The effect of entrepreneurial climate on entrepreneurial intention of students of physical education schools with the mediating role of creative thinking

ABSTRACT

Purpose : The purpose of this research was to investigate the effect of entrepreneurial climate on the entrepreneurial intention of students of physical education colleges in Yazd province with the mediating role of creative thinking.

Design/methodology/approach The current research was based on path and correlation analysis methods, the statistical population was male and female students of physical education schools in Yazd province (314 people). The statistical sample was taken into consideration as a whole, and 172 questionnaires were analyzed based on Morgan's table. The data were collected using Abbaspour's entrepreneurial climate (2019), Linan et al.'s (2011) and Hani's creative thinking (2009) questionnaires. Data were analyzed using spss26 and PLS3 software at a significance level of 0.05.

Findings The findings of the research showed that creative thinking has a mediating role in the effect of entrepreneurial climate on entrepreneurial intention in students of physical education colleges in Yazd province with a path coefficient of 2.907. Entrepreneurial climate has a significant and direct effect on students' entrepreneurship intention at a significance level of 0.05 by 16.7%. Creative thinking has a significant and direct effect on students' entrepreneurship intention at a significance level of 0.05 and 12.0%. Entrepreneurial climate has a significant and direct effect on the students' creative thinking at a significance level of 0.05 by 10.7%.

Originality. Can people in an entrepreneurial climate become creative and decide to be an entrepreneur? In this research, it has been tried to deal with the relationship between entrepreneurial climate, creative thinking and entrepreneurial intention.

Keywords entrepreneurial climate, entrepreneurial intention, students' creative thinking, physical education.

تأثیر جو کارآفرینانه بر قصدکارآفرینی دانش آموزان هنرستان‌های تربیت بدنی با نقش میانجی تفکر خلاق

چکیده

هدف هدف از این پژوهش، برر سی تأثیر جو کارآفرینانه بر ق صدکارآفرینی دانش¬آموزان هنر ستان¬های تربیت بدنی ا ستان یزد با نقش میانجی تفکر خلاق بود.

روش پژوهش حاضر، به روش‌های تحلیل مسیر و همبستگی انجام شد، جامعه آماری دانش‌آموزان پسر و دختر هنرستان‌های تربیت بدنی استان یزد (۳۱۴ نفر) بود که نمونه آماری بر اساس جدول مورگان ۱۷۲ نفر مورد تحلیل قرار گرفت. داده‌ها با استفاده از پرسشنامه‌های جو کارآفرینانه عباسپور (۱۳۹۹)، قصد کارآفرینی لینان و همکاران (۲۰۱۱) و تفکر خلاق هانی (۲۰۰۹) جمع‌آوری گردید. داده‌ها با استفاده از نرم افزارهای spss۲۶ و PLS۳ در سطح معنی‌داری ۰/۰۵ مورد تحلیل قرار گرفت.

یافته ها یافته¬های پژوهش نشـــان داد که تفکر خلاق در تأثیر جو کارآفرینانه بر قصـــد کارآفرینی در دانش‌آموزان هنرســـتان¬های تربیت بدنی اســـتان یزد با ضـــریب مســـیر ۲/۹۰۷ نقش میانجی دارد. جو کارآفرینانه بر قصـــد کارآفرینی دانش‌آموزان، در سطح معنی‌داری ۰/۰۵ به میزان ۱۶/۷ در صد تأثیر معنی‌دار و م ستقیم دارد. تفکر خلاق بر ق صد کارآفرینی دانش‌آموزان، در ســطح معنی‌داری ۰/۰۵ به میزان ۱۲/۰ درصــد تأثیر معنی‌دار و مســتقیم دارد. جو کارآفرینانه بر تفکر خلاق دانش‌آموزان، در سطح معنی‌داری ۰/۰۵ به میزان ۱۰/۷ درصد تأثیر معنی‌دار و مستقیم دارد.

اصالت و ابتکار مقاله کارآفرین ترکیبی از ریسک و تمایل به موفقیت است، اما به دلیل نفوذ محیط کسب و کار داخلی و خارجی، دستیابی به آن آسان نیست. بنابراین، این مطالعه با هدف شناسایی عوامل اصلی که ممکن است بر تمایل افراد تأثیر بگذارد، انجام شد

کلید واژه جو کارآفرینانه، قصدکارآفرینی، تفکر خلاق دانش¬آموزان، تربیت بدنی.

1. Introduction

Entrepreneurship in many countries is known as the main factor of growth and key to face the current economic challenges (Soluk, Kammerlander, & Darwin, 2021). Unlike in the past, we are facing daily and even moment-to-moment changes in the needs of human societies, and also, one of the most important concerns of the country's officials is the problem of unemployment and the lack of training sufficient skills to learners, which is very important. One of the most important and fundamental concerns of officials in recent years is finding a solution to unemployment (Bakan, Jahanian, & Irannejad, 2020). Today's changing world and the changing position of governments, organizations and individuals show that society needs people with entrepreneurial skills that enable them to cope with the challenges of life in today's world. In addition, unemployed individuals with personal status should be able to benefit from learning innovative approaches to problem solving, quick adaptation to changes, greater self-reliance, and developing their creativity through entrepreneurship. Undoubtedly, such learning in any economy can lead to benefits for the society as well (Henry, Hill, & Leitch, 2003).

With the identification of the role and impact of entrepreneurship in economic growth and development, Entrepreneurship is considered as a vital factor for national well-being in both developed and developing countries (Atmojo, Sajidan, Sunarno, & Ashadi, 2019). Entrepreneurship can be considered an excellent choice to deal with the dynamics of global change (Ratten & Jones, 2021). It can be said that entrepreneurship is not something that is suddenly created in someone's mind, but it is a process that should be started from the beginning of childhood and gradually completed in higher periods (Sabzeh, 2015). As a result, education as the largest organization in charge of educating the future generation with features such as wide educational coverage, presence of students for a long time for education, having the future generation in the right conditions to learn principles and concepts can play a vital role in education and promotion. Students should have these characteristics (Salemi, 2007). Considering the role of entrepreneurship in the education system, the necessity of a model in this field is essential for students.

For many years, the importance of entrepreneurship in the economic growth and development of different countries of the world and the need to address it in the education system have been confirmed and emphasized as an inevitable reality (Brunello & Schlotter, 2011). The environmental factors of society, family and school have important effects on creativity and enable more people to actively apply their creativity. Studies show that the real environmental conditions are not suitable for

entrepreneurship. According to the World Bank report, Iran ranks 137 among 183 countries in terms of ease of doing business. This indicator means that the environment is not favorable for business operations. One of the most important reasons for obtaining such a rank is the ruling of a bureaucratic system (many and complicated laws and regulations and many administrative procedures) in the country (Karimi et al., 2012).

On the one hand, the importance of paying attention to the issue of entrepreneurship in the education system and its sub-systems, including physical training schools, is an inevitable necessity today, because entrepreneurship in the education system, on the one hand, is the identification and effective use of all The internal and external resources of the educational system lead and, on the other hand, create new opportunities for teaching and learning.

The lack of suitable space for entrepreneurship, the lack of necessary infrastructure facilities and the lack of access to appropriate technology prevent the rapid development of entrepreneurship in the country (Karimi et al., 2012). On the other hand, climate is a set of people's perception of the work and life environment that can be measured and has an impact. From the point of view of Hoy and Hannum (1997), the organizational climate of a school is a set of internal characteristics of that school that differentiates that school from similar schools and affects the behavior of its members. Colleagues' perceptions of school behavior are based. One of the most important factors that affects the creativity of students is the climate in the school. Undoubtedly, the starting point of developments in the field of fostering creativity in students should be the educational system, especially education, and the first step is to create a healthy and appropriate climate in the school to provide and increase creativity in students (Kazemi, 2017), education prepares students for their professional life as possessors of creative behavior and designers (Ayyildiz & Yilmaz, 2021).

Creative thinking is said to be the type of intellectual activity that solves difficult and unresolved problems and issues; Or finds new solutions for past unresolved issues. This type of thinking usually leads to innovation. Today, with the increasing progress of knowledge and technology and the wide flow of information, our society needs the training of skills with the help of which it can advance along with the development of technology and science. Different perspectives cause different and diverse actions, so creative action requires creative thinking. Along with the characteristics of creative thinking, experts believe that family, school and teacher play an effective role in cultivating creative thinking (Sternberg, 2003).

Intentions play an important role in initiating decision making. Entrepreneurial intention is a person's intention for entrepreneurship (Aho, 2017). The process of creating a new business starts when the individual has the intention to do so, which means that entrepreneurs have entrepreneurial intention before discovering the relevant business opportunities (Krueger, 2007). Entrepreneurial knowledge affects students' entrepreneurial intention. In recent years, the importance of intention as a means of predicting pre-planned behaviors (such as establishing a new business) has been emphasized (Aho, 2017). "Entrepreneurial intention" is one of the most important predictors of a person's entrepreneurial behavior in the future (Kirimi et al., 2011).

Many researchers suggest that in the studies of entrepreneurial intention, instead of the actual environment, it is better to study the person's perceptions of the environment, because it is expected that "a person's perception of the environment" is more important than "the actual environment" on the intention. Effective entrepreneurship. A person can decide whether to start a new business or not based on his personal perceptions and perception of the surrounding environment. Dehghan and Peymanfar (2021) concluded that if sports science students manage their behaviors more optimally and change their attitude towards entrepreneurship and business development in the sports industry, they can take a positive step in their entrepreneurial goals. As a result, it is necessary to pay attention to the theory of planned behavior regarding the importance of developing entrepreneurial intention among sports science students. These people use their knowledge as a means to solve problems and create new ideas that will be used in the future (Tardif et al., 1989). Enhancing individual creativity may in turn generate intentions (Ward, 2004). Pourhaji et al. (2022) identified 6 important behavioral factors affecting the entrepreneurship of students of physical education conservatories in the country, based on the results of the research, in order of priority, they include the existence of a constructive culture in the conservatory, individual and personality characteristics of the students and parents of the conservatory, the gender of the conservatory students, playing the role of leadership Instead of management by the parents of the conservatory, there was an effective communication system between the conservatory parents and the students and the effective and continuous interaction of the conservatory parents with the parents of the students. While Gazi et al. (2024) showed that entrepreneurship education increases students' employment and also their desire to start their own business, and entrepreneurship education is important for learning the skills and knowledge needed to start a business. Having an entrepreneurial intention can increase a person's employability.

In the same field of entrepreneurship and entrepreneurial intention and the factors affecting it such as the environmental climate of organizations as well as creativity and creative thinking, there have been many researches in the past, but it seems that in today's world, with the development of various industries and the mental growth of the new generation, conducting more extensive researches and Especially from the basic levels such as schools and students, it is necessary for this generation to be consciously guided. In this context, it should be stated that the students of physical education also need attention and investigation because sports fields and the sports community have formed major industries in the world, and it should be acknowledged that the current physical education students, in the future, will They will be the custodians and managers of the country's sports and there is a need to be aware of their entrepreneurial intentions during various researches and to provide conditions for strengthening and developing entrepreneurial intentions in these students. And that factors such as the entrepreneurial climate of the school as well as creative thinking in students can facilitate and pave the way for the entrepreneurship of physical education students? And cause the development of sports and also witness the entrepreneurship of these students at different levels? Therefore, the current research seeks to

investigate the effect of entrepreneurial climate on the entrepreneurial intention of students of physical education schools in Yazd province with the mediating role of creative thinking.

2. Methodology

The current research was based on path analysis and correlation methods. The statistical population of students (boys and girls) of physical education schools in Yazd province included 11 schools. The number of students in the research community was 314, and the questionnaires were distributed in full. After collecting 172 questionnaires that were without defects, it was analyzed. The data were collected using Abbaspour's (2019) entrepreneurial climate questionnaires with 3 items, Linan et al.'s (2011) entrepreneurial intention questionnaires with 6 items, and Hani's (2009) creative thinking questionnaires with 12 items. In order to determine the formal and content validity of these questionnaires, the objectives of the research along with the questionnaires were given to several experts of sports management and sports entrepreneurship and their corrective comments were applied. Kolmogorov-Smirnov test was used to check the normality of the research data, path analysis and Pearson correlation test were used to check the significance of the research hypotheses. The data was statistically analyzed using spss26 and Smart PLS3 software at a significance level of 0.05.

4. Results

Examining demographic characteristics can make research results more understandable. In this study, an attempt was made to comprehensively analyze the demographic characteristics (Table 1).

Table 1. Frequency distribution of the statistical sample of students

Gender		Frequency	Percentage	Type of school	Frequency	Percentage
men		74	43	Governmental	141	82
women		98	57	non-government	31	18
sum		172	100	sum	172	100
Sports team membership		**Frequency**	**Percentage**	**Skill certificate**	**Frequency**	**Percentage**
YES	Individual	47	27.3	YES	34	19.8
	Team sport	40	23.3	NO	138	80.2
NO		85	49.4			
sum		172	100	sum	172	100
Mother's job		**Frequency**	**Percentage**	**Father's job**	**Frequency**	**Percentage**
employed		19	11	Salaried	91	52.9
housewife		153	89	Business	81	47.1
sum		172	100	sum	172	100

Table (1) shows the frequency distribution of the sample in Type of school, Gender, Sports team membership, Skill certificate and job of parents (mother and father).

Table 2. Kolmogorov-Smirnov test to check the normality of research data

variables	**Z test Kolmogorov Smirnov**	**p-value (two domains)**
Entrepreneurial climate	0.137	0.126
Creative Thinking	0.089	0.200
Entrepreneurial intention	0.171	0.056

Based on the results of the Kolmogorov-Smirnov test in Table 2, the significance levels in all variables were greater than 0.05. As a result, it can be accepted that the distribution of variables is normal, so parametric tests can be used.

Table 3. Matrix of correlation coefficients

variables	Entrepreneurial climate	Creative Thinking	Entrepreneurial intention
Entrepreneurial climate	-	0.335	0.414
Creative Thinking	0.335	-	0.354
Entrepreneurial intention	0.414	0.354	-

According to Table 3, the correlation effect of the entrepreneurial climate variable with the creative thinking variable, the correlation effect of the entrepreneurial climate variable with the entrepreneurial intention variable, and the correlation effect between the creative thinking variable and the entrepreneurial intention variable were high and significant at the significance level of 0.05.

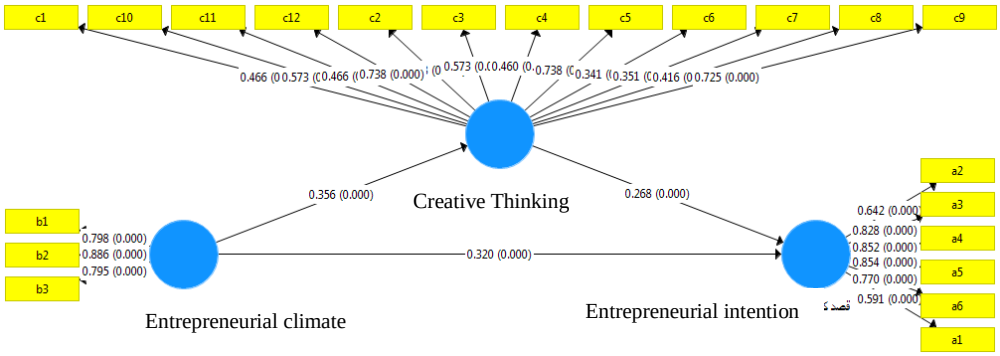

Figure 1. Path coefficients and significant values of the empirical model of factors affecting entrepreneurial intention

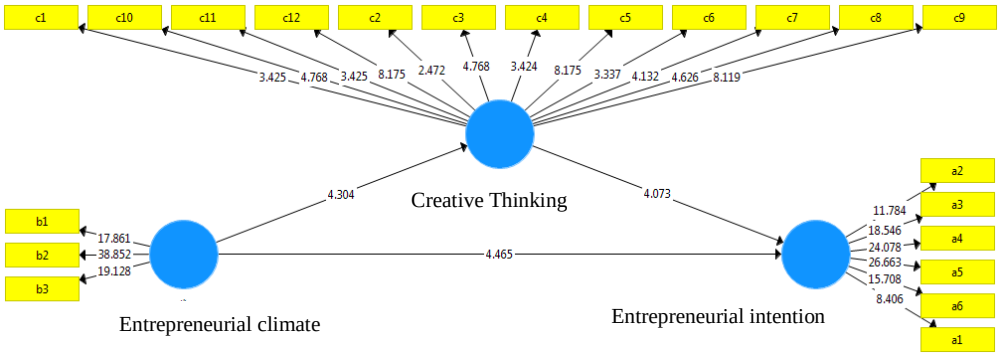

Figure 2. T-statistic values in the empirical model of factors affecting entrepreneurial intention

Table 4. Structural pattern of paths in the final pattern

Path beginning variable	Path end variable	Path regression coefficients	T-Test	P-value
Entrepreneurial climate	Entrepreneurial climate	0.356	4.304	0.000
Creative Thinking	Creative Thinking	0.268	4.073	0.000
Entrepreneurial intention	Entrepreneurial intention	0.320	4.465	0.000

According to Table 4, the p-value in all path coefficients in the final model is less than 0.05 and significant. Also, the entrepreneurial climate variable has an effect of 0.356 on the creative thinking variable, the creative thinking variable has an effect of 0.268 on the entrepreneurial intention variable, and the entrepreneurial climate variable has an effect of 0.320 on the entrepreneurial intention variable. Also, the value of t-statistic in all routes was more than 1.96 and significant. The value of the factor load for all

the components of the research variables is favorable and there is no need to remove any component from the model.

Table 5. The results of the research hypothesis test

Path of main hypothesis variables	Path coefficient	standard error	Z-Value	Result
Entrepreneurial climate - creative thinking	0.083	0.356	2.907	accept
Creative thinking - entrepreneurial intention	0.066	0.268		

According to Table 5, the value of Z-Value resulting from the Sobel test for this hypothesis is equal to 2.907, which is more than 1.96. Therefore, it can be concluded that this path coefficient has a significant effect at the significance level of 0.05. Therefore, it can be concluded that creative thinking plays a mediating role in the effect of entrepreneurial climate on entrepreneurial intention in students of Yazd Province Physical Education Academy with a path coefficient of 2.907.

6. Conclusion

Entrepreneurial intention plays a fundamental role in deciding to start any economic enterprise (Peymanfar & Akbarian, 2023). According to this, the purpose of research was the effect of entrepreneurial climate on the entrepreneurial intention of students of physical education schools with the mediating role of creative thinking.

Based on the results, it was determined that creative thinking has a mediating role in the effect of entrepreneurial climate on entrepreneurial intention in students of physical education schools with a path coefficient of 2.907. In line with the present results, Ahmadzadeh et al. (2021) investigated the effect of creativity and excitement on students' entrepreneurship and showed that entrepreneurship should be taught to students so that they show the characteristics of successful entrepreneurs. First of all, the development of entrepreneurial skills in the educational system increases the resources of future entrepreneurs of the society and resolves the criticism that the educational system prepares students for employment and not for starting a job. Choobdari et al. (2019) with the aim of investigating the interactive role of cultural factors and entrepreneurship education on students' entrepreneurial intention, showed that there is a positive and meaningful relationship between cultural factors (belief in ability and responsibility) and entrepreneurial intention. A positive and significant relationship was observed between the cultural factor (belief in ability) and entrepreneurship education. Also in line with the present results, Lihua (2022) conducted an experimental study of entrepreneurial intention and entrepreneurial behaviour in students. The results showed that expected material assets, expected social reputation, expected self-evaluation, mission and responsibility, and career development are predictive variables of entrepreneurial attitude. The support of families and friends, the views of university teachers and role models are predictor variables of subjective norms of entrepreneurship. In their study, Anjum, Farrukh,

Heidler, and Díaz Tautiva (2021) showed that the tendency and attitude of perceived creativity towards entrepreneurship has a positive effect on entrepreneurial intention. Creating an entrepreneurial environment, exposure to entrepreneurial curricula, entrepreneurial knowledge, and entrepreneurial skills can influence the intention to start a personal business and ultimately lead to entrepreneurial goals and higher employment prospects (Gazi et al., 2024).

One of the effective factors in the high entrepreneurial climate is the education and preparation of students for entrepreneurship. Teaching entrepreneurial skills, including creative thinking, business planning, resource management and business communication, enables students to develop their ideas and bring them closer to reality. Providing suitable spaces and facilities for the development of entrepreneurial talents and ideas plays an important role in the entrepreneurial climate. (Rezaei et al., 2021). In addition to education and entrepreneurial spaces, the leadership and support of the school and teachers also play an important role in creating an entrepreneurial climate. Continuous support and encouragement of students' entrepreneurial ideas and efforts increases their self-confidence and gives them more motivation for entrepreneurship. A high entrepreneurial climate means providing an environment that encourages students to ideate, be creative, develop and experience entrepreneurial skills.

On the other hand, creative thinking plays an important role in physical education students. In the first sub-hypothesis, it was determined that the entrepreneurial climate has a significant and direct effect on the students' entrepreneurial intention and the research hypothesis is confirmed at a significance level of 0.05. Physical education lessons using exercises and physical activities not only help to strengthen the physical health of students, but also strengthen creative thinking. Creative thinking helps students to find creative and innovative solutions for physical exercises and activities. Using creative thinking, they can provide new and varied exercises and improve their fitness, balance, coordination and strength. In addition, creative thinking in physical education helps students to respond to the more complex problems that physical education courses may present. By using creative thinking, they can design and formulate extraordinary and creative solutions to solve these complex problems (Rezaei et al., 2021). Creative thinking in physical education helps students to develop their movement creativity. By using creative thinking, they can provide innovative and extraordinary movements in their exercises and sports and add variety and originality to their movements. Creative thinking in physical education also helps students to engage in activities and exercises in a cooperative and group manner. By using creative thinking, they can participate in challenges and group games in new ways and take advantage of different experiences and perspectives.

In the second sub-hypothesis, it was determined that creative thinking has a significant and direct effect on students' entrepreneurship intention the research hypothesis is confirmed at a significance level of 0.05. physical education schools with a high entrepreneurial climate allow students to participate in collaborative teams and groups and improve their thinking by exchanging ideas and experiences. In contrast, physical education schools with a low entrepreneurial climate and a focus on physical training

and physical education theory courses may have students with less creative thinking. In these environments, students' creative abilities are not fully developed and their motivation for progress and creativity is reduced. The development of creative thinking in students as one of the important educational goals can directly and significantly affect the entrepreneurial process in their future.
Education can launch relevant exhibitions and competitions to stimulate and strengthen entrepreneurial thinking, develop a national interest in entrepreneurship as a creative endeavor for self-employment and job creation. These exhibitions or competitions can also encourage idea development as well as innovative and creative thinking among the youth and create enthusiasm for self-employment. Also, the authorities should especially focus on motivating the students of physical education schools to become independent business thinkers and ensure their satisfaction through entrepreneurial success. This strongly drives entrepreneurial ability, as individuals are led to realize that their success is influenced by individual ability and effort (Svotwa, Jaiyeoba, Roberts-Lombard, & Makanyeza, 2022). Also, small business development (in an academic department or faculty at a school or university) under the supervision of a business entrepreneur can help develop positive entrepreneurial intentions among students. The result of such training can guide students and academics on how the outcome of people's actions depends on their performance, how business success is influenced by individual abilities and efforts, how self-confidence can lead to business success, and how investing money in a business And work must be calculated risk.

Hence, by understanding entrepreneurial ability that influences entrepreneurial intention, young entrepreneurs, educational institutions, government departments, and non-governmental organizations can be equipped with knowledge to develop future youth entrepreneurs (Svotwa et al., 2022). Educational institutions should include entrepreneurship courses in their curriculum, with the aim of cultivating students' entrepreneurial aspirations and increasing their employability. For example, schools and universities can create an entrepreneurial environment and offer dedicated courses that enable students to actively participate in entrepreneurial endeavors, thereby increasing their prospects for creating successful businesses. Such initiatives foster the development of critical skills and mindsets, thereby improving employability in various career paths. By providing students with essential knowledge, hands-on training, and valuable networking opportunities, universities can effectively foster an entrepreneurial mindset among their students and equip them to thrive in today's competitive job market. Mentoring programs, internships, and other entrepreneurial experiences can be integrated into the curriculum to guide and empower students in their entrepreneurial endeavors (Gazi et al., 2024).

In the third sub-hypothesis, it was determined that the entrepreneurial atmosphere has a significant and direct effect on the students' creative thinking at a significance level of 0.05, and the research hypothesis is confirmed. In spite of many researches that

investigated the research variables as Choobdari et al. (2019), Ahmadzadeh et al. (2021), Yin, Yang, and Liu (2020), Wu and Rudnák (2021), Sohu, Lashari, Memon, Brohi, and Kehar (2022), Anjum et al. (2021), Buschow and Laugemann (2020), and Lihua (2022) the results of this research showed that the entrepreneurial climate in physical education schools encourages creative thinking and inspires them to be active in the field of entrepreneurship by creating mobility environments and paying attention to the creative abilities of students. It should also be stated that students of physical education schools that have a high entrepreneurial climate and consider physical education as an opportunity to develop skills and creativity often bring students who have more creative abilities than their peers. In such an environment, students are encouraged to come up with creative and innovative ideas in their exercises and physical activities. They look at the challenges and issues that arise in physical education with a creative point of view and provide new solutions for them. This climate promotes the exchange of ideas and creative experiences by providing opportunities to collaborate in groups and teams. As a result, students' creative thinking is strengthened and this can act as a mediating role for the effect of entrepreneurial climate on entrepreneurial intention in students. Finally, it is suggested to grow and raise the entrepreneurial intention of physical education students to things like: holding workshops and training courses related to creative thinking and entrepreneurship for students; These courses can help them learn strategies and techniques to develop their creative thinking, creating opportunities for entrepreneurial experience in students, such as participation in entrepreneurship competitions, startup events, and visiting companies and entrepreneurship workshops. Holding motivational meetings with the presence of successful and inspiring entrepreneurs from the best young people in the field of entrepreneurship, so that students get to know their experiences and successes and have more motivation for entrepreneurship, creating spaces and opportunities that strengthen the motivation of entrepreneurship in students, such as creating competitions Creativity and idea generation, problem analysis events and presentation of entrepreneurial challenges will be discussed.

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