

Designing and developing a model for strengthening the mentality and culture of entrepreneurship in first and second grade students

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Introduction

This article focuses on designing and elaborating a model for strengthening the morale and culture of entrepreneurship in first and second grade students. Research shows that the psychosocial climate, including the emphasis on creativity and innovation during teaching and research, supports and appreciates the power of creative and innovative ideas and thoughts, and the appropriate emotional relationship between teacher and student. Entrepreneurs of a society can make dramatic improvements in society that are rooted in society. Various factors such as family emotional environment, school, community, personality traits, self-esteem, risk-taking, competence, development of motivation, need rates and wealth have a degree of commitment to meet individual and social needs.

Method

The present study is a correlational and path analysis type. Path analysis was used to investigate the proposed research model. The Bootstrap method available in the AMOS-20 software was used to test the indirect effect. The statistical population of this study includes all first and second year high school students in Bandar Abbas. Sample size determination using Krejcie and Morgan Table were 424 students (223 males and 201 females), who were studying in Bandar Abbas high schools, during the school year of 2017-2018, and were selected by cluster random sampling. The following questionnaires were used for data collection. Classroom Environments Questionnaire (CEQ), Affective Family Climate (AFC), Intellectual Personality Scale (IPS), Competence Sense Scale (SCS), Randsepp Creativity Questionnaire (RCQ), Achievement Motivation Test (AMT), Entrepreneurial Intentions Questionnaire, Motivation for Progress (A.M.T.), and Entrepreneurial Mood (EIQ).

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Results

Overall, the findings of the study indicated that the school's social-psychological space and the family's emotional climate influence creativity and development of motivation through a sense of competence that has a positive effect on entrepreneurial spirit. On the other hand, despotic intellectual personality had a significant negative relationship with sense of competence, thereby reducing creativity and motivation for growth and ultimately entrepreneurial spirit. Flexible, passive and critical thinking personalities had no significant effect on endogenous variables of the study. Feelings of competence were also directly influenced by creativity and motivation for development and were not related to hard work. The sense of competence indirectly influenced entrepreneurial spirit through the variables of creativity and development motivation. Evaluation of the proposed model showed that the proposed model of the structural equations of causal relationships between the mentioned variables has acceptable fit and all the mentioned paths, except flexible, passive, critical thinking, and competence at the level of entrepreneurial spirit were significant ($p \leq .0010$).

Conclusion

Teaching and learning drive motivation for progress, enthusiasm for success in homework, a lot of effort, an interest in doing things and enjoying entrepreneurial work. As a result, such a feeling of self-efficacy and competence in an entrepreneur increases and reinforces positive perception and competence, which in turn has a significant effect on the individual's optimal performance; (Timmerman, Toll, & Van Luit, 2017, 1998). Therefore, entrepreneurs education can drive entrepreneurship by enriching one's creative ideas. On the whole, it can be said that enriching the family, educational, nurturing, social, and cultural environments stimulate intellectual and acting behaviors. An appropriate family and educational environment creates a sense of competence and, consequently, creativity and motivation for development in the individual.

Keywords: entrepreneurship, motivation for progress, hardiness, intellectual personality, school psychosocial climate

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