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## COMPARISON OF EFFICACY OF TWO NATIVE AND NON\_NATIVE MULTIAXIAL APPROACHES ON PERSONAL SKILLS, INTERPERSONAL, INTELLECTUAL, AND PRACTICAL OF ENTREPRENEURSHIP

\***Katrin Fekri<sup>1</sup>, Abdollah Shafiabady<sup>2</sup>, Zhaleh Refahi<sup>3</sup>, Parisa Zaboli<sup>4</sup>**

<sup>1</sup> Assistant professore of department of counseling, Marvdasht Branch, Islamic Azad University,  
Marvdasht, Iran

<sup>2</sup> Professor of Allameh Tabatabaei University

<sup>3</sup> Assistant professore of department of counseling, Marvdasht Branch, Islamic Azad University,  
Marvdasht, Iran

<sup>4</sup> Academic counselor of Shahriyar Education

\*Author for Correspondence

### ABSTRACT

The aim of this study was comparing the effect of Shafiabady's multi-axial pattern of vocational choice (SMPVC) with Krumboltz's social learning Theory on four sub entrepreneurship skills, including personal, inter-personal, practical and intellectual. This study was conducted on all students having attained lower scores in entrepreneurship skills, who were also willing to entrepreneurship guidance and psychology courses at Marvdasht branch, Islamic Azad University. Using the random sampling, 60 individuals were chosen, and randomly were placed in control, experiment 1 and 2 groups. Our results revealed that both patterns lead to improve four sub entrepreneurship skills of students, and the effectiveness between two patterns was not significantly different.

**Keywords:** Multi-axial pattern; entrepreneurship skills; native and non-native approaches

### INTRODUCTION

Entrepreneurship has been considered a dynamic process of gradual creating of wealth. It is known as creating novel things, requiring great deal of time effort and also taking multiple financial, psycho and sociological risks in order to achieve personal satisfaction, independence, and financial profit (Akbari,2008; Jahanian, 2008)

Potential abilities developed through practice and repetition form entrepreneurship skills, may lead to entrepreneurial behavior and creating of new jobs. These skills are of four types: personal, inter-personal, practical, intellectual (Pardakhtchi and Shafizadeh, 2006)

Taking a look at procedure of global growth and development, with development in the modern technology, entrepreneurs are playing increasingly more important roles. Thus, there is a link between technology development and necessity of entrepreneurs' education. In spite of the leading position of invention role within recent years, entrepreneurship is one of the major factors contributing in economic growth and development so that two recent decades have been named 'golden decades of entrepreneurship'. Increasing number of university courses related to entrepreneurship in developing countries has led to higher importance of education and research system. Entrepreneurs have been the origin of major developments in industry, generative, and services fields (Akbari, 2008)

A wide range of researches has been conducted on training entrepreneurs. Hosseini et al. (2009) studied 46 entrepreneurship experts, and it was found that teaching thinking styles, entrepreneurial culture, developing the number of research centers, running entrepreneurship workshops, career and job development.

PourAtashi and Mokhtarnia (2009) in their study on 203 faculty members, investigated contributing factors on agriculture graduates' entrepreneurship, and they found motivation, creativity, financial

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situation are of the highest importance on entrepreneurship. It was also shown that possessing vocational counseling constitute % 18.76 of total variance of contributing factors on entrepreneurship. Jahanian (2011) in a study on 345 heads of vocational centers found most notable strategies for developing entrepreneurship at vocational centers are as follows: creating entrepreneurial culture, creating entrepreneurial management, developing entrepreneurship education, creating entrepreneurship structures, providing financial support, entrepreneurial marketing, business research activities and developing entrepreneurship through creative and innovative human resources. Totally, researches conducted in order to identify factors influencing the incidence of entrepreneurship are mostly focused on entrepreneurship education and obtaining task approach skills; however, role of vocational counseling theories in entrepreneurship education has been rarely noted.

Vocational counseling as the basis of counseling, is a process in which consultant in cooperation with the client, helps them make decisions and operate them and adapt with these decisions (Amonson et al. 2010). Shafiabady's Multi-axial pattern of vocational choice (SMPVC), among counseling theories and as the only native pattern emphasizes on five concepts mobility, purposefulness, self-concept needs, and decision making, thereby, allowing to design and educational package, which has shown promising results in Fekri et al (2011-A, 2011-B, 2012-A) studies. Krumboltz's social learning theory is the only non-native vocational counseling theory focusing on genetic endowment, environmental condition, learning experiences, task approach skills. This theory has been also tested in Abedi and Moshaf (2004) and Mehrabi Rezveh (2006). Comparison of native and non-native multi-axial pattern in entrepreneurship education provide comprehensive information for researchers, thereby making it possible to find the suitable pattern for entrepreneurship education based on different vocational counseling theories. The aim of present study was whether there is any significant difference between two vocational counseling patterns, Shafiabady with Krumboltz on personal, inter-personal, practical, and intellectual skills?

## **METHODOLOGY**

Research method employed in this study was semi-experimental with pre- and post-test and control group. The study was conducted on a population of psychology and education students at Islamic Azad University-Marvdasht over 2012-2013 academic year. This group of students had obtained lower scores in questionnaire on entrepreneurship skills and they were willing to participate in entrepreneurship courses. 60 individuals were randomly chosen from the population using random sampling methods, and they were subsequently were distributed to experiment-1, experiment-2, and control group, randomly. Candidates' skills were measured according entrepreneurship questionnaire designed by Fekri , SHafiabady, Nooranipour, & Ahghar. (2012-B) measuring four subscales: personal, inter-personal, practical, and intellectual skills. The questionnaire had been already confirmed by experts and its validity was tested on 500 students of Islamic Azad University- Science and Research branch and it gained 0.81. Four options 'Never', 'rarely', 'often', 'always' were provided for candidates to choose and all the options were written in the same order. The minimum and maximum score of each subscale were considered '5' and '20', respectively. Then, experiment-1 group individuals passed 8 sessions of 1.5 hour education based on Shafiabady's multi-axial pattern, experiment-2 group members had 8 session of 1.5 hour of education according to Krumboltz's social learning theory and group-3 members received no education. Finally, all hypotheses were measured using post-tests for each group and data were analyzed.

## **RESULTS**

### **Descriptive statistics**

In this section, all data are described through giving mean, standard deviation, range of variation, and frequency of data.

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**Table 1: Scores of four skills in experiment-1, experiment-2, and control group in pre-test.**

Range of variation	Standard deviation	mean	numbers	Groups	Variables
6	1.76	9.8	20	Multi-axial pattern	Inter-personal skills
7	1.69	9.35	20	Social learning Theory	
8	2.28	9.8	20	Control	
6	1.79	9.45	20	Multi-axial pattern	Personal skills
8	2.06	8.6	20	Social learning Theory	
5	1.7	8.55	20	Control	
7	1.95	9.15	20	Multi-axial pattern	Practical skills
4	0.94	8.55	20	Social learning Theory	
5	1.34	7.7	20	Control	
8	1.82	9.55	20	Multi-axial pattern	Intellectual skills
7	1.69	8.15	20	Social learning Theory	
9	2.36	8.65	20	Control	

Pre-test mean scores of inter-personal skills of multi-axial pattern were 9.8 with standard deviation 1.76, of social learning Theory 9.35 with 1.69 standard deviation, and 9.8 with 2.8 deviation in control group (Table 1).

Pre-test mean scores of personal skills of multi-axial pattern were 9.45 with standard deviation 1.79, of social learning Theory 8.6 with 2.06 standard deviation, and 8.55 with 1.7 standard deviation in control group (Table 1).

Pre-test mean scores of practical skills of multi-axial pattern were 9.15 with standard deviation 1.95, of social learning Theory 8.55 with 0.94 standard deviation, and 7.7 with 1.34 standard deviation in control group (Table 1).

Pre-test mean scores of intellectual skills of multi-axial pattern were 9.55 with standard deviation 1.82, of social learning Theory 8.15 with 1.69 standard deviation, and in control group 8.65 with 2.36 standard deviation (Table 1).

**Table 2: Scores of four skills in experiment-1, experiment-2, and control group in post-test.**

Variables	groups	numbers	Mean	Standard deviation	Range of variation
Inter-personal skills	Multi-axial pattern	20	15.15	1.87	6
	Social learning theory	20	14.5	1.31	5
	Control	20	9.85	2.03	7
Personal skills	Multi-axial pattern	20	15.5	1.53	5
	Social learning theory	20	13.8	1.82	8
	Control	20	8.45	1.76	5
Practical skills	Multi-axial pattern	20	14.6	1.78	6
	Social learning theory	20	13.8	1.96	8
	Control	20	7.5	1.5	5
Intellectual skills	Multi-axial pattern	20	15.85	1.22	4
	Social learning theory	20	14.55	1.76	8
	Control	20	8.45	2.64	11

Post-test mean scores of inter-personal skills of multi-axial pattern were 15.15 with standard deviation 1.87, of social learning Theory 14.5 with 1.31 standard deviation, and 9.85 with 2.03 standard deviation in control group (Table 2).

Post-test mean scores of personal skills of multi-axial pattern were 15.5 with standard deviation 1.53, of social learning Theory 13.8 with 1.82 standard deviation, and 8.45 with 1.76 standard deviation in control group (Table 2).

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Post-test mean scores of practical skills of multi-axial pattern were 14.6 with standard deviation 1.76, of social learning Theory 13.8 with 1.96 standard deviation, and 7.5 with 1.5 standard deviation in control group (Table 2).

Post-test mean scores of intellectual skills of multi-axial pattern were 15.85 with standard deviation 1.22, of social learning Theory 14.55 with 1.76 standard deviation, and 8.45 with 2.64 standard deviation in control group (Table 2).

**Table 3: Analysis of variance (ANOVA) between experiment-1, experiment-2 and control groups.**

Variable	Source of variation	Sum of squares	Degree of freedom	Mean of squares	F ratio	Significancy
Inter-personal	Intergroup	360.93	2	180.46	48.97	0.001
	Intragroup	210.05	57	3.68		
	Total	570.98	59			
Personal	Intergroup	444.23	2	222.11	71.95	0.001
	Intragroup	175.95	57	3.08		
	Total	620.18	59			
Practical	Intergroup	411.1	2	205.55	117.28	0.001
	Intragroup	99.9	57	1.75		
	Total	511	59			
Intellectual	Intergroup	572.13	2	286.06	93.6	0.001
	Intragroup	174.2	57	3.05		
	Total	746.33	59			

**Table 4. Tanmahn test**

Variable	Group	Group	Multi-axial pattern	Social learning Theory	Control
Interpersonal	Multi-axial pattern	5.35	---	0.990	0.001
	Social learning Theory	5.15	0.990	---	0.001
	Control	0.05	0.001	0.001	---
Personal	Multi-axial pattern	6.05	---	0.501	0.001
	Social learning Theory	5.2	0.501	---	0.001
	Control	- 0.1	0.001	0.001	---
Practical	Multi-axial pattern	5.45	---	0.971	0.001
	Social learning Theory	5.25	0.971	---	0.001
	Control	0.2	0.001	0.001	---
Intellectual	Multi-axial pattern	6.3	---	0.998	0.001
	Social learning Theory	6.4	0.998	---	0.001
	Control	0.2	0.001	0.001	---

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#### **Hypothesis 1: Multi-axial vocational counseling pattern has a positive effect on four entrepreneurship skills.**

- There was a significant difference in personal skills between multi-axial pattern vocational counseling group and control group (Sig=0.001). Independent variable of multi-axial vocational counseling poses strong effect on students' inter-personal skills.
- There was significant difference in personal skill mean scores between multi-axial education group and control group students (Sig=0.001). It shows personal skill was significantly impacted by multi-axial vocational counseling.
- There was significant difference in practical skill mean scores between multi-axial education group and control group students (Sig=0.001). It shows practical skill was significantly impacted by multi-axial vocational counseling.
- There was significant difference in intellectual skill mean scores between multi-axial education group and control group students (Sig=0.001). It shows intellectual skill was significantly impacted by multi-axial vocational counseling.

#### **Hypothesis 2: Social learning vocational counseling has a positive effect on four entrepreneurship skills**

- There was significant difference in inter-personal skill mean scores between social learning education group and control group students (Sig=0.001). It shows inter-personal skill was significantly impacted by social learning vocational counseling.
- There was significant difference in personal skill mean scores between social learning education group and control group students (Sig=0.001). It shows personal skill was significantly impacted by social learning vocational counseling.
- There was significant difference in practical skill mean scores between social learning education group and control group students (Sig=0.001). It shows practical skill was significantly impacted by social learning vocational counseling.
- There was significant difference in intellectual skill mean scores between social learning education group and control group students (Sig=0.001). It shows intellectual skill was significantly impacted by social learning vocational counseling.

#### **Hypothesis 3: There is difference between multi-axial pattern and social learning Theory on four entrepreneurship skills.**

- No significant difference was found in inter-personal skill mean scores between social learning and multi-axial patterns (Sig=0.99). It shows choosing either pattern of entrepreneurship education does not lead to significantly different levels of inter-personal skill development.
- No significant difference was found in personal skill mean scores between social learning and multi-axial patterns (Sig=0.501). It shows choosing either pattern of entrepreneurship education does not lead to significantly different levels of personal skill development.
- No significant difference was found in practical skill mean scores between social learning and multi-axial patterns (Sig=0.971). It shows choosing either pattern of entrepreneurship education does not lead to significantly different levels of practical skill development.
- No significant difference was found in intellectual skill mean scores between social learning and multi-axial patterns (Sig=0.998). It shows choosing either pattern of entrepreneurship education does not lead to significantly different levels of intellectual skill development.

### **CONCLUSION**

#### **Hypothesis 1.**

Results related to hypothesis 1 shows multi-axial pattern of Shafiabady's entrepreneurship education has strong impact on four skills of entrepreneurship. This result is agreement with Fekri et al. (2011-B) .

This effect on developing entrepreneurship skills could be attributed to the amalgamate of mobility, purposefulness, self-conception needs, and decision-making qualities. This is due to this pattern's ability

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to teach dynamism, handling changes and farsightedness, along each other. Since workshops are held to train participants in groups, they will be taught critical and creative thinking. They are also qualified in practical skills through drawing entrepreneurship initiative.

### **Hypothesis 2.**

Results related to hypothesis 2 showed social learning Theory of Krumboltz positive effect on four entrepreneurship skills and its subscales. This result is in agreement with Abedi and Moshaf (2004) finding. MehrabiRezveh (2006) in her studies implied similar results. The success of this pattern may be associated with four qualities of genetic endowment, environmental condition, learning experiences, task approach skills this entrepreneurship education pattern possess. In addition to genetic endowment, trainees learn risk-taking skills and how to face defeat. As the importance of environmental condition, it is taught how to recognize opportunities. Learning experiences and team-based workshops allow participants to develop their inter-personal and communication skills. Through learning task approach skills, farsightedness and change-management skills are taught.

### **Hypothesis 3.**

There was no significant difference between multi-axial Shafiabady's pattern and social learning Krumboltz's pattern on entrepreneurship skills and its subscales. This is not in agreement with Fekri et al. (2011-B).

These opposite results may be attributed to teaching similar qualities, affecting their decision to choose job. This could be also ascribed to using different theory in Fekri et al. (2011-B). The previous study compared effectiveness of Gottfredson's with that of Shafiabady's. Because fewer key qualities were focused in Gottfredson's vocational counseling pattern in comparison with Krumboltz's.

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