changing, social network and so on, seldom on decision-making behavior (Ying, Kefan, Meizhen, 2007). one of the themes that did not receive much explicit attention in the existing works is the entrepreneurial decision. An exhaustive analysis of the peculiarities of the decision an individual makes when becoming entrepreneur has not been carried out yet (Grieco, 2007).

Getting a better understanding of the way entrepreneurs make decisions and whether certain methods of decision making are more successful in certain situations than other methods is a step towards improving the field of Entrepreneurship (Klessens, 2012). The complementary point is that today, entrepreneurship is a career for which the individual should plan; it is available for lot of people and is no longer a special way of thinking (Khani Jazani, 2007). Hebert & Link, 1982; Wennekers, 2006 define entrepreneurship as the occupational choice to work for one's own account and risk (i.e., the self-employed and other business owners (as cited in Stephan and Uhlaner, 2010). It can be said that starting up a business is

a career choice that is clearly planned in nature involving decision-making processes (Krueger et al., 2000, as cited in Nabi, Holden and Walmsley, 2006). When it comes to entrepreneurship as a career option, which decisions should be made about, career theories are drawn from. Career theories help us to understand how individual make career decisions, and provide a roadmap for planning career interventions. Career theories provide a framework for the process of an individual's decisions- making and include additional aspects for consideration, such as the role of culture or impact of dysfunctional career thinking in decision- making (Osborn, 2009).

Among the theories of career counseling, Krumboltz's social learning theory, cognitive information processing theory of Peterson et al and multi-axial pattern of Shafiabady as the only Iranian career counselling model on career decisions and selection have paid particular attention to career decision-making. Krumboltz (1979) specified four influences that impact career decision making related to a person's physical characteristics, environment, previous learning experiences and approaches and performance with task skills (Resurreccion, 2013, Shafiabady, 2012b, zunker, 2006, traslated by yousefi and abedi, 2009).

Cognitive information processing theory has a two-dimensional structure: a) the First dimension is content that includes 3 levels: Self-Knowledge, Occupational Knowledge and self-talks. And b) The second dimension is process of career decision- making and information processing and Jobseekers need to achieve it in the form of a 5-stage cycle as (casve) by means of communication, analysis, synthesis, Valuing, and Execution can be achieved (Thrift, Ulloa-Heath, Reardon, Peterson, 2012, Bullock-Yowell and et al, 2012, samiei and et al, 2011).

The multi-axial pattern of Shafiabady as the only Iranian career counselling model focuses on 5 aspects such as developmentally, purposeful activity, self- concept, needs satisfaction and career decision making. According to Shafiabady (2012b), decision making is a creative, purposeful and dynamic act that is made to solve a problem.

The vocational choice based on this pattern is a dynamic and purposeful activity depending on the type of self-concept, the satisfaction of needs, and decision making ability within the lifestyle none of the factors such as goals, self-concept and needs alone would lead to career decisions. But their precise analysis and compiling and prediction of outcome and results of each case are the undeniable requirements of a right choice and decision (Shafiabady, 2012b).

Such integrated models may be more beneficial than single models in yielding insight into the complex range of factors influencing start-up intentions and start-ups amongst graduates. Thus, a wide and complex range of factors influence graduate start-up intentions and career decision processes (Nabi, Holden and Walmsley, 2006). Clients and practitioners need to be able to understand and apply an integrated approach (the best of modern and post-modern). The stakes are too high for theorists, researchers, and practitioners to continue debating which approach is best" (. Sampson, 2005, as cited in lenz, 2008). From perspective of Providers of cognitive information processing theory (CIP) at Florida State University, future goals of this theory is Adding other theories to meet specific needs and Further integration of CIP and other theoretical perspectives, such as Holland's RIASEC theory, Social Cognitive Career Theory (SCCT), Krumboltz's social learning theory: Self-observation and world- view generalizations, task approach skills, and career beliefs (Lenz., Peterson, Reardon, Sampson, Saunders, 2012, Lenz. Peterson, Reardon, Sampson, Saunders, 2011, Sampson, reardon, Peterson and lenz,

2003). Within the career field, some career theorists have expressed the value of incorporating multiple career theories to provide the field with a more integrative framework for understanding career decision making (Borgen, 1991; Hackett & Lent, 1992; Osipow, 1990). Specifically, it has been suggested that theories should integrate conceptually related constructs, further examine the relationship between dissimilar constructs, and clarify commonly theorized outcome objectives within career decision making (Paivandy, 2008).

In Zunker's (2006) classification of career theories, Krumboltz's social learning theory and Peterson's cognitive information processing theory are located on the second level, cognitive and social learning theories (Osborne, 2009). Also Liptack (2001) put these two theories into one category (Liptack, 2001, translated by Zare & Shafiabady, 2011).

In relation to the similarity of the two theories it should be argued that the social learning and cognitive information processing perspectives are both subsets of the cognitive theory and have focused on the role of beliefs, and of self-talk in career selection and decision-making (Liptack., 2001; translated by Zare & Shafiabady, 2011). Both theories have to do with decisions on a career. Both have emphasized practice and have focused on the importance of learning in the career selection (Zunker, 2006, translated by Yousefi & Abedi, 2009; Samiei, , Baghban, Abedi & Hosseinian, 2011).

However these two theories, in spite of general similarities, are different in certain aspects. For example the cognitive information processing theory deals with 1- needs 2- motivation 3- personality 4-personal values 5- occupational identity 6- occupational maturity, knowledge of carrer and understanding of the characteristics of jobs and career information, 8- The role of emotions in career decision-making and selection

(Zunker, 2006, translated by Yousefi & Abedi, 2009; Liptack, 2001, translated by translated by Zare, Bahramabadi & Shafiabady, 2011).

While the social learning theory also focuses on 1- genetic talents and special abilities 2- uncontrollable environmental events (1-social factors 2- career conditions 3- training conditions) 3- task-work skills 4- types of learning experiences and how they are formed 5- interests, career values, Self-observation and world- view generalizations as beliefs, the role of career reinforcements and successful career models as results of learning experiences as factors influencing career selection and career decision-making (Zunker, 2006, translated Yousefi & Abedi, 2009; Liptack, 2001, translated by Zare, Bahramabadi & Shafiabady, 2011).

Entrepreneurship literature shows that factors influencing entrepreneurship are in general divided into individual (inherent) factors and social (external, environmental) factors. Review of These two theories suggest that the internal and external factors affecting entrepreneurship are scattered in the two theories. Therefore, given the similarities of the social learning theory and cognitive information processing theory, the authors aimed to integrate the concepts of the two theories and then formulate a career planning decision-making and bring a set of internal and external factors affecting entrepreneurship together in order to study both peculiar and universal characteristics of the two theories, to guarantee the uniqueness of the plan. Finally, the effectiveness of this program on entrepreneurial behavior is explained in comparison with the training program developed based on Shafiabady's multi-axial model as the only Iranian model of career counseling; because the theories are partly similar, and address common

issues, therefore their effectiveness is comparable (Fekri, Shafiabady, Nouranipoor, Ahghar, 2013). Accordingly, the present study aimed to develop a career decision-making program based on the integration of social learning theory and cognitive information processing theory and comparison of its effectiveness with the Multi-axial Model on Applied Science students' entrepreneurial behavior.

Method

Our research method was quasi-experimental with pre and post-test and control groups. Our statistical society were all student of educational center of Mirza Koochak, Rasht in the 2013-2014 school year. The sample size was 60 persons. These individuals were chosen, with random cluster sampling, and randomly were replaced in three, control group with 20 individuals, and experiments 1 and 2 with 20 individuals. Then all three groups, answered to entrepreneurial behavior questionnaires, that its content validity was verified by relevant experts. Its structural (construct) validity was evaluated and was deemed appropriate by factor analyses. Its criterion validity was confirmed by comparing the score of entrepreneurs and non- entrepreneurs people. Its credibility was achieved 0.90 by Cronbach's alpha coefficient and for each subscale was 0/70 that Indicating high internal consistency of the questionnaire (Fekri, Shafiabady, Nooranipoor, Ahghar, 2012, 2013). Test groups of one and two received respectively ten training sessions of entrepreneurship based on Shafiabady's model and incorporative program. The control group have no intervention. Finally, the post test was performed for all three groups. Multivariate Analysis of Variance and SPSS 19.0 were applied to analyze data.

Results

H1: The career decision-making program based on the integration of social learning theory and cognitive information processing theory has a

significant effect on applied science students' entrepreneurial behavior.

Table 1: Descriptive statistics of entrepreneurship behavior in tow groups

	Control group			Incorporative group		
	Pre test	Post test	Follow up	Pre test	Post test	Follow up
Variable	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
Entrepreneurship behavior	80/7) 4/1(	8) 1/2(	7) 7/1(	4/60 (1/6)	13/20 (4/3)	12/87 (2/3)

As seen, the mean scores of the integrative group for the variable of entrepreneurial behavior on the pretest, posttest and follow-up were 4.60, 13.20 and 12.87 respectively. In

addition, the mean scores of the control group for the variable of entrepreneurial behavior on the pretest, posttest and follow-up were 7.80, 8 and 7 respectively. In the following the assumptions of multivariate analysis of variance are discussed.

Table 2: necessary conditions for MANOVA

Statistics	Box test	Leven test
F	11/1	79/2
Significance level	23/0	105/0

To investigate the normality of data and homogeneity of variance, Kolmogorov-Smirnov and Levene's Test were used. Results confirmed that the above assumptions were met and then covariance analysis was performed. Equality of Variance-covariance matrices was confirmed by

Box's test. Since subjects were randomly placed in experimental and control groups, independency of both groups is also confirmed. In addition, the effect of pretest variables was controlled for (covariate), and their effect was eliminated.

Table3: MANCOVA for control and experiment difference

Source	Pillai's effect	F	Sig level
Group	693/0	40/29	00/0

The significance of Pillai's test value confirmed the effect of the independent variable. Table 3 indicates that Pillai's test value for the posttest

source was significant ($f= 29.40$, $p<0.05$); therefore the null hypothesis is rejected and it can be concluded that there is a significant

difference between post-test and follow-up entrepreneurship scores either in the control group or in the integrative group.

Table 4: Tests of Between-subjects Effects

Source	Dependent variable	SS	Df	Mean squares	of F	Sig
Group	Post test	52/191	1	52/191	41/17	00/0
	Follow up	007/212	1	007/212	91/60	00/0

Table 4 depicts the results of the multivariate analysis of covariance between subjects, differences of the integrative and control groups on posttest and follow-up for the variable of entrepreneurial behavior ($p<0.05$). In general it can be argued that the intervention of the

integrative group compared with the control group, had significant effect on the increase of entrepreneurial behavior on the posttest ($f= 17.41$, $p<0.05$) and on the follow-up ($f= 60.91$, $p<0.05$).

H2: The training program based on Shafiabady's multi-axial model has a significant effect on applied science students' entrepreneurial behavior.

Table 5: Descriptive statistics of entrepreneurship behavior in tow groups

	Control Group			SMPVC Group		
	Pretest	Post test	Follow up	Pretest	Post test	Follow up
Variable	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
Entrepreneurship behavior	8/7) 47/1(	8)14/2(	7)73/1(	73/7) 2/4(	13) 61/3(	5/11) 2/3(

As seen, the mean scores of the multi-axial group for the variable of entrepreneurial behavior on the pretest, posttest and follow-up were 7.73, 13 and 11.53 respectively. In addition, the mean scores of the control group for the variable of entrepreneurial behavior on the pretest, posttest and follow-up were 7.80, 8 and 7 respectively. In the following the assumptions of multivariate analysis of variance are discussed.

Table 6: Necessary conditions for MANOVA

Statistics	Box test	Leven test
F	37/6	31/9
Significance level	10/0	005/0

To investigate the normality of data and homogeneity of variance, Kolmogorov-Smirnov and Levene's Test were used. Results confirmed that the above assumptions were met and then covariance analysis was performed. Equality of Variance-covariance matrices was confirmed by

Box's test. Since subjects were randomly placed in experimental and control groups, independency of both groups is also confirmed. In addition, the effect of pretest variables was controlled for (covariate), and their effect was eliminated.

Table7: MANCOVA for control and experiment difference

Source	Pillai's effect	F	Sig level
Group	0/631	22/21	0/00

The significance of Pillai's test value confirmed the effect of the independent variable. Table 7 indicates that Pillai's test value for the posttest source was significant ($f= 22.21$, $p<0.05$); therefore the null hypothesis is rejected and it

can be concluded that there is a significant difference between post-test and follow-up entrepreneurship scores either in the control group or in the multi-axial group.

Table 8: Tests of Between-subjects Effects

Source	Dependent variable	SS	DF	Mean squares	F	Sig
Group	Post test	192/23	1	192/23	35/77	0/00
	Follow up	154/62	1	154/62	22/18	0/00

Table 8 indicates the results of the multivariate analysis of covariance between subjects, and differences between the multi-axial and control groups on posttest and follow-up for the variable of entrepreneurial behavior ($p<0.05$). In general it can be argued that the intervention of the multi-axial group compared with the control group, had significant effect on the increase of

entrepreneurial behavior on the posttest ($f= 35.77$, $p<0.05$) and on the follow-up ($f= 22.18$, $p<0.05$).

H3: There is a significant difference between the effectiveness of Career decision-making planning based on the integration of social learning theory and cognitive information processing theory and

Multi-axial Model on Applied Science students' entrepreneurial behavior.

Table 9: Descriptive statistics of entrepreneurship behavior in tow groups

	Incorporative Group			SMPVC Group		
	Pre test	Post test	Follow up	Pre test	Post test	Follow up
Variable	M(SD	M(SD	M(SD	M(SD	M(SD	M(SD
Entrepreneurship behavior	60/4) 6/1(	20/13) 3/4(	87/12) 3/2(	73/7) 4/2(	13) 61/3(	53/11) 2/3(

As seen, the mean scores of the multi-axial group for the variable of entrepreneurial behavior on the pretest, posttest and follow-up were 7.7, 13 and 11.53 respectively. In addition, the mean scores of the integrative group for the

variable of entrepreneurial behavior on the pretest, posttest and follow-up were 4.60, 13.20 and 12.87 respectively. In the following the assumptions of multivariate analysis of variance are discussed.

TABLE10: Necessary conditions for MANOVA

Statistics	Box test	Leven test
F	09/2	178/0
Significance Level	109/0	136/0

To investigate the normality of data and homogeneity of variance, Kolmogorov-Smirnov and Levene's Test were used. Results confirmed that the above assumptions were met and then covariance analysis was performed. Equality of Variance-covariance matrices was confirmed by

Box's test. Since subjects were randomly placed in experimental and control groups, independency of both groups is also confirmed. In addition, the effect of pretest variables was controlled for (covariate), and their effect was eliminated.

Table11: MANCOVA for control and experiment difference

Source	Pillai's effect	F	Sig level
Group	098/0	405/1	263/0

The significance of Pillai's test value confirmed the effect of the independent variable. Table 11 indicates that Pillai's test value for the posttest source was not significant ($f= 1.40$, $p>0.05$); therefore the null hypothesis is confirmed and it

can be concluded that there is not any significant difference regarding the mean post-test and follow-up entrepreneurship scores between the multi-axial group and the integrative group.

Table12: Tests of Between-subjects Effects

Source	Dependent variable	SS	Df	Mean squares	F	Sig
Group	Post test	53/371	1	53/371	43/2	13/0
	Follow up	22/223	1	22/223	21/1	28/0

Table 12 indicates the results of the multivariate analysis of covariance between subjects, and differences between the multi-axial and integrative groups on posttest and follow-up for the variable of entrepreneurial behavior. In

general it can be argued that the intervention of the multi-axial group compared with the integrative group, had an equal effect on the increase of entrepreneurial behavior on both post-test and follow-up ($p>0.05$).

Discussion and Conclusion

The findings indicated that both the integrative program and multi-axial one increased entrepreneurial behavior and in general there is not any significant difference between the two programs regarding the power to increase entrepreneurial behavior. The first and second research hypotheses were confirmed, however third hypothesis was rejected. Regarding the first hypothesis the finding is consistent with Mehrabi, et al.'s (2006), the only Iranian study investigating the increase of entrepreneurial behavior using theories of career decision-making.

To explain the results it can be said that empirical evidence of the relationship between the parental role model and preference for a self-employment career has been repeatedly reported (Scott and Twomey, 1988; Matthews and Moser, 1995, as cited in Fayolle, Gailly and Lassas-Clerc, 2006). Seyyedi and taghi khani (2011), Caliendo and Kritikos (2011) also have pointed to this issues in their researches. Indeed we can conclude that this type of learning that is learning through the model is experiential approach and can be more effective than other method. This type of learning enables students to create and experience this passion for themselves, thereby preparing them with the

To explain the results of **first hypothesis** it should be noted that the integrative package deal with issues that facilitate the occurrence of entrepreneurial behavior. Some of the factors discussed in the integrative package include modeling, the role of beliefs, social factors (derived from social learning theory) and the role of personality, identification of opportunities and cultural factors (derived from cognitive information processing theory).

motivational and emotional resources they may need to be successful in the future.

In regarding to the role of beliefs on entrepreneurship, Johnson, Wu (2012), Bauer (2011), Suntornpithug, Suntornpithug (2008), Jean-Pierre and et al (2009) have also pointed to this topic in their researches. From their view of points, persons are pulled into ventures such as entrepreneurship because of beliefs in their ability to meet the competitive challenges. While helpful, previous experience is not a pre-requisite to making a start in business, and strong interest and personal belief are also integral. Self-observation and world-view generalizations as a basic beliefs was addressed

in incorporative package. As we know, changing the beliefs can change the behavior of individuals. Entrepreneurship as a behavior can be influenced by changing of beliefs.

Moreover among the factors described in the integrative package are social factors. As a Corduras, Martinez et al. (2010) cited in Iacobucci and Micozzi (2012), Mwasalwiba (2010) have pointed to this issue. In this regard Fugate, Kinicki & Ashforth(2004) also have stated that To design the teaching content according to the factors required for a successful entrepreneur process, a successful entrepreneur must have the integration of core competence, knowledge structure, social consciousness and personality traits(as cited in Xianming ,2013). Therefore learners should be guided to pay attention to some economic problems, and entrepreneurship related social problems or other issues.

in regard to the personality traits and its role in entrepreneurship that have mentioned in incorporative package, Lautenschläger, Haase (2011), Lüthje and Franke (2003) as cited in Bhandari (2012), Chaucin et al., 2007; Naffziger et al., 1994; Rauch and Frese, 2007 as cited in Koe Hwee and Shamuganathan (2010) have also been pointed in their researches. The results also show that out of the two factors: personality traits and environmental, personality traits play an important role in influencing the students' decision to become entrepreneurs (Zain, Akram, Ghani, 2010).

In this regard it is argued that behavior is rooted in individuals; personality. Individuals behave based on their personality. Furthermore, although the totality of personality is constant over time, this does not mean that the behavioral characteristics do not change. This can be performed through education. For example, Cruz, Rodriguez, Hernangomez Barahona, Saboia Leitaó (2009) have pointed that

Creativity is the main personality trait of an entrepreneur who wants to be innovative (Argote et al., 2001). Moreover, creativity has a direct impact on performance. Therefore universities and educational institutions have to design programs in which this trait is developed.

The innate abilities of an individual, coupled with the overall socio-economic environment (ease of establishing a new business, access to finance and advice as well as the prevailing cultural attitudes to entrepreneurship) are extremely important factors in determining whether they pursue an entrepreneurial path. These innate abilities can be greatly enhanced by education and training (Richardson and Hynes, 2008). Among the issues being taught to individuals in the integrative package were the role of personality traits such as creativity, innovation, risk-taking, internal locus of control and needs to achievements (desire for progress).

In regard to the role of Opportunity identification in entrepreneurship, can be said that Opportunity identification has also been identified as a critical entrepreneurial skill that should be included in entrepreneurship curriculum (Shane & Venkataraman, 2000; Long & McMullan, 1984; Hills, Lumpkin, & Singh, 1997; Hindle, 2004, as cited in Finkle., Soper, Fox, Reece and Messing, 2009). Kuratko, 2005; Heinonen, 2007 as cited in Hytti. Ulla, Heinonen, Seikkula-Leino (2010) and Man, Lau and Chan (2002) as cited in Sawyerr, Dong, Emerson (2012) also have has also pointed out to the issue. This skill is also presented in the integrative package.

about the role of culture in entrepreneurship, it Must also be said that a culture shapes the behavior of its members not so much by values as by providing a "dominant logic of action", that is, a repertoire of habits, skills and styles (Swidler, 1986, as cited in Stephan, Uhlaner ,2010). Indeed, context, particularly socio-

cultural context does matter when studying phenomena related to entrepreneurship (Khayesi and George, 2011, as cited in Khayesi, Nafukho, 2011). The entrepreneurial orientation to become a family business owner manager is embedded in regional and cultural factors (Kansikas, Laakkonen, 2007). De Pillis and Reardon (2007) has also shown in his research that the decision to become an entrepreneur comes about differently in different cultures. And predictors of entrepreneurship are personality traits and cultural factors.

In conclusion it must be said that if an entrepreneur wants to be successful, he/she have to establish entrepreneurship where its culture is not in contrast to the dominant culture of the country or the region, otherwise he/she fails. In fact entrepreneurship must comply with local cultural conditions. For example, in an agricultural area if the investment is carried out in agriculture, or in an area close to the sea, the investment is carried out in fishing industries the likelihood of success upsurges. The integrative package has also considered the role of culture its significance in entrepreneurship.

In relation to the **second hypothesis**, the results indicated that this model has increased entrepreneurial behavior. The findings are also in line with research carried out by Fekri, Shafiabady, Refahi and Zabuli (2013, cited in the multi-axial model booklet) who compared the effectiveness of Shafiabady's multi-axial model with Krumboltz's social learning theory on increasing entrepreneurial skills of students of psychology and counseling, the research of Fekri et al., (2011) who studied the effectiveness of career counseling practices using Shafiabady's multi-axial pattern, on the entrepreneurial skills of women head of household, the research of Fekri et al., (2012) that its title was the Determine and compare Effectiveness of entrepreneurship education

Based on Multi-axial model and Theory of constraints and compromises on learning entrepreneurship skills, the research of Fekri et al., (2013) who studied the Comparison effectiveness stability in two career counselling approaches on entrepreneurship skills over time.

In relation to explaining the findings of the second hypothesis it is argued that the effectiveness of the model on increasing entrepreneurial behavior in the present research study was the focus on needs, goals and career decision-making as well as culture. Lee (2001) posits that most entrepreneurs pursue an entrepreneurial career in response to pull factors to fulfill personal needs for change, growth and development (as cited in Bernstein, 2011). Also Hynes as cited in Richardson, Hynes (2008), Cheung (2012), Clarke and Holt (2010), Johnson and Wu (2012) have pointed out to this issues that is needs in their researches.

The multi-axial model also points to needs and types of needs and role of needs in career decision-making. In fact, determining and attending to needs as the requirement of setting up entrepreneurship help the individual set a goal. That is, determining the needs, involves goal-setting, planning and information gathering; and requires sustaining goal-directivity activity over a long period of time. Because needs to act as the engine and cause a person to move to find ways to satisfy them.

In regard to the role of goals in entrepreneurship, Miner (1997, as cited in Fulin, 2013), Cheung (2012), Frese (2007) as cited in Boyles (2012), Goktan, Gunay (2011), Fillion (1999) as cited in Nassif et al (2010) have also stated this issues. The multi-axial model has also discussed the role of goals. According to the model, if the goal of each behavior is determined, its outcomes and developmental path can be easily identified. That is, goals direct individuals' behavior, and by identifying the goal, the future path of

individuals' behavior can be determined (Shafiabady, 2012b). On the whole, human behavior is purposeful. People set goals for themselves and behaviors are integrated in the context of these goals (Corey, 2005; translated by Seyyed Mohammadi, 2006). All human activities are covered under his ultimate goals (Samiei, Baghban, Abedi, & Hosseinian, 2011). Goals are considered the main source to establish and continue behaviors, and through identification of goals, direction and activities are predicted (Shafiabady, 2012b).

In regard to the role of decision-making in increasing entrepreneurial behavior, Fekri et al., (2013) concluded that High stability of Shafiabady's model can be attributed to two dimensions of goal determining and decision-making in this model. In addition Fekri et al (2012) found that the reason behind the higher effectiveness of the multi-axial model in comparison to Gottfredson's constraints and compromises theory was its emphasis on decision-making, needs and self-concept.

Moreover, research carried out by Fekri, Shafiabady, Refahi and Zabuli (2013, cited in the multi-axial model booklet) who compared the effectiveness of Shafiabady's multi-axial model with Kromboltz's social learning theory on increasing entrepreneurial skills of students of psychology and counseling, and also Fekri et al (2011) who examined the effectiveness of occupational counseling using the multi-axial method on entrepreneurial behavior and skills of women head of household confirms the above points. Gartner (1985, as cited in Dhyria (2009) summarized the process of entrepreneurship into six common behaviors: deciding on a location was the first step. Entrepreneurial social competence such as decision skills is seen as the important thing for the development and the accomplishment of a business (Meutiaa, Ismailb, 2012). Elmuti. Dean, Khoury. Grace, Omran.

Omar (2012) also have mentioned decision skills as the necessary skills for entrepreneurship.

In the entrepreneurial process the person consciously make decisions considering the ample opportunities, recognizing the structure to be working for, planning the strategy and action plan and predicting the resources, and then looks for establishing a new business (Shafiabady, 2012b). In this regard, we can said that career decision-making is a skill and When a person become familiar with decision's skills and identified his aim and goals easily will not regret and continues to his route. In this model, career decision-making is influenced by individuals' goals, needs and self-concept, all being formed in interaction with lifestyles.

Nabi, Linan (2011), Hussain, Scott, Matlay (2006), Packham et al (2010), Osiri, McCarty, Jessup (2013). Baker, Gedajlovic, Lubatkin (2005), Goktan, Gunay (2011), Lifang (2012) in their researches have noted that entrepreneurship programs should focus on cultural issues in each country. Otherwise the entrepreneurship program would not be fruitful. According to Shafiabady (2012b), if occupational activities are not in line with culture and values of the society, they will not have the desired effect, and although may appear successful for a while, they will be ultimately destined to failure. Therefore, among the features of this model is the domesticity of the model and its attention to cultural principles and values of our country which have important roles in entrepreneurship.

In relation to the **third hypothes** is it can be argued that in general there is not any significant difference between the two programs in terms of effectiveness on entrepreneurial behavior representing the general similarities between the two programs, since both discusses individual and non-individual factors affecting entrepreneurship. In support of this point it should be argued that Fugate, Kinicki & Ash

forth (2004) as cited in Xianming (2013), Jin-ichiro (2003), mohamed Rezai, Shamsudin. Muhammad (2011), Davidsson (1995) as cited in Heilbrunn (2010) have stated that Entrepreneurship can be characterized as a step-wise process which is influenced by both exogenous as well as endogenous factors. Also, it can be said that personal variables including age, gender, education, vicarious experience and experiences of change to a variety of attitudes that influenced entrepreneurial intentions. Also, it can be said that the decision to initiate a career is influenced by many social factors including exposure to educational experiences. Also Bygrave (2004, as cited in Nassif et al, 2010) in his turn, adopts a dynamic perspective in proposing a model that highlights the personal attributes and environmental factors that influence the venture at each stage. It can be concluded that since entrepreneurship is a phenomenon influenced by many personal and social factors, therefore programs who aim at increasing entrepreneurship behavior should cover social (environmental) and personal factors as much as possible, the fact that occurred both in the multi-axial model and in the integrative model which, according to the researcher, is the reason behind the lack of a significant difference between the two programs.

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