

## The study of the effect of applied and technical instructions on increasing the entrepreneurship skill among students of Kohkiluyeh and Boyer-Ahmad province

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**Abstract:** The main aim of this paper is the study of the effect of applied and technical instructions on increasing entrepreneurship skill among students of Kohkiluyeh and Boyer-Ahmad province. The present research is descriptive-analytic one. The population composed of all students of Kohkiluyeh and Boyer-Ahmad Province who are studying in technical and vocational course. According to the present research results, there is a meaningful relationship between applied and technical educations with increasing entrepreneurship motivation and skill among students who are studying in technical and vocational course of Kohkiluyeh and Boyer-Ahmad Province.

**Key words:** *Applied and technical instruction; Entrepreneurship skill; students of Kohkiluyeh and Boyer-Ahmad province*

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### 1. Introduction

Entrepreneurs are responsible for innovation in an organization. They may be innovative and creative but always they follow to turn statistics and figures to a profitable reality. Today, the collective or group entrepreneurship are presented too. Collective entrepreneurship concept based on this assumption that entrepreneurship develops in the best figure by group efforts of a newly established company members or through the proper education can help to a group of people who want to work out in order to earning required information, knowledge and skill for a successful investment in the market (Ebrahimzade, 2007).

### 2. The role of vocational educations in developing entrepreneurship and employment

Since, unemployment topic is one of the most important problems in the world and regarding the lack of political, cultural, social and economic structures balance, the developing countries have the most portions on developing. According to this fact that one of the unemployment reasons in our country are the lack of requires skills of labor market by jobseekers. It is expectable that vocational education organization can play a key role in decreasing the unemployment rate by presentation of skilled educations (Pourdarani and Moghimi, 2001). One of the main factors of economic and social growth and developments of every society is their human resources. It is clear that educational investment especially vocational educations over human resources and their employments is one of the main indexes of determining development and creation any type of inconsistency between this type

of educations and occupation lead to create crisis (Ahmadpour, 2005). Unemployment or the lack of occupation of manpower has the harmful effects on economic, social, political, cultural and security issues. Beside the above-mentioned factors and concepts like self-employment and entrepreneurship, there are the important notes in today's business world which are related to skills beyond instrument and processing knowledge and refer to abilities like "creativity", "designing", "problem solving". The study of vocational education system in some countries prove that this educational system has an effective role on graduate's entrepreneurship and finally lead to developing the social and economic aspects (Adib, 2010).

During recent years, for the sake of scientific contacts of governmental organizations with available problems in the society, these organizations never succeed in removing the problems and couldn't find the proper solution. The vocational educations addition to trained occupation, it should be able to satisfy labor market needs and private and public sector employers (Salimifar and Mortazavi, 2005).

Vocational education accomplish by different methods. It is obvious that students should not leave this period without acquiring skill. In some countries, schools are completely separate and it follows the aim of placement reinforcement and student's occupation as well as various specialty groups (French and Swedish) and in the other countries, there are comprehensive schools that present both theoretical and non-theoretical courses and students can select these courses according to this fact that they tend to continue education or they want to enter labor market immediately (Scotland & Ireland). Vocational schools have a serious attention to entrepreneurship because of their goals, purposes and structure. Today, in this section of superior

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education, growth and developments of students trained occupation is a necessity. It is obvious that neglecting comprehensive and complete education in vocational schools, reaching to goals will lead to problems and threat its existential philosophy (Sharif, 2007). Obtained results of a survey study in below show that to vocational school students, entrepreneurship motivation is the first purpose in the future. According to the vocational education functions and a new image of these sorts of educations which depicted as entrepreneur organizations, it pays attention to university's function role in the individual and environment factors (Sadeghfar, 2005).

Since in the psychology science, change stages in person include motivation, knowledge and TASBIT cases. Therefore, when a person want to change his/her behavior according to entrepreneur person and acts like an innovative and creative person, he/she can observe the opportunities and turn them to success while the other persons are in conflicts, ambiguous and chaos. She/he should pass three stages: motivation, knowledge and consolidation. Aldridge and Zimer imagine entrepreneurship like a process which is located in the variable network of the social relations (Salehi, 2009). These social relations can facilitate and limit entrepreneur relation to resources and opportunities. This network composed of all people who are in a relationship with each other and they can play these five roles in the establishment process of companies:

1) Raising motivation. 2) Provoking thoughts. 3) Facilitate the conversion of thought into a genuine design. 4) Provide the practical assistance. 5) Support and backup.

Regarding these five factors, it can be concluded that in order to accomplish first and second roles, motivation is important. Knowledge is necessary to accomplish the third and fourth roles and consolidation is essential to carry out the fifth role. Therefore regard to universities functions (cultural, educational and research), it can be possible to accomplish the motivation role by promotions and cultural activities and knowledge role by educational plans and consolidation role by research activities.

### **3. The necessity of vocational educations development according to market needs**

Vocational educations which based on work show that the learning of learners process performed and designed via labor environments and adopt the changes and progresses of technology realm and economic institutes function of society cause these educations to be one of the key elements to fulfill economic successes and it counts as effective factors in developing countries successes. Theoretical education as well as practical work leads to train the creative and innovative manpower. One of the most important priorities in the educational investments is development and spread the vocational educations in all industrial society. It is advised as an important strategy to developing countries by international

organizations such as; UNESKO, YOUNIYOK and the World Bank (Salehi, 2006).

In the other words, the lack of enough investments in the vocational education means the neglecting and ruining human investments. It should be necessary that in this situation, one of the most important fundamental employment ways and resolving unemployment problems is the correct education of vocational. Except economic dimension, the role of vocational educations in social and cultural changes especially in growing and improving the culture of work. Basically, executive operation structure as an agent of occupational activities reforms and improve skills in work can play an essential role in this direction.

The comparative study of Iran educational system and countries which gave an increasing progress at developing vocational education show that by apply the educational effective methods and also create the educational evaluates comprehensive system and its content according to work education standard and optimizing programs off these schools, it will be prepare entrepreneurship growing factors. Vocational educations have the special and strategic importance because of their design nature and their emphasis on applied aspect in education. Therefore vocational education which base on work cause these educations to be one of the key elements in order to fulfill economic progresses and count as the successful effective factors of developing countries because vocational education design and perform the learning process for learners and adopt the educational content to technology progresses and in society economic institute functions. Basically, executive operation structure as an agent of occupational activities reforms and improve skills in work can play an essential role in this direction. Vocational educations have an important role in formation human investment through training the required adroit forces of labor market in the different world countries. these educations in the developing countries not only is responsible for training the required work force in the different sections of economic, but also it can help to solve the unemployment problem by creating self-employment conditions. In addition to that, these educations are such as a short way to train manpower. On the one hand, regard to this fact that these educations use scientific basis and accepted methods of classic educations separated her goal from learning which be based on practical experience and short the long way of non-practical learning. It cause learner to prepare this ability to can adopt his/her self against technology changes easily. On the other hand, these educations as well as practical and theoretical educations prepare this possibility to trainee to have more compatibility with labor work needs and it can absorb them in economic-social activities (Hadiyan, 2005).

### **4. Background**

The most important accomplished studies about entrepreneurship are listed below:

Salimifar, Mostafa (2005) in his paper entitled "human investment and entrepreneurship in vocational approach (case study in Khorasan province)" has studied the successful of vocational education centers in the field of formation human investment and nurture the entrepreneurship spirit. Its research method is survey one based on questionnaire and observation. The obtained results show that vocational educations has have significant success in nurture the adroit work force (human investment) and upbringing the self- employed manpower (Entrepreneur) and it can play the role of shortcut way in order to developing the human investment. Therefore, more successful in the formation of such investment, required more serious attention to motivational dimensions, equipment, educational and structural in this center.

Hadiyan, Ebrahim (2006) in her article names "education effects of jobseekers on during their unemployment (case study: Shiraz city), study education effects of jobseekers on during their unemployment. Labor market of Shiraz city considered as a population of this research. Then by use of time pattern and in formation about registered jobseekers in general labor department have been studied the effects of different factors such as short-term and long- term educations on unemployment duration. The obtained results show that manpower educations have a positive and meaningful effect on decreasing unemployment duration. Vocational and free educations had more effectiveness than other institutes.

Izadi (2002) "the study of educational trained trainee's occupation of vocational of Mazandaran province (during the third development plan)" study the educational trained trainee's occupation of vocational of Mazandaran province. Population is all trained trainees of vocational which during years of 1995 to 1999 have been learned in 11 educational centers at 51 courses. Between them, randomly 777 persons were chosen as sample. This number doesn't include introduced persons of teaching and training and other executive devices. Between them 39% were employed, between these 39% , 19% have an occupation related to their educational course and 20% had an irrelevant occupation with their educational course. The occupation percent of men had been more than women and also occupation in repairmen of black and white TV had been more than other courses. Frequency of employee related to their educational course has been more than other educational centers in Sari.

Research results of Shahnoushi, et al., (2000) which accomplished with the aim of the effects study of vocational educations on trainees efficiency of this center and presented the proper procedures. Work force efficiency index has been calculated GAP method and the Work force efficiency model in the industry section of Big Khorasan has been estimated between 1985 and 2004. In this model, the effect of investment variables rather than work force, real

salary of work force, vocational educations and technology on Work force efficiency have been studied. The obtained results of model estimate show that budget changing coefficient of vocational education 0.026. This coefficient with confidence 85% is meaningful and positive show that there is a direct relationship between this variable and Work force efficiency; it means that increasing the budget of vocational education lead to increase Work force efficiency. Variable tension of vocational educational budget 0.363 and stated that 10 percent increase in this variable lead to increase Work force efficiency in the industry section of Big Khorasan with 3.63 percent

## 5. Research method

The present research method is (descriptive-analytic) one. The population composed of all students of vocational in Kohkiluye and Boyerahmad province. They are 8000 students. The sample people are used by sample volume of Kokran formula:

$$n = \frac{\frac{z^2 pq}{d^2}}{1 + \frac{1}{N} \left( \frac{z^2 pq}{d^2} - 1 \right)}$$

Sample volume has been calculated equal to 367 persons. Sampling is simple one and these persons (367) are chosen randomly. Data collection instrument is questionnaire. To prepare the final questionnaire, it is used the standard questionnaire which is "questionnaire of the study of people ability in Entrepreneurship" which put in (A MANAGER) site. The above- mentioned questionnaire was revised by experts and researchers. In order to evaluate indexes, the ideas of experts have been applied too. To gain stability of instrument, KORENBKHA alpha test in SPSS software 20 have been used which is the most proper methods to evaluate stability. At first 30 questionnaires have been completed by samples experimentally, after determining reliability and stability standard, the other questionnaires is completed. The calculated alpha was more than 72%. It shows that validity and stability of questionnaire have been valid and it could be a proper instrument This research have used Anova analysis in SPSS software in order to study the available relationship between vocational instructions and increasing entrepreneurship knowledge (skill, knowledge and motivation).

## 6. Results

### 6.1. Descriptive results

Frequency distribution of participants in the study according to the high school of education place. The majority of participants in the study

belong to Imam Khomeini high school (27.6 percent) and the minority belongs to Somaye female high school (14.08 percent).

Frequency distribution of participants in the study according to the sort of received instruction. The majority of participants in the study have used technical instructions and the minority use roué in instructions of high school period.

**6.2. Illative results**

There is a significance correlation between the sort of education and motivations of students. Zemon test show that there is a meaningful difference between the marks average of vocational students and high school students (d=2.80 , p=0.33)

Table 1 the report of independent T-test. Test of first hypothesis (there is a relationship between technical instructions and increasing entrepreneurship knowledge among male and female students)

Variance analysis of test the first hypothesis (there is a relationship between applied and technical instructions and increasing motivation entrepreneurship of students who are studying in the vocational course in Kohkiluye and Boyerahmad province) (one-way analysis of variance).

**Table 1:** variance analysis of test the first hypothesis

Significance level	F AMARE	Error mean	Freedom degree	The source of error	
				total	
0.038	3.28	162.43	2	324.87	Between groups
		49.55	347	17196.32	Inter groups

Table 2 variance analysis of test the third hypothesis (applied and technical education as well

as increasing the entrepreneurship skill between male and female students are different).

**Table 2:** variance analysis of test the third hypothesis

Significance level	F AMARE	Error mean	Freedom degree	The source of error	
				total	
0.02	4.12	442.25	2	884.49	Between groups
		107.46	352	37827.29	Inter groups
		109.35	354	38711.79	Total

There is a significance correlation between skill and the sort of education of students. Zemon test show that there is a meaningful difference between the marks average of vocational students and vocational schools (d=3.46, p=0.013).

This difference has been meaningful between vocational schools and high schools and mean difference of skill marks among these two groups have been 2.75.

**7. Conclusion**

Regard to research results, applied and technical educations with increasing entrepreneurship motivation and skill of students who are studying in the vocational course in Kohkiluye and Boyerahmad province has a meaningful relation. The important point was the superiority of these capabilities in vocational branch students. According to availability of school resources as an entrepreneurship in their general courses and the lack of these resources in vocational branch need to reload necessity in introduction field of resources and educational contents in vocational branch. The proximity of attitudinal and skill fields marks of entrepreneurship in the students who were under the education of these three branches, although it has been meaningful in some fields but the lack of meaningful difference between technical and high school or vocational and high school in some fields show the necessary require to a deeper approach toward

vocational educations category in the students who are studying at two branches of technical and vocational.

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