Compilation of Multi-axial Model and Social Learning Theory At Entrepreneurship Education

1Dr. Katrin Fekri, 2Dr. Abdollah Shafiabady

1Faculty member of department of counseling, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran.
2Professor of Allameh Tabatabaei University

ABSTRACT

Providing a package to educate entrepreneurship based on compilation of multi-axial model and social learning theory is the aim of this research. Summary of educational sessions are explained below: One: Introduction to necessity of entrepreneurship. II: Identifying occupational talent. III: Present conditions of talents. IV: Strengthening positive occupational self-concept. V: Selecting entrepreneurship priorities based on the needs. VI: Strengthening learning experiences. VII: Training entrepreneurship skills. VIII: Determinate entrepreneurship goals and planning to achieve them. IX: Helping to make appropriate decisions in the face of difficulties. and Tenth: Helping members to get familiar with ways of staying dynamic in entrepreneurship.

Key words: Multi-axial model, social learning theory, education, Entrepreneurship.

Introduction

Today, many old jobs are disappearing and new jobs are coming to existence because of rapid changes and advancements in technology and people needs. There have been also changes in organizations’ works nature so that permanent employment is no possible and many routine works are now done by machinery. One of the ways for choosing a job is starting a personal business [10].

Many theories and scientific discussions refer to possibility of entrepreneurship teaching. Entrepreneurship teaching is a helpful way for preparing individuals for starting business. Entrepreneurship teaching faces many challenges including: challenge in forming research methodology for measurement of entrepreneurship effectiveness, challenge in teachers’ quality, challenge in entrepreneurship teaching in universities, and challenge in content and methods of entrepreneurship teaching and effectiveness of teaching methods [3].

Common entrepreneurship models are used for entrepreneurship teaching at the moment while entrepreneurship is based upon creativity. Therefore, its teaching methods must not be based on creativity too. Vocational counseling can have an important role in removing job problems like unemployment along with entrepreneurship teaching. However, few studies have been conducted in this field. Researchers have used Krumboltz’s theory from foreign theories of vocational counseling theories in entrepreneurship teaching and have used Shafiabady’s multi-axial model as the only domestic model. Fekri’s research [15] on multi-axial model effectiveness and its comparison with Gottfredson’s theory showed that each of the vocational counseling theories has different influence on micro-scales of entrepreneurial behavior. Therefore, it seems that application of integrated models has more effectiveness.

Integration means combination of content spheres or subjects which were contained in traditional education systems separately. Integrative education models are becoming common all over the world (Mehrmohammadi, as quoted from Ahmadpour Daryani and Motalebi, [1]). Therefore, this research intends to design an integrative educational package from vocational counseling theories for teaching entrepreneurship and removal of research shortages in creative methods of entrepreneurship teaching and tries to answer 4 main questions: 1) whether multi-pivoted model influences on increasing students' entrepreneurial behavior?, 2) whether Krumboltz social learning theory influences on increase of students' entrepreneurial behavior?, 3) whether there is significant difference between multi-pivoted model effectiveness and social learning theory effectiveness in increasing students' entrepreneurial behavior?, 4) what are the contents of integrated entrepreneurship package (Shafiabady's model and Krumboltz's theory)?

Corresponding Author

Dr. Katrin Fekri, Faculty member of department of counseling, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran.
2. Theoretical fundamental and research background:

Entrepreneurship is known as dynamic process of gradual production of wealth. Entrepreneurship is the process of creation of something new and valuable with spending a lot of time and money and taking many financial, spiritual and social risks for achieving personal satisfaction, independence and financial benefits [2,9].

The phrase “entrepreneurial behavior” states that what behavior should we see from an individual so that we can call him/her an entrepreneur? Establishment of a new company is the first level of the mentioned behavior and an entrepreneur is studied depending on activities which are done in this field. In behavioral approach, we intend to design schedules for helping entrepreneurs learn knowledge and necessary skills so that they can achieve more profit and improve their performance [8].

In multi-axial model of Shafiabady, fundamental concepts of individual psychology in the field of job selection have been used. Adler's individual psychology theory is also based on three principles: holism, purposefulness of behavior, and social motivation and human tendency to social belonging and contribution to social welfare. In Adler's opinion, human as an integrated totality always tries to compensate his defects and has an upward movement which is called attempt for supremacy. These attempts take place in social texture which encircles individual and forms his/her humiliation nature and takes place in order to achieve a particular goal. In Adler's opinion, life has challenges ahead of individuals in the form of life duties and each individual tries creatively to draw his/her unique design for confronting with these challenges which is called lifestyle [12,14].

Moreover, Shafiabady refers to two more important model design in defending his model's bases which include: Anna Roe's needs theory and decision-making theory of Tiedeman and O'hara. According to Anna Roe's theory, each individual determines a set of job and professional preferences considering his needs and lifestyle. Human tends to spend his energy on meeting his needs. Each individual's needs are affected by childhood experiences and hereditary factors and intensity of needs is affected by environmental factors. According to Tiedeman and O'hara's theory, the base of job selection is decision-making and each individual considers self-concept, social conditions and recognition of needs and his limitations and then selects a job. Tiedeman and O'hara believe that decision-making is affected by experiences resulted from education, occupation, hereditary characteristics and social pressures [11,10].

Concepts of this model which includes dynamism, purposefulness, self-concept, needs and decision-making, are clear and understandable and have enough exactness and clarity. In other words, theorists unanimously agree on the basic concepts of this theory like self-concept and . . . Moreover, this model is very comprehensive and incorporates fundamental concepts of several theories. Therefore, it seems that it can be applied to many individuals.

On the other hand, this model is frugal in its explanations and explains factors influencing on job selection without resorting to complex words and numerous phrases. Moreover, because this model is combinational and multi-axial, it seems that it can result in helpful studies in various occupational fields [5,20].

According to Krumboltz's social learning theory, 4 groups of factors influence on job selection. Genetic talent which is an in-bred ability and is determined by inheritance, Environmental events and conditions which include social, cultural, economic and climatic conditions. Learning experiences which is divided into two parts: instrumental learning (tool) like achieving job information and recognition of jobs based on investigation of a job or consulting with others and reawakening learning (relational) in which an individual attributes a present situation to a similar situation in the past like holding job visits and observation of others while they are working. The fourth group is working skills which are affected by genetic talent and environmental conditions and learning experiences. In Krumboltz's opinion, three methods of strengthening, modeling and role-playing can be used for helping clients' job decision-making. Strengthening helps with proper evaluation of abilities. In modeling, clients receive valuable experiences of learning through observing peers' and parents' behavior and or reading or hearing. In role-playing, clients are allowed to experience their performance in execution of duties of a job in a fake situation which is similar to real situation. Seven stages of job decision-making in Krumboltz's opinion are as follows: definition of problem and determination of goals, creation of a practical plan for achieving goals, clarification of clients' value viewpoint towards different jobs, determination of other jobs and spreading domain of choices for clients, discovery of possible results of selected jobs, systematic elimination of jobs through determination of jobs which does not match clients' characteristics and starting action after selection [11].

Foreign Research Background: American entrepreneurship teaching consortium presented an integrated learning model of entrepreneurship by combining common entrepreneurship models (as quoted from Ahmadpour Dariyani and Motalebi, [1]). In this model, after investigation and combination of common entrepreneurship teaching theories, a model was developed for entrepreneurship learning which emphasizes on learning skills, identification of job options, understanding free economy and competition, understanding employment problems, teaching competencies,
request for specific professional teaching, learning new job creation, self-employment, development of methods and new policies, effective solution of business problems and development of new business.

Jones and English [6] conducted a research in Tasmaniya University and investigated entrepreneurship teaching effectiveness. They noticed that entrepreneurship teaching influences on increase of necessary skills for business starting (entrepreneurial behavior) and also on increasing individuals’ ability for identification of appropriate commercial opportunities for starting a business. Oosterbeek et al [7] conducted a research on a group of students and noticed that entrepreneurship teaching had insignificant influence on students' evaluation of their entrepreneurship skills and had negative influence on turning into an entrepreneur (entrepreneurial behavior). Background of domestic studies:

Moshef, Abedi and Bahrami [17] conducted a research and investigated influence of job consultancy in Krumboltz's social learning method on changing Isfahan University entrepreneurial attitude. Results showed that group vocational counseling with this method was not effective in changing students' entrepreneurial attitude in posttest but this effectiveness was significant in follow-up test which was conducted after two weeks.

Mehrabirezveh [18] investigated the influence of vocational counseling by means of Krumboltz's social learning theory on changing jobseekers entrepreneurial behavior in Isfahan City Labor Department. Results showed that job consultancy by means of Krumboltz's social learning theory had influence on changing entrepreneurial attitude and increasing entrepreneurial behavior of jobseekers.

Barani et al [4] conducted a research on 140 people of students of Industrial Engineering of Payam-e-Nour University in Kermanshah city and investigated relationship between entrepreneurship teaching and entrepreneurial attitudes, entrepreneurial attitudes and entrepreneurial intension, entrepreneurial intension and entrepreneurial behavior, mental norms and entrepreneurial intension, belief in self-efficiency and entrepreneurial intension and all their research hypotheses (the mentioned relationships) were verified.

Sayadi, Shafiabady and Karami [14] investigated the influence of two teaching program based on multi-axial model of Shafiabady and cognitive model of Thomas and Velthouse on psychological empowerment of counselors and then these two methods were compared in counselors' empowerment. Results showed that teaching program which was based on the two models had positive and significant influence on increasing psychological empowerment of counselors but no significant difference was observed in posttest and follow-up test.

Fekri [15] investigated the influence of vocational counseling by means of Shafiabady's multi-axial model and Gottfredson's theory of limitation and adaptation on students' entrepreneurial behavior and noticed that both of them increase students' entrepreneurial behavior but there is difference between effectiveness of these two models and effectiveness of multi-axial model was better.

Saeedi Mehrabadi and Mohtadi investigated influence of entrepreneurship teaching courses of Ministry of Labor on expression of entrepreneurial behaviors in participants. They noticed that the mentioned courses had positive influence on entrepreneurial behaviors.

2.1.Development of Hypotheses and Conceptual Model:

Fekri [15] conducted a research and investigated the influence of Shafiabady's multi-axial model on entrepreneurial behavior of master degree students of humanities and concluded that this model has influence on increasing entrepreneurial behavior and all sub-scales of entrepreneurial behavior.

First hypothesis: Shafiabady's multi-axial model influences on students' entrepreneurial behavior.

Mehrabirezveh [18] investigated the influence of vocational counseling by means of Krumboltz's social learning theory on changing jobseekers entrepreneurial behavior in Isfahan City Labor Department. Results showed that job consultancy by means of Krumboltz's social learning theory had influence on changing entrepreneurial attitude and increasing entrepreneurial behavior of jobseekers.

Second hypothesis: Krumboltz's social learning theory influences on students' entrepreneurial behavior.

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Third hypothesis: there is significant difference between effectiveness of multi-axial model and social learning theory in entrepreneurial behavior.
3. Methodology:

The present study is made up of two parts. In the first part, influence of Shafiabady's multi-axial model and Krumboltz's social learning theory on entrepreneurial behavior of students is investigated. Research methodology of this part is semi-experimental. In the second part, a comprehensive package for teaching entrepreneurial behavior is presented by means of integration of fundamental concepts of the two mentioned methods. Research methodology of this part is an applied one.

Measurement tool was a researcher-made questionnaire provided by Fekri, Shafiabady, Nooranipour and Alghar [15]. Its content validity was verified by experts. Its construct validity had been verified by factor analysis. Its criterion validity was verified by experts. Its construct validity had been verified by comparison of the points of entrepreneurs and non-entrepreneurs and its reliability was calculated for 500 people of master degree students of humanities in Islamic Azad University of Tehran Science and Research Branch (including 19.8% social sciences, 6.2% history, 10.2% physical education, 14.6% geography, 6% librarianship, 10.8% consultancy, 11.6% women studies and 20.8% psychology-71.84% 23-30 years old, 23.79% 31 to 38 years old, 4.37% over 39-77.2% women and 22.8% men; 48.6% employed and 51.4% unemployed-38% below 3 years, 18% above 42 years, 79.17% employed and 20.83% unemployed, and 66.67% above 5 years experience and 33.33% below 5 years of experience).

First hypothesis: Shafiabady's multi-axial model has influence on students' entrepreneurial behavior.

As it can be seen in table 2, Shafiabady's multi-axial model influences on increasing entrepreneurial behavior in students and on all entrepreneurial behaviors subscales except for resource supply.

Second hypothesis: Krumboltz's social learning theory influences on students' entrepreneurial behavior.

As it can be seen in table 3, Krumboltz's social learning theory influences on students' entrepreneurial behavior in all its subscales except for structure determination.

Third hypothesis: there is significant difference between Shafiabady's multi-axial model and Krumboltz's social learning theory influences on entrepreneurial behavior.

Table 1: Demographic information of the selected sample.

<table>
<thead>
<tr>
<th>Gender</th>
<th>experiment1</th>
<th>experiment2</th>
<th>total</th>
<th>Frequency percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>41/67</td>
</tr>
<tr>
<td>woman</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>58/33</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>16/67</td>
</tr>
<tr>
<td>31-41</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>58/33</td>
</tr>
<tr>
<td>Above 42</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employed</td>
<td>11</td>
<td>8</td>
<td>19</td>
<td>91/67</td>
</tr>
<tr>
<td>unemployed</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>8/33</td>
</tr>
<tr>
<td>experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 5 years</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>66/67</td>
</tr>
<tr>
<td>Below five years</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>33/33</td>
</tr>
</tbody>
</table>

Table 2: Results of correlated t for investigation of difference between pretest and posttest points of entrepreneurial behavior in the first experiment group (taught based on Shafiabady's multi-axial model).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Degree of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial behavior</td>
<td>3/943</td>
<td>0.002</td>
</tr>
<tr>
<td>Decision-making</td>
<td>3/171</td>
<td>0.009</td>
</tr>
<tr>
<td>Recognition of opportunities</td>
<td>5/946</td>
<td>0.000</td>
</tr>
<tr>
<td>Determination of structure</td>
<td>2/462</td>
<td>0.032</td>
</tr>
<tr>
<td>Meeting resources</td>
<td>1/782</td>
<td>0.012</td>
</tr>
<tr>
<td>Determination of goals</td>
<td>3/71</td>
<td>0.009</td>
</tr>
</tbody>
</table>
As it can be seen in table 4, pretest influence has been eliminated and there is difference between posttest points of students' entrepreneurial behavior in Shafighady's multi-pivoted model and Krambolitz's social learning theory. Investigation of the numbers of two previous tables show that Shafighady's multi-pivoted model did not influence on resource supply and Krambolitz's social learning theory did not influence on structure determination and both models have influence on total behavior and other subscales including decision-making, recognition of opportunities and determination of goals.

What are the contents of entrepreneurship teaching integrated package? (Shafiabady's multi-axial model and Krambolitz's social learning theory)

According to the results of above tables, an integrated model based on the two theories have been proposed in order to influence on the two subscales determination of structure and resource supply:

First session: familiarization of members with importance and necessity of entrepreneurship in the present time and persuasion of them to move towards entrepreneurship and finding solutions for achieving more information on entrepreneurship methods.

Second session: familiarization of members with job talent and talent, helping members with recognizing their job talents.

Third session: preparation of conditions for development of job talents for members through encouragement of positive points of each member even small details which are usually neglected and therefore emphasizing on individual differences of each member with other members and giving feedback to members.


Fifth session: investigation of definition of need and different types of job needs, investigation of relationship between needs and job selection, determination of members need and selection of entrepreneurship priorities based on needs.

Sixth session: providing members with an appropriate model for entrepreneurship, provision of opportunity for playing an entrepreneur's role for members in group with mentioning various examples of entrepreneurial activities.

Seventh session: familiarization of members with definition of skill and various types of (4 types) entrepreneurship skills including individual skills, inter-personal skills, applied skills and thought skills, helping members with identification of methods of learning entrepreneurship skills.

Eighth session: familiarization of members with goal concept and selection of job, investigation of entrepreneurship goals (imaginary, successive and developmental goals), planning for achieving these goals.

Ninth session: familiarization of members with importance of decision-making in selection of job, introduction of stages of occupational decision-making in Shafiabady's multi-axial model to members, helping organizations with covering job decision-making steps and comparison of entrepreneurship priorities based on goals with entrepreneurship priorities based on needs, elimination of common items and selection of final priority of entrepreneurship.

Tenth session: familiarization of members with dynamism and job flexibility, investigation of importance of flexibility and selection of job and entrepreneurship, helping members with familiarizing with methods of staying flexible in entrepreneurship.

Finally, sketching entrepreneurship plan based on responding to the following answers:
1. what job are you going to start?
2. what financial and human resources do you need for starting your new job?
3. what solutions do you propose for financing your new business?
4. what are your short-term and long-term goals for starting your new business?
5. what is your planning for achieving short-term and long-term goals?
6. what kinds of problems will you possibly face in starting your new business?

Table 3: Results of correlated for investigation of difference between pretest and posttest points of entrepreneurial behavior in second experiment group (taught based on Krambolitz's social learning theory).

<table>
<thead>
<tr>
<th>Variable</th>
<th>t</th>
<th>Degree of freedom</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial behavior</td>
<td>3/41</td>
<td>11</td>
<td>0/003</td>
</tr>
<tr>
<td>Decision-making</td>
<td>3/509</td>
<td>11</td>
<td>0/005</td>
</tr>
<tr>
<td>Recognition of opportunities</td>
<td>3/023</td>
<td>11</td>
<td>0/012</td>
</tr>
<tr>
<td>Determination of structure</td>
<td>2/152</td>
<td>11</td>
<td>0/054</td>
</tr>
<tr>
<td>Meeting resources</td>
<td>2/493</td>
<td>11</td>
<td>0/030</td>
</tr>
<tr>
<td>Determination of goals</td>
<td>4/168</td>
<td>11</td>
<td>0/002</td>
</tr>
</tbody>
</table>

Table 4: Results of covariance analysis for investigation of difference between influence of Shafighady's multi-axial model and Krambolitz's social learning theory on students' entrepreneurial behaviour.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Squares mean</th>
<th>f</th>
<th>Significance level</th>
<th>Degree of freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurial behavior</td>
<td>47/690</td>
<td>4/831</td>
<td>1</td>
<td>0/040</td>
</tr>
</tbody>
</table>
7. What solutions have you predicted for removing possible problems ahead of your new business?

5. Conclusion and Discussion:

First hypothesis: Shafiabady's multi-axial model has influence on students' entrepreneurial behavior. Results showed that Shafiabady's multi-axial model has influence on increasing entrepreneurial behavior and all its subscales except for resource supply. These results match the results of Fekri [15] research in terms of total point of entrepreneurial behavior and do not match Fekri's results in terms of resource supply subscale point. The reason for this influence can be attributed to application of 5 concepts of dynamism, purposefulness, self-concept, needs and decision-making which are affected by change and exercise. The fact that results do not match in resource supply subscale may be the investigated city and the type of selected jobs. The first research was conducted in Tehran and the second was conducted in Shiraz and differences in labor market needs and job conditions in these two cities and also the types of selected jobs by members for entrepreneurship teaching can influence on the speed of resources supply by members after receiving entrepreneurship teaching.

Second hypothesis: Krumboltz's social learning theory has influence on students' entrepreneurial behavior. Results showed that this hypothesis influences on entrepreneurial behaviors and all its subscales except structure determination. This result matches the results of Mehrabirezve [18]. The reason for this influence can be attributed to emphasis of this theory on four basic concepts: talent, skill, environmental conditions and learning experiences. Attention to these concepts can have great influence on entrepreneurial behavior. Lack of influence on structure determination can be attributed to lack of emphasis of this theory on decision-making pivot which is one of the main pivots in determination of structure and planning.

Third hypothesis: there is significant difference between influence of Shafiabady's multi-axial model and Krumboltz's social learning theory on entrepreneurial behavior. Results of analyses verified this hypothesis. These results do not match the results of Sayadi et al [13] research which compared Shafiabady's multi-axial model with cognitive theory of Thomas and velthous and matches the results of Fekri et al [15]. The reason can be attributed to basic concepts of the two theories because Shafiabady's multi-axial model is an individual model and emphasizes on factors like self-concept, needs, and purposefulness. However, Krumboltz's social learning theory is a social model and emphasizes on models like environmental conditions, learning experiences, and skills. Therefore, it is expected that their influences on subscales be different although both models influence on entrepreneurial behavior. The reason for matching case also can be attributed to difference between basic concepts of Shafiabady's multi-axial model and Gottfredson's theory and similarity of this subject with difference of basic concepts of Shafiabady's multi-axial model with Krumboltz's social learning theory.

According to the results, it is advised to use Shafiabady's multi-axial model and Krumboltz's social learning theory for increasing students' entrepreneurial behavior. It is advised to future researchers to use the integrated model developed in this research in future studies. Moreover, this research can be conducted in other cities and other vocational counseling theories can be used in entrepreneurship teaching. The most important limitation of the present research is that generalization of the results to other categories of people (other than students) must be conducted with care.

References


