

The effect of teacher training on increasing students' entrepreneurial intention

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Abstract

The key role of teachers in building the future life of communities in any country has been noted by many researchers. Undoubtedly, teachers and educators have great responsibilities for the development of creativity in society. Teachers have a significant influence on increasing or decreasing the creativity of their students in schools. To nurture creative learners, first of all, teachers must be creative thinkers. Teachers must constantly renew themselves and be ready to change as well as support their learners' autonomy. It is recommended that schools and higher education institutions strengthen the entrepreneurship curriculum to promote entrepreneurship education, as it has been proven that students' goals in this field significantly increase entrepreneurship. It can be assumed that better training and learning entrepreneurship and innovation skills can increase the ability of entrepreneurs to identify new opportunities and provide innovative services. Also, a strong and stable entrepreneurial character is considered as an important factor in realizing students' entrepreneurial goals. This character can increase creativity and innovation. Also, innovation is considered as a key factor in realizing entrepreneurial goals. This factor can increase the ability of entrepreneurs to provide innovative and attractive services. Therefore, the integration of these factors can help improve, develop and create entrepreneurial opportunities.

Keywords: entrepreneurship, entrepreneurial intention, education, teachers.

Introduction

Undoubtedly, teachers and educators have great responsibilities for the development of creativity in society. Teachers have a significant influence on increasing or decreasing the creativity of their students in schools. To nurture creative learners, first of all, teachers must be creative thinkers. Teachers must constantly renew themselves and be ready to change as well as support their learners' autonomy. They

should be patient in meeting the interests and needs of children and getting to know them. They should use positive expressions in their communication with children, increase their sense of success and motivation, which stimulates creative thinking (Dernali, 2022). Today, entrepreneurial activities are considered as the key axis of innovation, job creation and economic growth in the world.

Entrepreneurship is defined as the process of creating something new. In order to implement this process, sufficient time and effort must be allocated, and the risk of financial, social and spiritual resources must also be accepted. The results of this process can be personal satisfaction from independence as well as financial rewards. In general, entrepreneurship is a suitable solution to improve. Entrepreneurship is mentioned as the engine of economic development, which is accompanied by rapid global changes and has caused the transition from industrial society to information society. Information and communication technology has affected all social activities, including entrepreneurship, so that it has created a new dimension in business and trade, which can be called the network economy. In this field, countries will be successful that do not limit job opportunities only to their geographical framework, but have a wide working space as wide as the world in their minds (Alwandi et al., 1401). In this article, an attempt has been made to investigate the effect of teacher training on increasing students' entrepreneurial intention. The results of this study may eliminate the contradictions in the literature and provide practical steps to operationalize the new generation of teachers.

Entrepreneurship

The definition of entrepreneurship has not met agreement among academics. According to Landström (2005), entrepreneurs are innovators who combine resources in new ways to create new products and market them. According to Gartner and Carter (2003), entrepreneurship is defined as the development and creation of a new business. Entrepreneurial goals are described as a conscious state of mind that directs one's attention, experience and behavior towards the desired entrepreneurial behavior. According to Lee and Wang (2004), entrepreneurial intention is the main antecedent of entrepreneurship. It is the anticipated consequence of planned behaviors and has historically been used to describe a self-anticipation for engaging in action (Maheshwari et al., 2023).

The initial studies of entrepreneurship at the organization level by Miller and Friesen (1982) and Miller (1983) led to the development of the entrepreneurial orientation structure. Miller stated that "an entrepreneurial company is a company that engages in product and market innovation, takes some risky actions to undertake and is the first company that puts pressure on competitors with pioneering innovations. Quinn and Slevin (1991) used the term entrepreneurial mode and Naman and Slevin (1993) used entrepreneurial style to describe risk-taking, innovative and pioneering behaviors. Regardless of the terms used to describe entrepreneurial orientation, this structure is conceptually multidimensional and indicates the organization's desire to maintain competitive advantage and aggressive competition through risk-taking and innovation in front of other business competitors, and regardless of the size and type of organization, the ability it is used in every organization. Intra-organizational entrepreneurial activities are decision-making processes, methods and activities that lead to the development and delivery of innovative and new products or services (Gonzalez, 2020).

By reviewing the literature on entrepreneurship, Miller (1983) measured the activities of a company with these entrepreneurial dimensions: "An entrepreneurial company is a company that engages in product-market innovation, makes risky investments, and is always at the forefront of innovative actions. Such a company defeats its competitors. Entrepreneurial tendency improves the performance

of companies, both from non-financial aspects and from the aspect of financial performance. In a more precise way, the vital (basic) factors of the success of the entrepreneurial organization can be introduced as follows (Shahabadi et al., 1400):

Organizational structure: An entrepreneurial organization wants to avoid a mechanical structure and establish an organic (dynamic) structure.

Formality: One of the characteristics of entrepreneurial organizations is their informality, and such organizations are against restricting employees through official guidelines, laws and regulations.

Concentration: One of the characteristics of entrepreneurial organizations is to have capable employees, and for this purpose through delegation of authority, selection based on criteria (not relationships), creating an atmosphere of trust, accepting and tolerating risk and mistakes, removing information from the monopoly of individuals and collaborative management prevent concentration in the organization.

Reward and payment system: Entrepreneurial organizations tend to create a payment system that incentivizes creativity and innovative ideas in the field of products and services.

Leadership: Social entrepreneurial leaders have multiple roles in the organization (creative, transformative of the organization and pioneer of new systems, culture and programs).

Organizational technology: Entrepreneurial organizations turn to advanced and flexible technologies in order to satisfy the diverse needs of customers, flexibility and adaptability to the environment, and especially quick response to environmental changes.

Environment: Entrepreneurial organizations are trying to eliminate communication barriers with the external environment and bring customer ideas and trends to the attention of their research and development unit (Shahabadi et al., 1400).

Entrepreneurial views and approaches

Sociologists and psychologists have studied the cultural and social dimensions of the effects of the environment on the individual and his personality traits in the form of entrepreneurship, which are explained in the following theories (Hosseini et al., 1401).

Talcott Parsons' theory of entrepreneurial culture: Parsons, a famous American sociologist who expressed his theories about the four biological, cultural, social and religious systems, considers the development of the culture of creativity and innovation as a product of the social system and under the influence of the family and school institutions, in the light of which, the motivation of actors to take on productive roles increases. In this regard, it is necessary to talk about the way of social acceptance, the degree of growth and harmony of personality, individual independence, the way of thinking about work in society, hard work, perseverance and punctuality. The causal model of factors affecting the development of entrepreneurship culture from Parsons' point of view can be summarized in figure (1) (Hosseini et al., 1991).

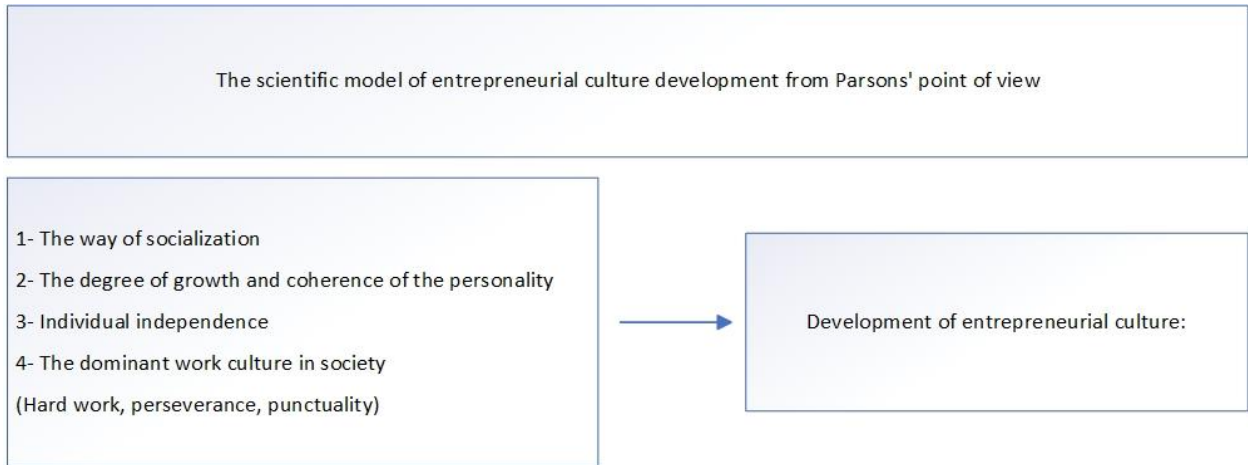


Figure (1): Causal model of factors affecting the development of entrepreneurial culture from Parsons' point of view (Hosseinirad et al., 1401)

Max Weber's Entrepreneurial Culture Theory: The famous German sociologist Max Weber, in explaining the formation of modern industrial civilization and capitalism in the Western world, talks about a concept that, in today's language, is entrepreneurial culture. Max Weber in his famous study "Protestantism and Capitalism Spirit" says: What caused the formation of capitalism in the West was under the influence of a special understanding of Christianity, that is, colonial Protestantism. Colonialism, by expressing insights about life in this world, salvation and God's mercy, strengthened and developed the spirit and culture of entrepreneurship to create prosperity in this world and, as a result, caused the accumulation of wealth. The causal model of factors affecting the development of his entrepreneurial culture is shown in figure (2).

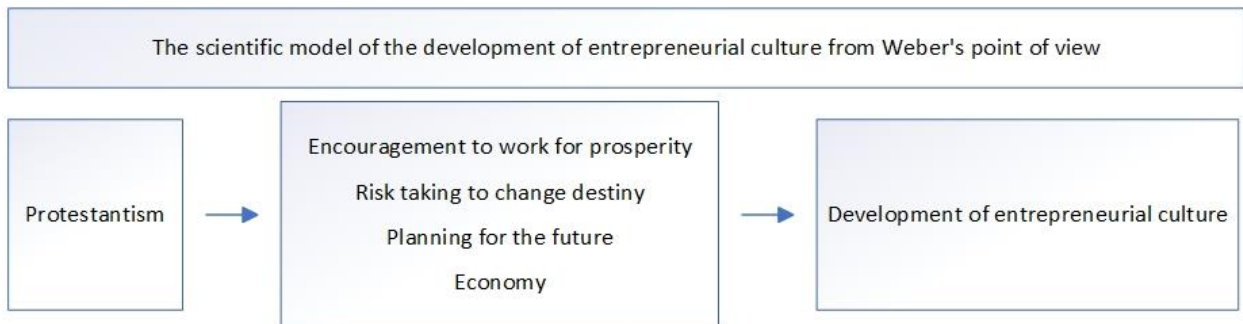


Figure (2): Causal model of factors affecting the development of entrepreneurial culture from Weber's point of view (Hosseinirad et al., 1401)

McClelland's theory of entrepreneurial culture: McClelland, a contemporary social psychologist, is one of the thinkers who tried to complete Weber's theory about how to form a new industrial civilization. He tested the theory of Protestantism and the spirit of capitalism in different regions, which today is

referred to as the theory of the motivation of progress (for the first time in social discussions). He believed that societies that have little motivation for progress have a low rate of investment and risk-taking and therefore are underdeveloped, and in societies that have a high motivation for progress, the rate of investment and risk-taking is also high. In these societies, some people start new businesses, organize a company or an economic unit and increase its production capacity and productivity. McClelland calls such individuals entrepreneurs and considers factors such as the way of socialization, parents' educational methods, parents' social class, ruling ideology, religion and social mobility to be effective factors in the development of entrepreneurial culture. He pays attention to culture in the discussion of entrepreneurship and considers the most appropriate way of socialization to be strengthening individual independence and creating self-confidence, which leads to entrepreneurship. Figure (3) shows the causal model of factors affecting the development of entrepreneurial culture from McClelland's point of view (Hosseinirad et al., 2001).

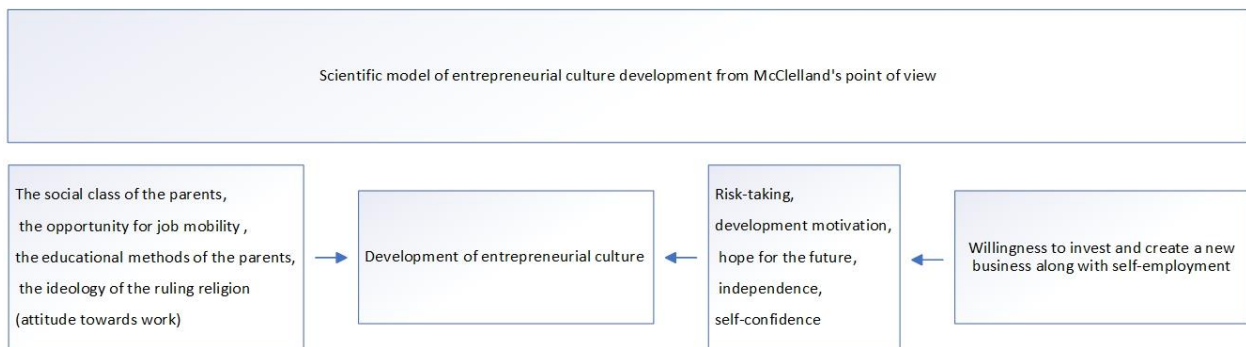


Figure (3): Causal model of factors affecting the development of entrepreneurial culture from McClelland's point of view (Hosseinirad et al., 1401)

Entrepreneurship education

Entrepreneurship education is mentioned as one of the aspects that increase students' desire to become entrepreneurs. According to Gorman et al. (1997), the content of an entrepreneurship course and the pursuit of practical entrepreneurial activities significantly affect the student's willingness to pursue entrepreneurship. Fook et al. (2020) stated that entrepreneurship education is considered as an essential component of being an entrepreneur. Haynes' research (1996) pointed out not considering formal or informal methods as independent in the development of emotional intelligence. However, this study emphasized the importance of integrating education (formal methods) and education (practical methods) to collectively influence entrepreneurship (Maheshwari et al., 2023).

Theoretical promotion is considered a traditional education that focuses on guiding teachers and transferring relevant knowledge to students. In traditional education, the amount of teaching affects students' knowledge accumulation. A theoretical approach to creating and running a business is the main focus of entrepreneurship education, which is related to the conventional teaching style that emphasizes theory as a teaching method to help students understand the results of action and actions (Nowinsky et al., 2019).

Experiential or hands-on training places more emphasis on skill development. Unlike theoretical knowledge, practical knowledge is tightly linked to a specific environment and is task-based and reflects an authentic learning environment. It is related to the activity-based learning style in which exercises and actions are used to transfer knowledge, motivate and inspire the behaviors of aspiring entrepreneurs, identify opportunities and manage risk in an entrepreneurial environment. Many academics believe that to improve learning and innovative potential, entrepreneurship education should include an experiential learning perspective as well as a form of interactive learning. Several studies have been conducted to investigate the effects of entrepreneurship education on students at all levels of learning, from elementary school (Huber et al., 2014; Stadler and Smith, 2017) and especially at the university level. It has a significant impact on a person's career (Nowinsky et al., 2019). According to Dunkels (1991), entrepreneurship education is very important because it provides students with the necessary skills and knowledge to motivate them to start new businesses. In support of this view, Saadat et al. (2022) concluded that entrepreneurship education has a favorable and significant effect on awareness and entrepreneurial mindset. As a result, students who participate in entrepreneurship education show stronger entrepreneurial intentions. Practice-oriented courses can help emphasize how to develop existing ideas and use strategies to become an entrepreneur, while theory-oriented courses explain entrepreneurial success (Pipropoulos & Dimoff, 2015). Based on the above discussion, entrepreneurship education has the greatest effect when education and entrepreneurship are integrated and defined as a new variable of entrepreneurship education. (Maheshwari et al., 2023).

Teacher training in increasing students' entrepreneurial intention

The key role of teachers in building the future life of communities in any country has been noted by many researchers. To this end, researchers have also tried to find a way to encourage specific teacher/teaching/school characteristics that may make teachers successful in teaching (e.g., Dornaly & Lemon, 2020; Lemon & Dornaly, 2017; Plaez-Fernandez et al. , 2021). Creative thinking tendencies have been declared as one of the key factors in using creative thinking as a necessity for 21st century life. Creative thinking involves cognitive processes that help to generate an innovative idea or action. Linking creative thinking, education and technology has been a common trend in contemporary educational practices. As a result, the sense of independence and creative thinking has been provided for the beneficiaries, which paves the way for educational and learning improvements (Ayildiz and Yilmaz, 2021).

It can be assumed that entrepreneurship is related to development, which is consistent with the concept and purpose of education. Entrepreneurship is one of the variables related to creative thinking. Despite many contradictions in the literature, previous works have shown a good correlation between emotional intelligence and creative thinking. This may be due to the flexibility hidden in a reasonable level of emotional intelligence, which can provide intellectual time for innovation and novelty to flourish. In addition, creative thinking and strong imagination can also lead to creativity in ideas, which can be related to the development of entrepreneurial skills. Empowering teacher candidates with emotional intelligence can be assumed as a preliminary step for the development and improvement of creative thinking and subsequent entrepreneurship (Dernali et al., 2023).

Entrepreneurship is considered as the key to solving development obstacles. Whenever there is talk of entrepreneurship theory; The issue of economic development also follows and entrepreneurship is the main driver of the economic development of countries (Ando et al., 2018). Along with the rapid and specialized expansion of entrepreneurship, the need for education is felt more than ever.

Entrepreneurship education to young people is seen as a key tool to increase entrepreneurial orientation. Finally, with this education, the main goal of development is to be achieved, which is to create a suitable environment for the flourishing of the abilities and capabilities of all people of the current and future generations; It is established. Of course, without sustainable economic progress and education at the individual and social level, the realization of such a thing will be a miracle (Oguntimehin, 2017). While the importance of entrepreneurship education is quite obvious and innovation and education are considered a basic need for every business. Also, various challenges such as methods used in educational strategies; Expected results and educational content are in front of educational centers. One of the main reasons for these challenges in the field of entrepreneurship education is the complexity of concepts and its interdisciplinary nature, and experts examine some specific aspects of these categories depending on their expertise. This wideness can be one of the factors of confusion and lack of attention to education in this field (Nazari et al., 2019).

Entrepreneurship is considered as a fundamental factor in sustainable economic growth and development in creating employment, innovation and new product development in developed and developing countries. In recent years, entrepreneurship has grown worldwide, especially in the Asia-Pacific region (Heller, 2020). It is recommended that schools and institutions of higher education strengthen the curriculum in the field of entrepreneurship to promote entrepreneurship education, because it has been proven that the goals of students in this field significantly increase entrepreneurship (Maheshwari et al., 2023). It can be mentioned that better training and learning entrepreneurship and innovation skills can increase the ability of entrepreneurs to identify new opportunities and provide innovative services. Also, a strong and stable entrepreneurial character is considered as an important factor in realizing students' entrepreneurial goals. This character can increase creativity and innovation. Also, innovation is considered as a key factor in realizing entrepreneurial goals. This factor can increase the ability of entrepreneurs to provide innovative and attractive services. Therefore, the integration of these factors can help improve, develop and create entrepreneurial opportunities.

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