

**Research Article**

## **INVESTIGATING THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON FACULTY MEMBERS' EMPOWERMENT**

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### **ABSTRACT**

This study aims at investigating the impact of entrepreneurship education on the faculty members' empowerment at Islamic Azad Universities of Tehran province. The research method is descriptive-survey. The statistical population consists of all 5800 faculty members at Islamic Azad Universities of Tehran province. 130 samples are selected from the statistical population based on Morgan Table through simple random sampling. The researcher-made 30-question questionnaire with 5 options is utilized for data collection. The validity of questionnaire is confirmed by the entrepreneurship education advisors, supervisor professors and teachers, and its reliability is obtained equal to 0.93 according to Cronbach's alpha coefficient. The Chi-square test is applied for data analysis and the results indicate that the entrepreneurship education affects the empowerment, self-awareness, human relations, creativity, learning, life expectancy and intellectual development in faculty members.

**Keywords:** *Entrepreneurship Education, Empowerment, Faculty Members*

### **INTRODUCTION**

The organizational functions were usually simple and everyone could be prepared for working in a job by spending less time in the past due to the non-complexity of communities and limitation of needs and innovation. In today's world, it is not easy to meet the requirements of a job for employment due to the development of science and technology and diversification of scientific courses, and thus the science and skills should be updated every day because of the growing and moment-by-moment development of science and technology and this is achievable only by continuous education. Undoubtedly, the education is particularly important in human life because the education leads to the human development, improvement and excellence (Taheri, 1998).

The education has always been considered as a reliable tool for improving the quality of performance and problem solving and its absence has been as one of the key and critical issues in any organization. It seems that the education, especially the entrepreneurship education, is one of the issues which improve the performance and skills and create the innovation and creativity in employees. The entrepreneurship education is one of the fastest and most effective educational practices which promote the scientific, practical and quality levels in staff and faculty members.

Since determining the education needs is the first step in the education process including the entrepreneurship education for adapting the educational programs to educational goals and not wasting the financial and human capital, we should process and pay more attention to the need assessment which determines the needs and their priorities in education. Currently, it is argued that the education can change the skills, knowledge, attitudes and social and organizational behavior for human resources. The concept of entrepreneurship in modern science dates from two hundred years ago. The first person, who introduced this issue, was a researcher called Contillon. Later, new definitions of this term were provided and it is translated in Iran as a person who is under the obligation (Dariyani, 1999).

The "entrepreneurship" term (which means undertaking) is derived from the French language and entered to other languages. According to a definition entrepreneurship, which includes almost all provided definitions, "It is a process by which the individual creates the business and new companies, new, innovated and growing organizations, through the new and creative ideas and identifying the new opportunities and mobilizing the resources along with accepting the risks and also introduces new products or service to the society" (ibid).

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Several other definitions are provided for entrepreneurship as follows:

- The entrepreneurship is the process of creating the value-added products using the required time and effort along with the financial, psychological and social risk-taking to achieve the material rewards and personal satisfaction (Hisrich, quoted by Sarmad, 2006).

- The entrepreneurship means performing the measures which are not performed in normal conditions by everyday experiences. In fact, it is a phenomenon which is mainly influenced by the broader aspects including the psychology, management, and economic sciences (Yadollahi Farsi, 2004, p. 86).

Peter Drucker has defined the entrepreneurship as the constant searching for its change, response and utilization as an opportunity (Moridi, 2000).

- The experts have considered the entrepreneurship as the process of obtaining the opportunities by individuals regardless of the resources (Sarmad, 2006).

- The entrepreneurship is the ability to create and build a view from nothing. The entrepreneurship is essentially a creative human action. This view entails a reasonable, personal and financial risk-taking. The entrepreneurship is also the ability to build an economic team, the technology to take the advantage of opportunities which are considered as the chaos and confusion by people as well as the way of finding and controlling them (Nazem and Abbasi, 2005).

A comprehensive definition of entrepreneurship is provided by Schumpeter. In his book, entitled as the "Theory of Economic Development", he distinguishes between the innovation and invention and considers the innovation as the use of innovation for building a product or business service. He argues that the innovation is the main factor of wealth and demand creation. Therefore, the entrepreneurs are owners who utilize an invention by setting up a manufacturing unit. If successful, they create the wealth for themselves and jobs for others, and their success is resulted from their abilities, not the ownership of land and capital. Furthermore, he believes that the innovation creates new applications and the entrepreneurs bring the innovation and destroy the newer products and service and make a new market; the first process is called the creative destruction (Jahanian, 2005).

Numerous characteristics are introduced for entrepreneurs so far. Furthermore, all entrepreneurs are not similar in terms of individual characteristics, but there are the general characteristics in them as follows:

- Creativity and innovation
- Goal orientation
- Risk taking
- Opportunity orientation
- Foresight
- Flexibility
- Pragmatics
- Self confidence and self-esteem
- Realism (Saeidikia, 2003).

### **Entrepreneurship Education**

Nowadays, due to the increasing tendency in people, especially the faculty members for their roles in the community and performing the entrepreneurial activities, the entrepreneurship education has become as the important subject in scientific and non-scientific communities. The studies indicate that the emergence of entrepreneurial spirit in people through the education is the most important factor in changing the entrepreneurship from potentiality to actuality, and the educational places are the most appropriate places for developing the entrepreneurs. As mentioned, the human factor is the most important aspect of entrepreneurship and the human factor education has a significant effect on the entrepreneurship development. The entrepreneurship education is a process which was started by M.ckland's measures for educating the Indian businessmen in the 1960s and it has been seriously taken into account since the early 1980s (Koutnaei, 2003).

### **Education of Entrepreneurial Skills**

The education of entrepreneurial skills is one of the important aspects in development of entrepreneurship. A new idea cannot individually change a person to an entrepreneur because the creation

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and management of a new business need special skills. In general, the desired objectives in entrepreneurship education are as follows:

### ***Stimulation of Motives***

One of the goals of education and the promotion of entrepreneurship, stimulating the motivation of the people who are entrepreneurial characteristics.

### ***Developing the Motives***

Some people are grown in environments which provide the infrastructures for stimulating and developing their characteristics, but most of the people are not in such environments. However, the motivation and education through training programs are necessary for them.

### ***Educating the Skills***

This education involves three dimensions: Before starting the work, at the beginning of work and until a long time after the work because the entrepreneur should learn how to set up the business and its stages and how to do the team work and communication skills and similar activates.

The ability to manage the growth and development, finding new ways, completion and maintaining the position in market, and finding the new markets are among the entrepreneur' necessary skills to set up a business (Dariani, 1999).

The empowerment typically leads to the significant behavioral consequences including the self-esteem, human relationships, creativity, planning learning, employment, life expectancy, and intellectual growth. For instance, Gecas has found that the sense of competence leads to the initiative, effort and perseverance against the challenging situations.

Since an important part of everyone's life is spent in formal and informal organizations and each organization is composed of a group of people, it should be accepted that the group life has an important role in group relations and members' mutual relations (Sarmad, 2006).

The development of creativity in individual life is ones of the consequences of self-awareness, so that the individual creative power can be strengthened through the advice, guidance and training. Some of these methods are very effective. In general, the group interaction activates the thoughts because the group members stimulate each other.

The questions and suggestions discussed in the group attract each member to creativity process in order to realize that they need to find new ideas and thoughts by more thinking and searching. In fact, the innovation is not only the result of individual intelligence and talent, but it is result of hard and long working (Rezaeian, 2007).

Planning requires the awareness of future opportunities and threats and predicting the way for dealing with problems. If the planning-based approach is extended throughout the life, a commitment to the action on the basis of prospective contemplation and determination to continue it will be created. Furthermore, learning also requires planning, so that we should plan even for minor and temporary goals (ibid).

With regard to these points, we should investigate the impact of entrepreneurship education on the faculty members' empowerment at Islamic Azad Universities of Tehran province in order to find the answers to the following questions:

- Dose the entrepreneurship education lead to the higher self-awareness in faculty members?
- Dose the entrepreneurship education lead to the improved human relations in faculty members?
- Dose the entrepreneurship education lead to the developed creativity in faculty members?
- Dose the entrepreneurship education lead to the increased learning in faculty members?
- Dose the entrepreneurship education lead to the increased life expectancy in faculty members?
- Dose the entrepreneurship education lead to the intellectual growth in faculty members?

## **MATERIALS AND METHODS**

### ***Research Tool and Its Validity and Reliability***

The researcher-made questionnaire is utilized for investigating the impact of entrepreneurship education. This questionnaire consists of 30 closed questions which are based on the five-point Likert Scale

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including the options of totally agree, agree, relatively agree, disagree or totally disagree. In the analysis, the scores of 5 to 1 are given to options, so the score of 5 is considered for option "totally agree" and 1 for "totally disagree".

For investigating the validity, a questionnaire with an open question is given to the advisor and supervisor professors and three teachers in entrepreneurship courses before any other measures in order to write the consequences of entrepreneurship education in faculty members based on their own experiences. Furthermore, the researchers have obtained several components by investigating the similar available resources and questionnaires, thus 39 questions are common in the questionnaires for researchers and authors and it is utilized as the research questionnaire. To evaluate the reliability, the questionnaire is given to 30 faculty members and the Cronbach's alpha is calculated for every single question. Finally, 9 questions with the less alpha coefficient are removed and the number of questions in the questionnaire is reduced to 30, and the Cronbach's alpha is obtained equal to 0.93.

### Statistical Population and Sample

The statistical population of this research consists of all 5800 faculty members at Islamic Azad Universities of Tehran province during 2013-14. The simple random sampling is performed in this study and the statistical samples are obtained equal to 130 based on Morgan Table.

## RESULTS AND DISCUSSION

### Results

**Question 1: Dose the entrepreneurship education lead to the higher self-awareness in faculty members?**

Options	Observed frequency	Expected frequency	Difference
Totally agree	62	43.0	19.0
Agree	60	43.0	17.0
Relatively agree	7	43.0	-36.0
Total	129		

**Table 1: Summary of Chi Square test for the first question**

Calculated chi square	Degree of freedom	Significance level
45.256	2	0.000

The calculated chi-square (45.256) with degree of freedom equal to 2 and significance level of 0.000 is higher than the chi-square of table (5.991).

**Question 2: Dose the entrepreneurship education lead to the improved human relations in faculty members?**

Options	Observed frequency	Expected frequency	Difference
Totally agree	33	31.5	1.5
Agree	80	31.5	48.5
Relatively agree	11	31.5	-20.5
Disagree	2	31.5	-29.5
Total	126		

**Table 2: Summary of Chi Square test for the second question**

Calculated chi square	Degree of freedom	Significance level
11.157	3	0.000

The calculated chi-square (11.157) with degree of freedom equal to 3 and significance level of 0.000 is higher than the chi-square of table (7.815).

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**Question 3: Dose the entrepreneurship education lead to the developed creativity in faculty members?**

Options	Observed frequency	Expected frequency	Difference
Totally agree	32	21.5	10.5
Agree	69	21.5	26
Relatively agree	27	21.5	-16
Disagree	1	21.5	-20.5
Total	129		

**Table 3: Summary of Chi Square test for the third question**

Calculated chi square	Degree of freedom	Significance level
53.279	5	0.000

According to the table (3), the calculated chi-square (53.279) with degree of freedom equal to 5 and significance level of 0.000 is higher than the chi-square of table (11.070).

**Question 4: Dose the entrepreneurship education lead to the increased learning in faculty members?**

Options	Observed frequency	Expected frequency	Difference
Totally agree	64	42.0	-0.38
Agree	58	42.0	0.16
Relatively agree	4	42.0	0.22
Total	126		

**Table 4: Summary of Chi Square test for the fourth question**

Calculated chi square	Degree of freedom	Significance level
52.000	2	0.000

The calculated chi-square (52.000) with degree of freedom equal to 2 and significance level of 0.000 is higher than the chi-square of table (5.991).

**Question 5: Dose the entrepreneurship education lead to the increased life expectancy in faculty members?**

Options	Observed frequency	Expected frequency	Difference
Totally agree	79	43.3	-37.3
Agree	45	43.3	1.7
Relatively agree	6	43.3	35.7
Total	130		

**Table 5: Summary of Chi Square test for the fifth question**

Calculated chi square	Degree of freedom	Significance level
61.585	2	0.000

The calculated chi-square (61.585) with degree of freedom equal to 2 and significance level of 0.000 is higher than the chi-square of table (5.991).

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### Question 6: Dose the entrepreneurship education lead to the intellectual growth in faculty members?

Options	Observed frequency	Expected frequency	Difference
Totally agree	59	43.3	-39.3
Agree	67	43.3	23.7
Relatively agree	4	43.3	15.7
Total	130		

**Table 6: Summary of Chi Square test for the sixth question**

Calculated chi square	Degree of freedom	Significance level
54.292	2	0.000

According to the table 6, the calculated chi-square (54.292) with degree of freedom equal to 2 and significance level of 0.000 is higher than the chi-square of table (5.991).

## Discussion

According to the first question whether the entrepreneurship education leads to the higher self-awareness in faculty members, the data of Table 1 indicates that the entrepreneurship education leads to the higher self-awareness in faculty members at the significant level of 95%.

This finding is consistent with the results by Mahboubi (2007); Mehdinia (2007); Maghsoudi (2005); Khazyab (2003); Fernaldo (2011) and Michel (2011) who have found that there is a correlation between the entrepreneurship education and self-awareness in learners.

According to the second question whether the entrepreneurship education leads to the improved human relations in faculty members, the data of Table 2 indicates that the entrepreneurship education leads to the improved human relations in faculty members at the significant level of 95%.

This finding is consistent with the results by Golkord (2007) who has found that the entrepreneurship education leads to the improved human relations in faculty members.

According to the third question whether the entrepreneurship education lead to the developed creativity in faculty members, the data of Table 3 indicates that the entrepreneurship education leads to the developed creativity in faculty members at the significant level of 95%.

This finding is consistent with the results by Golkord (2007); Khazyab (2003); Azizi (2003); Haddad-Adel (2000); DonGonjo (2011); Debbie (2009); Daniel (2008); Alan (2006); Joun (1999); Risel Sal (1992); Karend and Stewart (1992); Bosli Viodel (1980); Hornady and Aboud (1971) and Andrea and Rosen (1964) who have found that there the entrepreneurship education lead to the developed creativity in faculty members.

According to the fourth question whether the entrepreneurship education leads to the increased learning in faculty members, the data of Table 4 indicates that the entrepreneurship education leads to the increased learning in faculty members at the significant level of 95%.

This finding is consistent with the results by Fernaldo (2011); Keyberi (2001) and Keleb (2005) who have found that the entrepreneurship education leads to the increased learning in faculty members.

According to the fifth question whether the entrepreneurship education leads to the increased life expectancy in faculty members, the data of Table 5 indicates that entrepreneurship education leads to the increased life expectancy in faculty members at the significant level of 95%.

This finding is consistent with the results by Debbie (2009) who has found that the entrepreneurship education leads to the increased life expectancy in faculty members.

According to the sixth question whether the entrepreneurship education leads to the intellectual growth in faculty members, the data of Table 6 indicates that the entrepreneurship education leads to the intellectual growth in faculty members at the significant level of 95%.

This finding is consistent with the results by Veronica (2011) and Olavel (2010) indicating that the entrepreneurship education leads to the intellectual growth in faculty members.

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