

## The Impact of an Entrepreneurship Training Course on the Development of Entrepreneurial Features

BEHDAD KHALILI

Sharif University of Technology  
Iran

FARSHAD TOJARI

Islamic Azad University, Tehran Branch  
Iran

MONA REZAEI

Islamic Azad University, Saveh Branch  
Iran

### Abstract:

*The purpose of this study is the impact of an entrepreneurship training course on the development of entrepreneurial features in sport experts. The semi-experiential method of research utilize and data collect in the form of fieldwork. Sixty physical education students and graduates (30 female and 30 male) divide into three control, nonverbal and verbal group. Data are collected by questionnaire designed by Tojari et al that its permanence was obtained using Cronbach ( $\alpha=0.811$ ). For analyzing the data, the descriptive and deductive statistics ANOVA is used. Results show that there is a positive and meaningful relationship between entrepreneurship training a variants of risk-taking decisiveness, intelligence, self-confidence and entrepreneurship ( $p<0.05$ ). Findings also show that there is no meaningful difference between entrepreneurship training and variants of decisiveness, need for improvement and decision-making ( $p>0.05$ ). Considering the results of the research, entrepreneurship courses will have deserving effectiveness capabilities in the development of entrepreneurial features on the participants of the course.*

**Key words:** entrepreneurship training, entrepreneurial features, sport experts

## **Introduction**

Nowadays, entrepreneurship is considered as the strongest economical driving force (Kuratko, 2005). Social and economical crises as a serious threat specify the need for the development of entrepreneurship in all over the world (Nilsson, 2012). Entrepreneurs are individuals or groups who act independently or form an organizational system or they take an action to innovate or revive organizations which have existed in the past (Chrisman & Kelleman, 2008). In addition to making occupation, entrepreneurship causes improvement of the quality of life, suitable distribution of income, reduction of social tensions and exploitation of national resources. Researches have pointed at the features like: the need for much success, having entrepreneurial intentions, having entrepreneurial devices, risk-taking, self-efficiency, inner control, independency, consuming much energy in doing tasks, team-making, team work and working independently, guiding others, analyzing and continuity in achieving goals about entrepreneurs (Martinez et al, 2007). Demographic variants such as parents, educational degree, individual's attitude toward entrepreneurship also the environment of the university and most important of all educational backgrounds can help the development of entrepreneurial features in individuals (Chrisman & Sharma, 2005). Entrepreneurship classes are one of the centers that can manage creativity process in talented people. Merging sciences of these courses with recognition of the needs of the market can be a strong step in producing successful companies in today in progress world. Also universities pay much attention to entrepreneurship to the extent that united nations scientific and education organization in the outlook of higher education of twenty first century knows modern universities as a place where entrepreneurial skills are

for the purpose of facilitating students' abilities and changing into entrepreneurs (unicef, 2003). The present research attempts to examine the effects of training course on the development of entrepreneurial behavior with providing a training course although short, in addition to showing the significance of subject and entrepreneurship subjects in sport experts' opinion.

## **Methodology**

The present research from the viewpoint of purpose was applied and from the viewpoint of method was semi-experiential that was done with fieldwork method. Questionnaires of examining entrepreneurial features designed by Tojari et al ( $\alpha = 0.8$ ). The statistical community included all the M.A. physical education and athletic sciences students and graduates whose major was management and athletic programming in Tehran that statistical sampling was chosen according to accessible sampling method included 60 individuals (30 female and 30 male). Testable individuals were randomly divided into three control, nonverbal experiential (the same training of course virtually and comparing its results with verbal experiential group) a verbal experiential. Pre-testing was done two weeks before holding class for verbal experiential group. After dividing each three groups, holding 48-hours class (6 sessions and each session 8 hours) for verbal experiential group and also giving nonverbal experiential group subjects in pedagogical compact disc, at the end of the training course, each three group-control, verbal experiential, nonverbal experiential were post-tested and in this manner the effects of a entrepreneurship training course on the development of entrepreneurial behavior in sport experts was studied. Analyzing the data was done by utilizing unilateral variant analysis and SPSS software.

## Findings

Table 1. shows the distribution of individuals' demographic features. As you observe, testable individuals in the verbal group are younger and they are mostly single and jobless.

**Table 1. Testable participants' features of the research**

Maximum	Minimum	Standard deviation	average	Number	Indicator	Feature
2	1	0.51	1.50	20	Control	
2	1	0.51	1.50	20	nonverbal	Sex 1
2	1	0.51	1.43	20	Verbal	
4	1	1.09	2.60	20	Control	
4	1	0.82	2.40	20	Nonverbal	Age2
3	1	0.54	1.18	20	Verbal	
2	1	0.51	1.50	20	Control	
2	1	0.47	1.70	20	Nonverbal	Marriage3
2	1	0.25	1.06	20	Verbal	
2	1	0.22	1.05	20	Control	
2	1	0.44	1.25	20	Nonverbal	Occupation4
2	1	0.50	1.62	20	Verbal	
3	1	0.89	1.63	20	Control	
3	1	0.61	1.41	20	nonverbal	Place or service5
3	1	0.63	2.00	20	Verbal	

1. Female (1), Male (2). 2. 20 – 24 years old ( 1 ), 25 – 29 years old (2), 30 – 35 years old (3) , upper than 35 years old (4) . 3. Single (1), married (2). 4. Employed (1), jobless (2). 5. Public sector (1), private sector (2), free sector (3).

**Table 2. Statistical results in relation to variants**

Levin's pursuant test		P	df	F	M±SD	Statistical indicator variable
Sig	Levin					
0.238	1.47	0.002	2	6.9	3.7±0.42	Intelligence
0.610	0.499	0.003	2	6.29	3.790±0.271	Entrepreneurship
0.314	1.18	0.013	2	4.703	3.75±0.38	Creativity
0.190	1.709	0.008	2	5.298	3.99±0.41	Self – confidence
0.236	1.436	0.729	2	0.319	3.376±0.432	Decision – making
0.091	2.49	0.825	2	0.193	3.4±0.4	Decisiveness
0.001	8.349	0.003	2	6.44	3.71±0.42	Risk – taking
0.001	0.832	0.28	2	3.81	0.375±0.41	Need for improvement

Table 2. shows the statistical results in relation to variants. According to variants analysis results, decision-making, decisiveness, need for improvement variants for verbal experiential, nonverbal experiential and control groups did not have meaningful difference and the rest of variants had meaningful difference in significance level (0.05). Also the results of Levin's test showed that except for risking test and need for improvement, the rest of variants had meaningful difference.

## **Discussion and Conclusion**

The main goal of the present research was the study of the impact of an entrepreneurship training course on the development of entrepreneurial features in the sport experts. According to the findings, among control, nonverbal and verbal groups in relation to the need for improvement variant no meaningful difference was observed ( $p \leq 0.05$ ). Maybe lack of much difference between nonverbal and verbal groups is due to short period of course or the amount of teacher's effectiveness on participants. In relation to improvement variant, other factors except for teaching like family condition, social group and etc. interfered with the development of this variant. Mc.Clelland (1962) studied widely in the field of need for improvement. He believed that the need for improvement is a motivator which can strengthen and guide behavior in almost every situation and through his researches he described individuals in need of much or little improvement's behavior. Mc.Clelland (1962), Siswanto et al (2013), Jones et al (2011), Nilsson (2012), Kheyri et al (2011) and Othman et al (2012) were in agreement with the results of this research and they clarify that training has an important role in the development of need for improvement in individuals. There is meaningful difference among groups in relation to risk-taking variant ( $p \leq 0.05$ ). Considering the results of Levin's test, meaningful

difference was not observed among control, nonverbal and experiential verbal groups ( $p \leq 0.05$ ). Entrepreneurs are innovators and adventurers who change new ideas in the market to service and new product. Accepting risk for this kind of individuals does not have direct relationship with its level and this is exactly that point which we must pay attention for combining risk and accepting it with entrepreneurship. The findings of the present research is in agreement with Piya (2012), Chiu (2012), Gharakhani (2013), Jones et al (2011). There was no meaningful difference among groups in relation to decisiveness ( $p \leq 0.05$ ). According to Josoh, decisiveness is self-expression, demanding changes, giving and receiving honest feedback (Josoh, 2011). Decisiveness begins with perceiving and accepting this matter that every individual has the right to elect and he or she has the right to control his or her own life. Decisiveness does not mean exploiting others but it means supporting one's own self and his or her own resources (Kellermanns et al, 2004). Considering observable results in findings it is clear that training course does not affect decisiveness variant. The results of this research is in agreement with Mueler (2008) and Raposo (2011). Training has a role in developing and fostering decisiveness but maybe it is not considered as a priority. In this relation, factors like family environment, social group, friends, education, sex and etc. may be more important than training. Findings in relation to intelligence showed in the level of significance  $p \leq 0.05$  there is meaningful difference among groups. Considering the results of Levin's test, meaningful difference was observed among groups ( $p \leq 0.05$ ). More than two thousands years ago, Polato in her book "Republicanism" defined intelligence as the main assigner of individual's political and social position. Psychologists believe that any branch of this science like the study and evaluation of intelligence was not effective in human's welfare. Considering observable results of the present research and Yar hamidi (2008), Chandra & Leenders (2012) and Rasheed (2011), it is

clear that training course affects intelligence variant. We can consider the lack of much difference between two nonverbal and verbal group due to the short period of course and the teachers' level of effectiveness on participants. Findings in relation to decision-making showed there is no meaningful difference among groups ( $p \leq 0.05$ ). Generally, decision-making is a mental process that all human beings have dealing with all over their life. Decision-making process under culture, perceptions, belief and values, attitudes, personality, knowledge and individual's insight is accomplished and these factors effect each other mutually. To make an agreeable decision, we must be able to predict the values of each probable result which after his or her decision is obtained and implicitly compare these values with quantitative scale and examine the probability of success which is not always simple. Chang et al (2010) in a research on 17 students showed that group consultation based on teaching interpersonal skills, familiarity with attitudes and new behavioral styles and decision-making skills cause self-efficiency in job decision to improve. Ramraini (2012) with presenting job consultation based on cross approach to eighty two students with focus on self-science skills, values, abilities, job dream-processing, etc and problem-resolvent showed that teaching these skills increases student's job self-efficiency. The results of this research indicates that training course did not have any effect on the development and improvement of participant's decision-making. Decision-making as a mental process is the result of factors like culture, perceptions, belief and value, attitudes and personality, knowledge and individual's insight. In this direction the place of training in the development of decision-making is not clear and it is not clear how much and how long training is effective in the development of decision-making. But the result of this research shows that this period of training course does not influence the development and improvement of decision-making variant. Findings in relation to self-confidence showed that there is a

meaningful difference among groups ( $p \leq 0.05$ ). Considering Levin's results of test, the meaningful difference was observed among groups ( $p \leq 0.05$ ). Individuals who have high self-confidence, preserve their value for loving others and being loved by them. They encourage themselves and others to do good jobs and attempt to be good and to know others as good humans (Rasheed, 2011). Entrepreneurs who believe themselves are able to listen to others without relinquishing their own attitude and opinion (Mueler, 2008). Tom (2009) studied the impact of entrepreneurship training on students' entrepreneurial attitudes and concluded that entrepreneurship training affects the increase of entrepreneurial attitude. According to Harris et al, most of examined graduates of universities have entrepreneurial attitudes. Also the results of the present research are in agreement with that of Mueler (2008), Josoh et al (2011) and Ali et al (2011). Findings in relation to creativity showed that there is meaningful difference among groups. ( $P \leq 0.05$ ). Considering Levin's results of test, meaningful difference was observed. ( $P \leq 0.05$ ). Creativity means decreasing or increasing a phenomenon and changing its shape and or combining it with other phenomena or things (Raposo, 2011). Individuals who have divergent thought are different from others in thought and action and they are away from custom and habit and they use creative and new methods and those who do not have this feature, have convergent thought and they follow custom and habit in thought and action. But can we call every solving or creating a creative phenomenon? Authorities believe that every creative phenomenon must certainly have freshness and newness factor to have creativity advantage (Raposo, 2011). The results of the present research were in agreement with McGehee et al (2007), Murah et al (2012) and Addario et al (2010). There is a meaningful difference among groups in relation to the significance of entrepreneurship ( $p \leq 0.05$ ). Considering Levin's results of the test and a meaningful difference was observed



( $p \leq 0.05$ ). Martinez et al (2007) recognized some correlated factors with entrepreneurship development among the students of the graduate school of agriculture and natural resources faculty in a research and concluded that the students' features of seeking success, creativity, innovation, risk-taking, determining destiny and independence have positive and meaningful relation with development of entrepreneurship variant. The findings of this research are in agreement with that of Ekinsmyth (2011), Addario et al (2010) and Lordkipanidze et al (2005).

Although it is possible that entrepreneurship training course was held in a short time, and it was not effective in some variants, but participant's entrepreneurial features which were a set of various variants, were changed and this shows the effect of training in this case.

## **REFERENCES:**

- Addario. S.D, Vuri. D, (2010), "Entrepreneurship and Market Size. The Case of Young College Graduates in Italy", *Journal of Labour Economics*, Vol.17, PP: 848–858.
- Ali. A, Topping. K.J, Tariq R.H., (2011), "Entrepreneurial Attitudes among Potential Entrepreneurs", *Pak. J. Commer. Soc. Sci.* Vol. 5, No.1, PP: 12-46.
- Bahadur. P, (2012), "Entrepreneurship Education in India A Perspective", Unpublished Doctoral Dissertation.
- Berglund. H, Yar Hamidi. D, Wennberg. K, (2008), "Creativity in entrepreneurship education", *Journal of Small Business and Enterprise Development*, Vol. 15, No. 2, PP: 304-320.
- Chandra. Y, Leenders. A.A.M, (2012), "User Innovation and Entrepreneurship in the Virtual World: A Study of Second Life Residents", *Technovation* Vol.32, PP: 464–476.

- Chang. S, Gong. Y, Shum. C, (2011), “Promoting innovation in hospitality companies through human resource management practices”, *International Journal of Hospitality Management*, Vol.30, PP: 812– 818.
- Chirisman. J, Kellmanns. W, (2008), “Management Journals as Venues for Publication of Family Business Research”, *Journal of Entrepreneurship Theory and Practice*, Vol.32, No.5, PP: 927–934.
- Chirzman. J.J, Sharma. P, (2005), “Trends and Directions in the Developmentary of a Strategic Management: Theory of the Family Firm”, *Journal of Entrepreneurship Theory Practice*, Vol. 29, No.3, PP: 555-576.
- Chiu. R, (2012), “Entrepreneurship Education in the Nordic Countries Strategy Implementation and Good Practices, Unpublished Master Thesis.
- Ekinsmyth. C, (2011), “Challenging the Boundaries of Entrepreneurship: The Spatialities and Practices of UK ‘Mumpreneurs’”, *Journal of Geoforum*, Vol.42, PP: 104– 114.
- Gharakhani. D, Pourghafar. A, Nasiri. R, Farahmandian. A, (2013), “Entrepreneurship perceptions and the Concept of World Class Manufacturing”, *Journal of American Science*, Vol.9, No.1s, PP: 124-128.
- Jones. M.S, Coviello. N & Tang. Y, (2011), “International Entrepreneurship Research (1989 – 2009): A Domain Ontology and Thematic Analysis”. *Journal of Business Venturing*, PP: 632-659.
- Josoh. R, Ziyae. B, Asimiran. S & Kadir. S, (2011). “Entrepreneur Training Needs Analysis: Implications on the Entrepreneurial Skills Needed for Successful Entrepreneurs”. *International Business & Economics Research Journal*, PP: 143-150.
- Kellermanns. F.W. & Eddleston. K.A, (2004), “Feuding families: When Conflict Does a Family Firm Good?” *Journal of*

- Entrepreneurship Theory and Practice, Vol. 28, No.3, PP: 209-28.
- Khayri. S, Yaghoubi. J & Yazdanpanah. M, (2011), "Investigating Barriers to Enhance Entrepreneurship in Agricultural Higher Education from the Perspective of Graduate Students". Journal of Procedia Social and Behavioral Sciences, Vol. 15, PP: 2818–2822.
- Kurat Ko.D.F, (2005). "The emergence of entrepreneurship education: development, trends and challenges", Journal of Entrepreneurship Theory and Practice, Vol. 29, No.5, PP: 577–597.
- Lashgarar. F, Roshani. N, Najafabadi. M.O, (2011), "Influencing factors on entrepreneurial skills of rural women in Ilam City, Iran", African Journal of Business Management, Vol. 5, No.14, PP: 5536-5540.
- Lordkipanidze. M, Brezet. H, Backman. M, (2005), "The Entrepreneurship Factor in Sustainable Tourism Development", Journal of Cleaner Production, Vol.13, PP: 787-798.
- Martinez, Mora & Silva, (2007), "The Existence of NonElite Private Schools", Journal of Public Economics, Vol.90, No. 8-9, PP: 1505-1518.
- McClelland. D, (1962), "Achievement Motivation Can Be Developed", New York: Appleton-Century-Crofts.
- McGehee. N.C, Kim. K, Jennings. G.R, (2007), "Gender and motivation for agri-tourism entrepreneurship", Journal of Tourism Management Vol.28, PP: 280–289.
- Murah. M.Z, Abdullah. Z, (2012), "An Experience in Transforming Teaching and Learning Practices in Technology Entrepreneurship Course", Journal of Procedia-Social and Behavioral Sciences, Vol.59, PP: 164 – 169.
- Mueler. S.L, (2008).” Gender-Role Orientation as a Determinant of Entrepreneurial Self-Efficacy”. Journal of Developmental Entrepreneurship, PP: 3-20.

- Nilsson. T, (2012), "Entrepreneurship Education—Does It Matter?" *International Journal of Business and Management*, Vol. 7, No. 13, PP: 40-48.
- Othman. N, Ismail. R, (2012), "Impact of Globalization on Trends in Entrepreneurship Education in Higher Education Institutions", *International Journal of Trade, Economics and Finance*, Vol. 3, No. 4, PP: 267-271.
- Ramraini, A.H, (2012), "Predictors towards Entrepreneurial Intention: A Malaysian Case Study", *Journal of Business and Management Sciences*, Vol. 1, No. 11, PP: 1-10.
- Raposo. M, & Do paco. A, (2011), "Entrepreneurship education: Relationship between Education and Entrepreneurial Activity". *Psicothema*, PP: 453-457.
- Rasheed. H.s, (2011). "Developing Entrepreneurial Characteristics in Youth: The Effects of Education and Enterprise Experience", Unpublished Thesis, University of South Florida.
- Siswanto. A, Margono. S, Umar. N, (2013), "Entrepreneurial Motivation in Pondok Pesantren", *International Journal of Business and Behavioral sciences*. Vol. 3, no. 2, PP: 28-40.
- UNESCO, (2003), *World Declaration on Higher Education for the 21<sup>st</sup> Century: Vision and Action*.