

Investigating the relationship between the entrepreneurial intention and academic achievement among male students of Ahvaz Islamic Azad University

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ABSTRACT

Purpose of the study: Academic achievement in the educational system is very important. The purpose of this study was to investigate the relationship between entrepreneurial intention and critical thinking with academic achievement among male students of Ahvaz Islamic Azad University. Methodology: This research was a descriptive-correlational study. The method of sampling was stratified random sampling. The statistical population of the study included 750 male students, of which 256 were selected as the sample. Questionnaire on entrepreneurial intention was distributed among them. Data analysis was performed using the Pearson correlation coefficient and multiple regression tests. Results: The results indicated that there was a direct and positive relationship between entrepreneurial intention and academic achievement in male students. Also, regression analysis showed that the entrepreneurial intention variable justified 52% of the variance in academic achievement. Conclusion: According to the findings of the research, it was concluded that entrepreneurial intention affected students' academic achievement. Finally, the students' entrepreneurial intentions were measured according to the provided education and it was found that entrepreneurial intention training increased student's academic achievement.

Keywords: Academic achievement, Entrepreneurial intention, Students in Ahvaz.

Introduction

"Academic achievement" is "public or private information or acquisition skill in the course subjects, which is usually measured by tests or indications, or both, which teachers or students lay down." The term academic achievement refers to the student's educational status. In the words of the academic achievement, they say: "this term refers to the amount of individual school learning as measured by various examinations of a lesson, such as mathematics, geometry, science, etc." According to the above definitions, academic achievement is a term used to refer to the

amount of learning and information in the learning process that is measured and trained by academic achievement tests ^[1].

Many factors contribute to academic achievement, including entrepreneurial intention. Today, entrepreneurship is not a rare and unusual event but a scientific approach to business and education. Therefore, one can learn from it through practice, and it is influenced by both in terms of employment and academic and scientific achievement ^[2].

Contrary to the notion of parents, many large entrepreneurs were never educated. For example, Bill Gates was a disfellowshipped student at Harvard University, and Henry Ford did not have academic literacy at all. According to Cosine (1982; quoted by Saif, 2013), an entrepreneur is a person whose specialization is "rational decision making about the coordination of scarce resources." He has "the ability to judge" as a common element in all entrepreneurs ^[1].

The entrepreneurial intention can have an impact on the academic achievement of individuals ^[3]. Several studies showed the relationship between entrepreneurial intention and academic achievement. Soleimanpour and Akbarzadeh (2012) showed that there is a relationship between the higher and lower levels of

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entrepreneurial intention and the degree of academic achievement and the entrepreneurial intention in master's students is higher than bachelor's students ^[4]. Moghadam (2009) showed that university education has not been effective in developing academic characteristics and developing entrepreneurial characteristics in students ^[5]. Sokhtanlo (2009) showed that the levels of education and different academic courses did not increase the level of entrepreneurship capabilities of agricultural students ^[6]. Ghaffari and Younesi (2008) determined that university education has not been effective in developing entrepreneurial capabilities in students ^[7]. Despite the mentioned research, there is still insufficient research on the relationship between entrepreneurial intention and academic achievement. As a result, the present study was conducted with the general purpose of investigating and determining the relationship between entrepreneurial intention and academic achievement.

Theoretical Foundations of Research

Entrepreneurial intention

The term Entrepreneurship comes from the French word *Entreprendre*, meaning undertake. According to the definition of the academic vocabulary and Webster's new Collegiate Dictionary, an entrepreneur is the one who undertakes to organize, manage and sustain the risks of an economic activity (Cochran, 1998; quoted by Rognes, 2010) ^[8]. The existence of entrepreneurial patterns in family and friends in many types of research has been recognized as an effective factor in creating entrepreneurial motivation (Norde, 2004; quoted by Rogers, 2010) ^[8]. The entrepreneurial intention is the person's willingness to identify an opportunity, foresight, targeting and attempting to achieve that goal.

Shan and Calin (2003) in their research showed that characteristics such as the need for achievement, risk taking, tolerance of ambiguity, internal control center, self-efficacy and targeting, and the amount of thinking are among the most important factors for entrepreneurial motivation ^[9]. Normie and Patio (2007) in a study entitled "Entrepreneurship and the achievement motivation at Fland University" showed that among all the models and methods used to educate and promote entrepreneurship at Fland University, only self-efficacy, creativity, thinking and the achievement motivation were led to entrepreneurship ^[10]. In a research entitled "the potential of entrepreneurship's active intelligence" by Bam and Smit (2011), entrepreneurship's active intelligence was examined ^[11]. The results showed that entrepreneurs have a high potential for using active and logical intelligence. They also found that there is a positive relationship between active intelligence and learning style and investment growth of entrepreneurs.

Entrepreneur personality features:

In a classification entrepreneur personality features include high motivation, high self-esteem, ability to engage for a long time, high energy level, high degree of initiative, targeting ability,

balanced risk acceptance and hard working to solve problems; and in the other classification, the insistence and pursuit, the desire and ability to self-control and the relative need for independence, desire for money and position, low self-doubt, little concern, the ability to risk without worry, doing more than needed and more than others are the personality features of entrepreneurs ^[12]. Jihnoson (2000) in an interesting study investigated 23 types of research on entrepreneurship and found that 20 types of research had a significant correlation between motivation achievement and entrepreneurship.

The entrepreneur considers the rights of the people of the community. First, others consider themselves ^[12]. From Carland's perspective (1984, quoted by Amirkhani *et al.*, 2011) ^[13], an entrepreneur is an individual who establishes and manages a company to profit and prosper and uses it to promote personal goals. His main features are innovative behavior and using the experience of strategic management in his activity. Carland believed that an entrepreneur is a person who creates and manages a business to profit and prosper. Innovative behavior and employing strategic management practices in work are the features of an entrepreneur ^[13].

Chell and Haworth (1988, quoted by Shahbazi *et al.*, 2014) ^[14] in their research concluded that entrepreneurs are those who are capable of observing and evaluating business opportunities, collecting resources, and obtaining the benefits of them, and can do the right thing to succeed. According to Howard Aldrich (1986, quoted by Shahbazi *et al.*, 2014) ^[14] and Shaven and Scott (1999), who reviewed the research on entrepreneurship, it was concluded that the achievement motivation was the most credible predictor of entrepreneurship ^[15].

The role of the educational-research system in entrepreneurship development

Despite the fact that some experts believe that entrepreneurship cannot be achieved through direct education and that entrepreneurs should be educated in a training way, they all confirm that the use of new technologies and the creation of new businesses, without education and research, is practically unattainable. Referring to the information available on increasing the academic degrees of entrepreneurship in the developed and developing countries, the importance of the educational and research system in developing entrepreneurship and training of entrepreneurs is more evident ^[16].

Entrepreneurship training courses exist not only in the plan of academic courses in different fields, but also there is in various educational periods from primary to high school. Although course descriptions also cover existing companies and have been designed for organizations and entrepreneurship of large organizations, the primary goal of entrepreneurship development is to rely on the role and awareness of opportunities for individuals and, in general, people who are more willing to set up independent businesses ^[17].

Academic achievement

"Academic achievement" is "public or private information or acquisition skill in the course subjects, which is usually measured by tests or indications, or both, which teachers or students lay down". In fact, academic achievement is the student's rate of completion of the bases, varying in degrees, measured in terms of his/her forwardness or backwardness ^[18].

Lavin in a study examined the correlation between intelligence and the achievement of various courses. It was concluded that the correlation between them was 50% (+10). Of course, it may decrease in high school and college, because the variation and dispersion of the intelligence scores of individuals in those periods are limited, thus they may decrease ^[19].

It has often been seen that there have been students who are very similar in terms of learning abilities and talents, but in academic achievement, there are many differences that this aspect of human behavior relates to the field of motivation ^[20]. Therefore, motivation is a factor in activating human behavior and is one of the factors that can have a significant effect on academic achievement ^[21].

In families whose parents respect their students' and teachers' knowledge through words and behavior, academic achievement is more visible ^[22]. In families whose children feel psychological safety and constantly support parents, their psychological energies are spent on education and success ^[23]. Connecting with scientific and hardcore friends, attracting the scientific group and showing their abilities will also lead to scientific behaviors (Stewart, 1998; quoted from Ahmadi, 2011) ^[24].

Strategies for increasing academic motivation

1. Communication system

Having good relationships with mutual understanding by the teacher and school officials creates the climate that the student while feeling affection and emotional security in the school is committed to educational goals ^[25].

2. Social support

When students have a positive relationship with others and have support from their relatives, they plan a more accurate program for their academic and professional success ^[26].

3. Fitting the homework with the needs, interests, and goals of the students

If the teacher can create the feeling in the student that what he/she learns directly or indirectly plays a role in his/her personal and social life, it will make the student more motivated to study ^[26].

4. Informing students about the processes of their thinking

It should help students to become aware of the processes of their thinking. In this way, the student is helped to understand the destructive role of his/her negative thoughts in learning

anesthesia and to feel satisfied with using alternative thinking, changing beliefs and controlling negative thoughts ^[24].

5. Correct conduction of academic guidance

The choice of field of study should be based on the student's abilities and talent. Teachers, parents and other school staff can take action in this regard with the assistance of a counselor ^[24].

6. Helping students to choose the right academic goals

School education staff can be based on individual differences and assist students in choosing academic goals ^[24].

7. Training academic skills

Training academic skills for students can be a very good way to motivate students. If a student becomes familiar with obstacles and facilitators in learning, he/she can definitely study more actively. Training these skills creates an opportunity for students to achieve more results in the shortest possible time. Some of these skills are proper study methods, planning methods, time management, etc. ^[27].

Research Methodology

In terms of purpose, the current research was practical and in terms of the method, it was descriptive-correlational. The statistical population of this research included all male students of 3 faculties of basic sciences, humanities, engineering of Ahvaz unit in the academic year 2014-15, of which 750 people were present at the time of the research. The method of sampling in the present study was stratified random sampling. Regarding the fact that the level of education in the statistical population was not the same and in terms of educational degree, the statistical population was heterogeneous, stratified random sampling was used. The statistical sample was selected from among 3 faculties of basic sciences, humanities, engineering (750 people), Azad University of Ahvaz that of the 3 faculties, 256 were selected, of which 80, 85, 91 were from the faculty of basic sciences, humanities, and engineering, respectively. In order to measure the variables, the questionnaire having 54 questions of the entrepreneurial intention of Jalil Samad Aghaei (2002) was used, which includes five dimensions of needing success, requiring independence, a willingness to creativity, risk-taking, and determination. The validity of this questionnaire was confirmed by Jalil Samad Aghaei (2002). In this study, using Cronbach's alpha, the overall reliability coefficient of the above tool was 0.91. To analyze the data, the significance level of 0.05 was determined for the hypothesis test. Data analysis was performed using SPSS, version 21, software and Pearson correlation and multiple regression tests.

Findings

Hypothesis: There is a significant relationship between entrepreneurial intention and academic achievement in male students.

Table 1: Descriptive statistics of entrepreneurial intention and academic achievement in male respondent students

Max.	Min.	Range	Standard deviation	Mode	Median	Mean	Scale
47	5	42	10.90	17	23	26.10	Entrepreneurial intention
20	11	9	2.16	15	16.99	16.60	Academic achievement

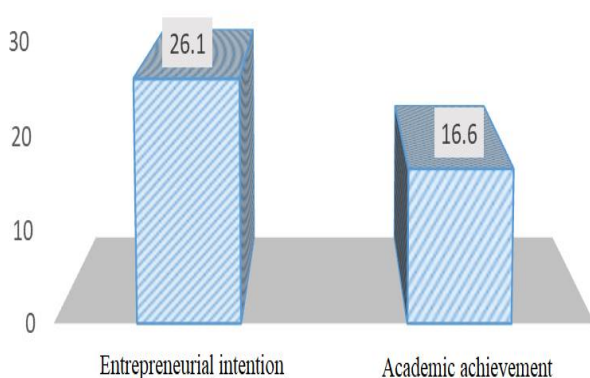


Diagram 1: Descriptive statistics of entrepreneurial intention and academic achievement in respondent male students

As shown in Table 1, the entrepreneurial intention of respondents to the questionnaire had a mean of 26.10 and a standard deviation of 10.90 and their academic achievement had a mean of 16.60 and a standard deviation of 2.16

Table 2: Pearson correlation test for the relationship between entrepreneurial intention and academic achievement

Significance level (P)	Number (N)	Correlation Coefficient (r)
*0.001	256	0.684

* $P \leq 0/05$

According to the results of Table 2, there was a significant relationship between the two variables ($P \leq 0.05$, $N = 256$, and $r = 0.684$). The researcher's claim was confirmed, meaning that there was a significant relationship between entrepreneurial intention and academic achievement in male students. The correlation coefficient (r) was equal to 0.684 which showed a direct, positive and strong correlation between entrepreneurial intention and academic achievement in male students, that is, with increasing entrepreneurial intention in male students, their academic achievement also increased and *vice versa*. Therefore, with 95% confidence, the researcher's claim was confirmed,

meaning that there was a meaningful relationship between entrepreneurial intention and academic achievement in male students.

Table 3: The results of multiple regressions for the effects of entrepreneurial intention variables with academic achievement

Significance level	t-value	Standardized regression coefficient	Not-standardized regression coefficient		
		Beta	Standard error	B	
*0.001	26.258	-	0.379	9.566	Constant value
*0.001	7.947	0.373	0.009	0.074	Entrepreneurial intention

* $P \leq 0/05$

In the first row (constant value), since the level of significance was equal to 0.001 and less than the error value of 0.05, the absolute value of the t-test was 26.258, which was greater than 1.96, with 95% confidence, the constant value remained in the model, whose coefficient was equal to 9.566.

In the second row (entrepreneurial intention), since the level of significance was equal to 0.001 and less than the error value of 0.05, the absolute value of the t-test was 7.947 and was greater than 1.96, with 95% confidence, the researcher's claim was confirmed then the variable entrepreneurial intention remained in the model and its coefficient was 0.074. So, it was concluded that entrepreneurial intention had an effect on the academic achievement of male students, and the amount of impact was 37.3%, which was direct and positive. So, the entrepreneurial intention had direct and positive effects on the academic achievement of male students.

Discussion and Conclusion

Since the significance level was equal to 0.001 and less than 0.05, there was a significant relationship between entrepreneurial intention and academic achievement in male students. The correlation coefficient (r) was equal to 0.684, which showed a direct, positive and strong correlation between entrepreneurial intention and academic achievement in male students, that is, with increasing entrepreneurial intention in male students, their academic achievement also increased and *vice versa*. Meanwhile, the regression analysis test of data showed that the significance level was equal to 0.001 and less than the error value of 0.05, and the absolute value of the t-test was 7.947 and was greater than 1.96. Thus, it was concluded with 95% confidence that entrepreneurial intention had an effect on the academic achievement of male students, and the effect value was 37.3%, which was a direct and positive value.

These findings were in line with the results of researches by Soleymanpour (2012), Gole Shokouh *et al.* (2011), Sarmadi (2009), Badri (2009), Sokhtanlo (2009), Ghaffari and Younesi (2008), Yaraee (2004), Azizi (2003), Bam and Smit (2011),

Normie and Patio (2007), Jihnoson (2000) and Shaven & Scott (1999) [4, 6, 7,10, 11, 28-31].

In explaining the findings, it can be said that the dramatic increase in unemployment among educated groups has become one of the problems of today's society. To solve this problem entrepreneurship can be used as an effective strategy. Given this, creating and strengthening the entrepreneurial spirit among students is very important.

Various motivations are effective in entrepreneurship, including the need for success, the need for income and wealth, the need for fame, and most importantly, the need for a sense of usefulness and independence can be mentioned [32].

Individuals have a variety of personality traits, and it is natural that some of the features of entrepreneurs are distinct and prominent from others, such as having creativity and innovation, having the power of tolerance of ambiguity, having self-confidence and self-esteem, futuristic, pragmatic, and opportunistic. The training methods of these characteristics are different. Investigating the measures taken on entrepreneurship in different countries indicated that universities have been advancing in educational and research fields, but graduates have not succeeded in paying attention to the intention to use their learning and the power of their own initiative to start work and provide products and services in the labor market [33].

The characteristics of entrepreneurship from the perspective of students, the power of the futuristic and the high imagination, hard work, motivation, self-confidence, strong will, teamwork skills and networking, and negative characteristics include market ruthlessness and unpredictability.

Burnham et al. (2006) found that training had a positive and significant role in entrepreneurial performance [34]. The most important disadvantages and problems of the higher education system are the lack of teaching abilities, the lack of teaching materials, and teaching support for entrepreneurship teacher.

The issue of success or failure in studying is one of the most important concerns of any educational system. The success and academic achievement in each society indicate the success of the educational system in targeting and paying attention to individual needs. Therefore, the educational system can be efficient and successful at a time when the academic achievement of its students in the different courses has the highest numbers. One of the most important concerns of professors, university education officials and students' families is academic achievement and prevention of students' academic failure [35]. Consequently, considering that entrepreneurship among students leads to eliminate unemployment, increase creativity and increase productivity. According to the entrepreneurial characteristics of students, entrepreneurship can have a positive impact on students' academic achievement and increase their academic achievement as much as an entrepreneurial spirit among students.

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