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A Comparative Study of Entrepreneurial Behavior of Knowledge & Information Science Students vs. Other Students at Azarbaijan Shahid Madani University

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Abstract

Purpose: This study aims to compare the entrepreneurial behavior of Knowledge & Information Science students with that of other students at Azarbaijan Shahid Madani University.

Methodology: This research adopts a descriptive-analytical survey design. The statistical population consists of students from Azarbaijan Shahid Madani University, with a sample size of 360 participants. A standardized entrepreneurial behavior questionnaire was used as the research instrument. Its validity was confirmed by experts, and reliability was assessed using Cronbach's alpha, composite reliability, and factor loadings. Data analysis was conducted using SPSS software.

Findings: The findings indicate that the entrepreneurial behavior of students, with an average score of 4.34, is at a favorable level. No significant differences were found between entrepreneurial behavior and demographic variables. However, one component, "behavior change," showed a significant difference based on gender.

Conclusion: The results suggest that there is no significant difference in the entrepreneurial behavior of Information Science and Epistemology students compared to other students. The study also highlights that changes in behavior and strategic insight significantly influence entrepreneurial behavior. Universities can foster a supportive and dynamic environment conducive to cultivating entrepreneurial behaviors among students.

Value: Entrepreneurship has become a crucial focus, particularly for students. This study contributes to the limited body of research on the entrepreneurial behavior of students, highlighting the importance of understanding these behaviors for fostering entrepreneurship.

Key Words: *Entrepreneurial behavior, students, Knowledge & Information Science, Azarbaijan Shahid Madani University.*

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Extended Abstract

Introduction: Entrepreneurial behavior encompasses the psychological traits, motivations, and skills necessary for an individual to effectively undertake entrepreneurial tasks. It includes personal characteristics that are essential for starting a new business. Entrepreneurial behavior consists of various components: behavioral change, strategic vision, creation of an energetic environment, and establishment of a supportive environment.



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Purpose: The issue of employment and job creation remains a significant social challenge. To become successful entrepreneurs and establish start-up companies, individuals must develop and strengthen their entrepreneurial behaviors. This research compares the entrepreneurial behavior of Knowledge and Information Science students with other students at Azarbaijan Shahid Madani University.

Methodology: This descriptive-analytical survey involved students from Azarbaijan Shahid Madani University, with a sample size of 360 students. A standard questionnaire on entrepreneurial behavior was used to collect data. The validity of the questionnaire was ensured by expert validation, and reliability was assessed through Cronbach's alpha, composite reliability, and factor loadings. Data analysis was conducted using SPSS software.

Findings: The majority of participants were female students pursuing undergraduate degrees. The overall entrepreneurial behavior of the students was found to be favorable, with an average score of 3.97, according to the standard evaluation scale by Bazargan et al. (2007). Information Science students had the highest average entrepreneurial behavior score.

No significant differences were observed between entrepreneurial behavior and demographic variables such as gender, education level, GPA, or age. The independent t-test revealed no significant differences in entrepreneurial behavior between male and female students ($p = 0.11$) or across educational levels ($p = 0.38$). Additionally, no significant correlations were found between entrepreneurial behavior and GPA ($r = 0.02$, $p = 0.66$) or age ($r = 0.01$, $p = 0.79$).

Table 1: The results of analyzing students' entrepreneurial behavior according to demographic variables

Gender	Independent t-test	Lon's test, equality of variance		t-test for equality of means				difference with 95% confidence		
		Analysis of variance statistics	Significant	T value	Degrees of freedom	Significant level	difference in averages	Standard deviation error	up	down
	Equality of variance	0/06	0/79	1.58	257	0/11	0/07	0/04	0/17	-0/01
Educational level	ANOVA	sum of squares	Degrees of freedom	mean square		F value		Significant level		
	between groups	0/09	1	0/09		0/77		0/38		
	Within groups	32/46	258	0/12						
	Total	32.56	259							
Entrepreneurial behavior	Pearson correlation coefficient					average		age		
		Correlation				0/02		0/01		
		Significance level				0/66		0/79		
		Number				260		260		



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A significant difference was noted in the "behavior change" component ($p = 0.03$), where gender was a distinguishing factor.

Table 2: Comparison of entrepreneurial behavior of information science and epistemology students and other students

Comparison of entrepreneurial behavior of information science and epistemology students and other students	independent t-test	Lon's test, equality of variance		t-test for equality of means					difference with 95% confidence	
		Analysis of variance	Significant	T value	Degrees of freedom	Significant level	difference in averages	Standard deviation error	up	down
	Equality of variance	0/55	0/45	1/5	258	0/13	0/06	0/04	0/16	-0/02

Table 3: The results of the analysis of dimensions of entrepreneurial behavior and demographic variables

Gender	Dimensions	independent t-test	Lon's test, equality of variance	t-test for equality of means						difference with 95% confidence	
			Analysis of variance statistics	Significant	T value	Degrees of freedom	Significant level	difference in averages	Standard deviation error	up	down
	Change in behavior	Equality of variance	0/32	0/56	2/11	257	0/03	0/12	0/05	0/23	0/008
	Strategic vision	Equality of variance	0/67	0/41	1/7	257	0/07	0/16	0/09	0/02	-0/35
	Energetic environment	Equality of variance	0/03	0/85	1/85	257	0/06	0/17	0/09	0/34	-0/01
	Supportive environment	Equality of variance	4/9	0/02	0/9	115/9 8	0/32	0/09	0/09	0/27	-0/09
Educational level	Equality of variance		sum of squares	Degrees of freedom		mean square		F value	Significant level		
	Change in behavior	between groups	0/04	1		0/04		0/25	0/61		
		Within groups	46/61	258		0/18					
		Total	46/65	259							
	Strategic vision	between groups	0/08	1		0/08		0/16	0/68		
		Within groups	126/65	258		0/49					
		Total	126/73	259							





Dimensions of entrepreneurial behavior	Energetic environment	between groups	1/42	1	1/42	3/11	0/07
		Within groups	117/93	258	0/45		
		Total	119/36	259			
	Supportive environment	between groups	0/06	1	0/06	0/16	0/68
		Within groups	102/96	258	0/39		
		Total	103/03	259			
	Pearson correlation coefficient	average			age		
	Change in behavior	Correlation	0/01		0/04		
		Significance level	0/82		0/48		
		Number	259		260		
	Strategic vision	Correlation	0/02		0/01		
		Significance level	0/73		0/82		
Number		259		260			
Energetic environment	Correlation	0/03		0/04			
	Significance level	0/6		0/46			
	Number	259		260			
Supportive environment	Correlation	0/005		-0/09			
	Significance level	0/93		0/12			
	Number	259		260			

Table 4: Sample t-test results

Dimensions	number	Average	standard deviation	Criterion score	Degrees of freedom	t	P<0/05
	260	4/34	0/63	3	259	111/01	0/000
Change in behavior	260	3/64	0/69	3	259	83/95	0/000
Strategic vision	260	4/17	0/67	3	259	99/21	0/000
Energetic environment	260	3/89	0/42	3	259	147/82	0/000

Conclusion: The study concluded that entrepreneurial behavior among Information Science and Epistemology students did not significantly differ from other students. However, the research found that behavioral changes and strategic vision

play a crucial role in enhancing entrepreneurial behavior. Universities can provide a supportive and dynamic environment to encourage the development of entrepreneurial behaviors.

Value: Entrepreneurship is a critical topic in contemporary education, especially for students. This research provides valuable insights into student entrepreneurial behavior, an area that has received limited attention. The findings suggest that universities should create environments that nurture and support entrepreneurial mindsets among students.



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