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INVESTIGATING THE ENTREPRENEURSHIP CAPABILITIES OF NEW MALE STUDENTS AT THE UNDERGRADUATE LEVEL OF BU-ALI SINA UNIVERSITY IN 2018

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ABSTRACT

The main objective of this research was to investigate the entrepreneurship capabilities of new male students at the undergraduate level of Bu-Ali Sina University in 2018. The statistical population of this research included all new students at the undergraduate level of Bu-Ali Sina University in 2018, among which 311 subjects were studied as sample by stratified sampling method. The data collection tool was a students' entrepreneurship capabilities assessment questionnaire prepared by Mardanshahi and Dowlati. The reliability coefficient was estimated 0.80 by Cronbach's alpha method and its formal validity was also confirmed. Descriptive and inferential statistics were used to analyze the data. The results obtained from this research showed that there was a significant difference between female and male students in respect of risk taking component. There was a significant difference between the male students of various faculties in respect of entrepreneurship capabilities and the entrepreneurship capability of male students of the Faculty of Agriculture, which was higher than other faculties. Therefore, the curriculums and educational workshops of the University's Growth and Entrepreneurship Center should be designed in such a way that the entrepreneurship capabilities of students are strengthened.

Keywords: *Entrepreneurship, Entrepreneurship Capabilities, Bu-Ali Sina University.*

INTRODUCTION

Entrepreneurship is a process through which an entrepreneur by innovative and creative ideas and identifying new opportunities tries to introduce new products or services, or tries to improve the production structure, along with the acceptance of financial, psychological and social risks, and receiving financial resources and personal satisfaction and independence.

Entrepreneurship is considered as the main factor of economic value creation and efficient tool for production and effective employment. Entrepreneurship has also been considered by the governments in order to increase economic growth, to improve living standards and to increase tax revenues (Raadi Afsouran, 2010).

Entrepreneurship is an issue that has been considered by the educational circles of the world's countries from the late 20th century, but the important point is that creative and innovative people as entrepreneurs have now become the source of great industrial, educational and service evolutions. Also, economic development cycles are always moved by the development of entrepreneurship (Schumpeter, 1934). In this regard, training entrepreneurs and

intellectuals, who are self-employed, has been considered as an appropriate solution by policy makers and economic managers (Bazargan, 1994).

In recent years, the economic, social, political, and cultural conditions have led the entrepreneurship to be considered in the Third Development Plan, especially in the field of research and training entrepreneurs, and some credits have also been predicted in this regard. According to the Third Development Plan, a plan entitled as “Entrepreneurship Development Plan at the Universities of the Country” (briefly named as "KARAD") has been developed and its implementation has started under the supervision of the Management and Planning Organization of the Ministry of Science, Research and Technology in several universities of the country and the responsibility for its pursuit, implementation and staff affairs was assigned to the Organization for Assessment of Education of the Country by the Ministry of Science, Research and Technology at the end of 2000 (Behyan, 2007). Unfortunately, from the time of the announcement of KARAD Plan Regulation to the universities, except at a one-year interval, the programs and objectives of this plan have not been implemented at Bu-Ali Sina University, and recently the university has decided to revive the Entrepreneurship Center and the implementation of KARAD plan at the university, and has implemented the training, promotional and counseling programs of the field of entrepreneurship. It is better to do this important point by conducting a research task in the field of identifying entrepreneurship capabilities of new students, so that, based on its results, appropriate training, promotional and counseling programs are prepared and implemented for the students.

The present research was conducted aiming at investigating the entrepreneurship capabilities of the new male students of the Bu-Ali Sina University of Hamedan at undergraduate level in 2018.

Research History and Theoretical Framework

The origin of "Entrepreneurship" term is France. This term means to be committed, that was initially used for those who had the responsibility of military missions, and later for the contractors of the government. This term was translated into Persian literature first as the “employer” and then as the “entrepreneur” (Ahmadpour Daryani, 2004).

According to the definition of Webster University Dictionary, an entrepreneur is one who is committed to organize, manage, and undertake the risks of an economic activity.

McClelland (1961) considered the ability and capability of entrepreneurs as the driver of progress, risk taking, internal control, creativity, and asking for independence.

Galbraith (2002), in respect to entrepreneurship, also claimed that women have less risk taking ratio than men, and seek risk-probable strategies less than men.

According to the studies conducted in this regard, and considering the theoretical foundations of McClelland's researches, which considered the abilities and capabilities of entrepreneurs as the motive for progress, risk taking, internal control, creativity, and asking for independence, and so far, the same capabilities have been considered as a fundamental basis for the studies of entrepreneurs' capabilities. The present research have also been based this study and Galbraith's studies on comparing entrepreneurship capabilities between men and women, thus this research has investigated these capabilities among the new male students of Bu-Ali Sina University in 2018 at undergraduate level.

In a research conducted by Mehlhorn et al. (2016) entitled as "Benchmarking Entrepreneurship in US, Australian and New Zealand Agriculture Programs", they concluded



that entrepreneurship is that much important in agriculture that they inserted it in entrepreneurship lesson in most of their curricula.

In Dogan's research (2015) entitled as "The Effect of Entrepreneurship Education on Entrepreneurial Intention of University Students in Turkey" he concluded that there is a positive and significant relationship between the levels of students' success in the entrepreneurship class and their entrepreneurship goals.

Ariany et al. (2017) in a research entitled as "Investigating the Entrepreneurship Capabilities of Postgraduate Students in Tehran Universities, Allameh Tabatabaai, Shahid Beheshti and Mohaghegh Ardebili" showed that mean of students in the components of asking for independence, internal control, asking for success and their overall score of entrepreneurship capabilities are higher than the mean of population and their mean in risk taking and creativity is lower than the standard limit of population. There is a significant difference between male and female students only in the risk taking component. There is no significant difference between the entrepreneurship capabilities of students who are willing to set up work and students who are not willing to set up work either, and in interaction with gender and among the entrepreneurship capabilities of students in various educational groups. In addition, students who have already set up business are more risk taking and have more creativity than others, and students with better educational performance have more internal control center and entrepreneurship capabilities than other students.

Afsharinia et al. (2017) in a research entitled as "Investigating the Entrepreneurship Capabilities of Environmental Health Graduates in Mazandaran Province in 2017" showed that there is a significant relationship between two genders of female and male in respect of entrepreneurship capabilities, and these capabilities are more in men.

Ameri Siahoei et al. (2017) in a research entitled as "Investigating Entrepreneurship Capabilities of New Students and Graduated Students in the Field of Sewing Design Technology at the Faculty of Fatemiyeh in Bandar Abbas City" showed that entrepreneurship capabilities in respect of risk taking, internal control, asking for success assessment, creativity and asking for independence among students do not have significant difference.

Bagheri and Pirmouazen (2016) in a research entitled as "Investigating the Entrepreneurship Spirit of the Students of Agricultural and Natural Resources Discipline of the Mohaghegh Ardebil University" showed that students are at the highest level in terms of creativity and asking for success, but the asking for independence and tolerance of ambiguity in them are low. The age of students has a positive and significant relationship with the entrepreneurial spirit. Being employed or unemployed could create a significant difference in the entrepreneurship spirit. Gender, field of study, participation in entrepreneurship training courses, being urban or rural, occupation and the education of parents do not create any significant difference.

Research Hypotheses

- There is a significant difference between the entrepreneurship capabilities of new female and male students at the undergraduate level.
- There is a significant difference between the new male students at the undergraduate level of various faculties in terms of entrepreneurship capabilities.



- There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of creativity.
- There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of asking for success.
- There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of asking for independence.
- There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of internal control.
- There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of risk taking.

RESEARCH METHODOLOGY

The present research was a descriptive-survey type; in respect of goal, it was an applied research and the population under study included all new students at the undergraduate level of Bu-Ali Sina University in the academic year 2016, which according to the population size 61, 34, 61, 31, 37, 68, and 19 people were selected as sample from each faculty (basic sciences, agriculture, engineering, art and architecture, economics, literature and chemistry) respectively by stratified random method and Cochran formula.

The data collection tool was the entrepreneurship capabilities assessment questionnaire by Mardanshahi and Dowlati. This questionnaire assesses five entrepreneurs' capabilities, including creativity, asking for success, asking for independence, internal control, and risk taking; in this questionnaire 28 questions have been considered for creativity assessment, 13 questions have been considered for asking for success assessment, 8 questions have been considered for asking for independence assessment, 7 questions have been considered for internal control assessment, and 18 questions have been considered for risk taking assessment. The reliability of questionnaire has been confirmed by calculating the Cronbach's alpha coefficient as the ratio of 0.80 and its validity has also been confirmed. The analysis of obtained data was done in SPSS 22 software as well as using descriptive and inferential statistics.

In this research, the factors affecting the entrepreneurship characteristics of new male students of Bu-Ali University in 2016 at the undergraduate level with regard to the five components of risk taking, internal control center, asking for success, asking for independence, and creativity were investigated.

Definition of Research Variables

Creativity: Creativity is one of the issues that has not already been agreed upon by researchers and psychologists about its nature and definition. The concept of creativity is an abstract concept which is fresh, and among obvious things. Creativity is the process of creating any valuable thing.

Risk Taking: It means a combination of uncertain risks that are assessed by probability. In fact, risk is considered to be the meaning of assurance about unpredictable results, and if it is properly recognized by an entrepreneur, it can lead to development. Risk taking depends on the person's personality and past experiences. Entrepreneurs prefer moderation in risk taking and pursue affairs that, in addition to being challenging, are neither easy to obtain nor impossible.



Internal Control Center: Another feature of entrepreneurs is the internal control center. The introverted people are those who believe in controlling their own destiny. Self-esteem and self-confidence means that there is a belief in triumph and overcoming difficulties, which makes their belief in their ability to be rarely diminished. Indeed, among the characteristics of entrepreneurs is their self-confidence. The firm determination and tireless commitment to overcome, takes away the obstacles from the way that many people often know it unattainable.

The Need for Independence: In fact, independence can be defined by terms such as “controlling over our own destiny”, “doing something for ourselves”, and “being our own boss”. The entrepreneur prefers to decide himself, and he uses all his efforts, knowledge, skill and capital in the course of this decision. If he fails, he only blames himself and if he succeeds, he has only confirmed his entrepreneurship competence.

The Need for Success: It is the desire to do the work at the level of excellent standards in order to succeed in competitive situations. Individuals who have the need to succeed always tend to be challenged and achieve the goals, and in addition to their performance, need timely frequent and regular feedback. These people prefer to take responsibility for solving problems, determining the goals and achieving them through personal effort.

FINDINGS

Normality of Data Dispersion

Before testing the research hypotheses, the researcher has investigated the normal distribution (normality or abnormality) of the main data of the research using the Kolmogorov-Smirnov test in order to assure the correct application of the tests in accordance with the hypotheses and data. The obtained results of this test have been as the following table:



Table 1: Results of the Natural Distribution Assessment of Research Variables

| Variable | Number | Z | P |
|-----------------------------|--------|-------|-------|
| Risk Taking | 311 | 0.045 | 0.200 |
| Internal Control | 311 | 0.105 | 0.001 |
| Asking for Success | 311 | 0.105 | 0.001 |
| Creativity | 311 | 0.067 | 0.002 |
| Asking for Independence | 311 | 0.073 | 0.001 |
| Entrepreneurship Capability | 311 | 0.042 | 0.200 |

According to the information in table 1, since the ratio of Kolmogorov-Smirnov statistics and the estimated error ratio was higher than the expected level only in the two variables of entrepreneurship capability and one of its dimensions named as risk taking, thus it indicated that there was no significant difference in the levels of these two variables, and parametric tests can be used to measure the relationship or difference between them. But other variables did not have normal distribution, so nonparametric tests should be used to measure them.

Testing the First Hypothesis of the Research

There is a significant difference between entrepreneurship capabilities of new female and male undergraduate level students.

To test this hypothesis, the Independent Groups T-Test, has been used. The measurement results of this variable have been as follows:

Table 2: Comparison of Entrepreneurship Capabilities of Female and Male Students by Using the Independent Groups T-Test

| Variable | Groups | Number | Mean | Standard Deviation | Variance Homogeneity Test | |
|-------------------------------|--------|--------|--------|--------------------|---------------------------|-------|
| | | | | | F | Sig. |
| Entrepreneurship Capabilities | Female | 131 | 222.11 | 23.40 | 0.267 | 0.606 |
| | Male | 180 | 223.03 | 24.13 | | |

According to the information inserted in table 2, which compared the entrepreneurship capabilities of female and male students, the dependent variable had variance homogeneity between the two under study groups. Therefore, the second condition of implementing Independent Groups T-Test existed, but the results obtained from the t-test indicated that there was no significant difference between entrepreneurship capabilities of the two groups because the calculated t-statistics has been measured at the error level of 0.739, so the results indicated that there was no significant difference between the two groups in this respect, so the zero hypothesis was confirmed and its contrary hypothesis was rejected.

Testing the Second Hypothesis of the Research

There is a significant difference between the new male students at the undergraduate level of various faculties in terms of entrepreneurship capabilities.

To test this hypothesis, one-way analysis of variance has been used. The measurement results of this variable have been as follows:

Table 3: Comparison of Entrepreneurship Capabilities of Male Students of Various Faculties by Using One-Way F Test

| Variable | Groups | Total Squares | Degree of Freedom | Mean of Squares | Variance Homogeneity Test | | F Test | |
|-------------------------------|----------------|---------------|-------------------|-----------------|---------------------------|-------|--------|-------|
| | | | | | Statistics | Sig. | F | Sig. |
| Entrepreneurship Capabilities | Between Groups | 7294.693 | 6 | 1215.782 | 1.002 | 0.426 | 2.17 | 0.048 |
| | Inside Groups | 96912.17 | 173 | 560.186 | | | | |
| | Total | 104206.9 | 179 | | | | | |

According to the information inserted in table 3, which compared the entrepreneurial capabilities of male students of various faculties, the dependent variable had variance homogeneity among the under study groups. Therefore, the second condition of performing the one-way analysis of variance test exists, the results obtained from the F- test indicated that there was a significant difference between the entrepreneurial capabilities of male students of various faculties, because the calculated F-statistics has been measured at the error level of 0.048, so the results indicated that there was a significant difference between various groups in this respect. As a result the hypothesis zero was rejected and its contrary hypothesis was confirmed.

Tukey's post hoc test has been used to observe the points of difference between the groups:



Table 4: Post-Hoc Test of Comparing Entrepreneurship Capabilities of the Male Students of Various Faculties

| Faculties | Number | Alpha=0.05 |
|----------------------|--------|------------|
| Engineering | 45 | 215.82 |
| Art and architecture | 17 | 218.53 |
| Literature | 27 | 219.89 |
| Economics | 20 | 220.45 |
| Basic Sciences | 42 | 229.50 |
| Chemistry | 8 | 230.50 |
| Agriculture | 21 | 232.81 |

As the results of the above table showed, the lowest mean of entrepreneurship capabilities among the students of the Faculty of Engineering has been the mean of 215.82; students of the Faculties of Art and Architecture, Literature, Economics, Basic Sciences and Chemistry have been located in the next ranks respectively, and the highest ratio has been among students of the Faculty of Agriculture with the mean of 232.81.

Testing the Third Hypothesis of the Research

There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of creativity.

Due to the fact that the dependent variable (creativity) had no natural dispersion, the parametric Independent Groups T-test could not be used for comparison, so its equivalent nonparametric test, namely, the Mann-Whitney U test has been used. The results of the measurement of this variable by this test have been as follows:



Table 5: Comparison of the Creativity of Female and Male Students by Using Mann Whitney U Test

| Variable | Groups | Number | Mean of Rank | Total Ranks | Mann Whitney U Test | |
|------------|--------|--------|--------------|-------------|---------------------|-------|
| | | | | | Statistics | Sig. |
| Creativity | Female | 131 | 157.26 | 20601 | 11625 | 0.833 |
| | Male | 180 | 155.08 | 27915 | | |

According to the information inserted in table 5, which compared entrepreneurship capabilities of female and male students in creativity dimension, due to the lack of natural dispersion condition in the dependent variable, the nonparametric Mann-Whitney U test has been used. The obtained results from the test indicated that there was no significant difference between the creativity of female and male students because the calculated U-statistics has been assessed at the error level of 0.833, so the results indicated that there was no significant difference between the two groups in this respect. Therefore, the hypothesis zero indicating the equality of creativity ratio of female and male students was confirmed and its contrary hypothesis was rejected.

Testing the Fourth Hypothesis of the Research

There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of asking for success.

Due to the fact that the dependent variable (asking for success) had no natural dispersion, so the parametric Independent Groups T-test could not be used for comparison, so the equivalent

nonparametric test, namely, the Mann-Whitney U test has been used. The results of the measurement of this variable by this test have been as follows:

Table 6: Comparison of Asking for Success of Female and Male Students by Using Mann-Whitney U Test

| Variable | Groups | Number | Mean of Rank | Total Ranks | Mann Whitney U Test | |
|--------------------|--------|--------|--------------|-------------|---------------------|-------|
| | | | | | Statistics | Sig. |
| Asking for Success | Female | 131 | 158.5 | 2076 | 11462 | 0.675 |
| | Male | 180 | 154.18 | 27752 | | |

According to the information inserted in table 6, which compared the entrepreneurial capabilities of female and male students in the dimension of asking for success, due to the lack of natural dispersion condition in the dependent variable, the nonparametric Mann-Whitney U test has been used. The obtained results from the test indicated that there was no significant difference between the creativity of female and male students because the calculated U statistic (11462) has been measured at the error level of 0.675, so the results indicated that there was no significant difference between the two groups in this respect. As a result, the hypothesis zero indicating the equality of asking for success ratio of the female and male students was confirmed and its contrary hypothesis was rejected.

Testing the Fifth Hypothesis of the Research

There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of asking for independence.

Due to the fact that the dependent variable (asking for independence) had no natural dispersion, then the parametric Independent Groups T-Test could not be used for comparison. Therefore, its equivalent nonparametric test, namely, Mann-Whitney U test, has been used. The results of the measurement of this variable by this test have been as follows:

Table 7: Comparison of Asking for Independence of Female and Male Students by Using Mann-Whitney U test

| Variable | Groups | Number | Mean of Rank | Total Ranks | Mann Whitney U Test | |
|-------------------------|--------|--------|--------------|-------------|---------------------|-------|
| | | | | | Statistics | Sig. |
| Asking for Independence | Female | 131 | 158.95 | 20822.5 | 11403.5 | 0.620 |
| | Male | 180 | 153.85 | 27693.5 | | |

According to the information inserted in table 7, which compared the entrepreneurship capabilities of female and male students in the dimension of asking for independence, due to the lack of natural dispersion condition in the dependent variable, the nonparametric Mann-Whitney U test has been used. The obtained results from the test indicated that there was no significant difference between asking for independence of female and male students, because the calculated U-statistic (11403.5) has been measured at the error level of 0.620. So the results indicated that there was no significant difference between the two groups in this respect, so the hypothesis zero indicating the equality of asking for independence ratio of female and male students was confirmed and its contrary hypothesis was rejected.



Testing the Sixth Hypothesis of the Research

There is a significant difference between the two groups of undergraduate female and male students in respect of internal control.

Due to the fact that the dependent variable (internal control) had no natural dispersion, the parametric Independent Groups T-Test could not be used for comparison. Therefore, its equivalent nonparametric test, that is the Mann-Whitney U test, has been used. The results of the measurement of this variable by this test have been as follows:

Table 8: Comparison of the Internal Control of Female and Male Students by Using Mann Whitney U Test

| Variable | Groups | Number | Mean of Rank | Total Ranks | Mann Whitney U Test | |
|------------------|--------|--------|--------------|-------------|---------------------|-------|
| | | | | | Statistics | Sig. |
| Internal Control | Female | 131 | 158.39 | 20748.5 | 11477.5 | 0.689 |
| | Male | 180 | 154.26 | 27767.5 | | |

According to the information inserted in table 8, which compared the entrepreneurial capabilities of female and male students in the internal control dimension, the nonparametric Mann-Whitney U test has been used due to the lack of a natural dispersion condition in the dependent variable. The obtained results of the test indicated that there was no significant difference between asking for independence of female and male students because the calculated U-statistic (11477.5) was measured at the error level of 0.689. So the results indicated that there was a significant difference between the two group in this respect. Therefore, the hypothesis zero indicating the equality of internal control ratio of female and male students was confirmed and its contrary hypothesis was rejected.

Testing the Seventh Hypothesis of the Research

There is a significant difference between the two groups of new female and male students at the undergraduate level in terms of risk taking.

To test this hypothesis, the Independent Groups T-Test has been used. The measurement results of this variable have been as follows:

Table 9: Comparison of Risk Taking of Female and Male Students by Using Independent Groups T-Test

| Variable | Groups | Number | Mean | Standard Deviation | Variance Homogeneity Test | | T-Test | | |
|-------------|--------|--------|--------|--------------------|---------------------------|-------|--------|-----|-------|
| | | | | | F | Sig. | T | d.f | Sig. |
| Risk Taking | Female | 131 | 48.42 | 8.80 | 0.844 | 0.359 | -1.985 | 309 | 0.048 |
| | Male | 180 | 155.08 | 27915 | | | | | |

According to the information inserted in table 9, which compared the entrepreneurial capabilities of female and male students in the risk taking dimension, the dependent variable had variance homogeneity between the two under study groups. Therefore, there was a second condition for the implementation of Independent Groups T-Test. The results obtained from the t-test indicated that there was a significant difference between the two groups because the calculated t-statistic has been measured at the error level of 0.048, so the results indicated that there was a significant difference between the two groups in this respect and the risk taking of



male students was more than the risk taking of female students. So the hypothesis zero was rejected and its contrary hypothesis was confirmed.

DISCUSSION AND CONCLUSION

Findings of the present research were consistent with the results of the researches of Ameri Siahoe et al. (2017), which indicated that there was no difference between the new and graduated students of the field of sewing technology designing about entrepreneurial capabilities, regarding the higher risk taking ratio of males compared to females.

Also, the results of present research were not consistent with some parts of the results of research of Afsharina et al. (2017).

Using the Kolmogorov-Smirnov test that investigated the distribution normality or abnormality of the main data of research (dependent variables), it was specified that the two variables of entrepreneurship capability and risk taking have had normal distribution, and to measure the difference in them, the parametric tests can be used, but other variables lacked normal distribution and nonparametric tests should be used to measure them.

To test the first hypothesis of the research, the Independent Groups T-Test was used and according to the calculated t-statistics at the error level of 0.739, it was concluded that there was no significant difference between the entrepreneurship capabilities of the new female and male students at the undergraduate level of Bu-Ali Sina University and the hypothesis zero was confirmed and its contrary hypothesis was rejected.

One-way analysis of variance test was used to test the second hypothesis of the research. According to the F-statistics calculated at the error level of 0.048, this result was obtained that there was a significant difference between the new male students at the undergraduate level of various faculties of Bu-Ali Sina University in terms of entrepreneurship capabilities, and the hypothesis zero was rejected and its contrary hypothesis was confirmed. Also, the results of Tukey's post hoc test in this regard showed that the lowest mean of entrepreneurship capabilities has been among the students of the Faculty of Engineering with the mean of 215.82, and the highest mean of entrepreneurship capabilities has been among the students of the Faculty of Agriculture with the mean of 232.81.

To test the third hypothesis of the research, the Mann-Whitney U test was used and according to the U-statistic calculated at the error level 0.833, the result was obtained that there was no significant difference between the two groups of new female and male students at the undergraduate level of Bu-Ali Sina University in respect of creativity, and the hypothesis zero was confirmed and its contrary hypothesis was rejected.

To test the fourth hypothesis of the research, the Mann-Whitney U test was used and according to the U-statistics calculated at the error level 0.675, the result was obtained that there was no significant difference between the two groups of new female and male students at the undergraduate level of Bu-Ali Sina University in respect of asking for success and the hypothesis zero was confirmed and its contrary hypothesis was rejected.

To test the fifth hypothesis of the research, the Mann-Whitney U test was used and according to the U-statistics calculated at the error level 0.620, this result was obtained that there was no significant difference between the two groups of new female and male students at the



undergraduate level of Bu-Ali Sina University in respect of asking for independence and the hypothesis zero was confirmed and its contrary hypothesis was rejected.

To test the sixth hypothesis of the research, the Mann-Whitney U test was used and according to the U-statistic calculated at the error level of 0.689, the result was obtained that there was no significant difference between the two groups of new female and male students at the undergraduate level of Bu-Ali Sina University in respect of internal control and the hypothesis zero was confirmed and its contrary hypothesis was rejected.

To test the seventh hypothesis of the research, the Independent Groups T-Test was used and according to the t-statistics calculated at the error level of 0.048, this result was obtained that there was a significant difference between the two groups of new female and male students at the undergraduate level of Bu-Ali Sina University in respect of risk taking and the hypothesis zero was rejected and its contrary hypothesis was confirmed.

Regarding the results and findings obtained from this research, and in order that the higher education curricula are much more responsive to various needs and challenges, this important point should be emphasized that trying to induce and train entrepreneurship capabilities and abilities for students by curricula should be placed on the agenda of policy makers and higher education planners in Iran as a serious priority. Also the development of educational programs tailored to the professional needs of students by the country's educational system, in particular higher education, the establishment and expansion of entrepreneurship research and development centers, holding educational workshops on entrepreneurship, electronic businesses, directing academic courses towards entrepreneurship trainings, the development of entrepreneurship textbooks specific for various disciplines and faculties, specialized training of university professors in the field of entrepreneurship capabilities and so on should be seriously considered in universities and higher education centers.



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