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DESIGNING A CONCEPTUAL MODEL OF AN ENTREPRENEURSHIP-BASED CURRICULUM MODEL FOR UNDERGRADUATE EDUCATION MAJOR

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ABSTRACT

This research is aimed at designing a conceptual model of the entrepreneurship-based curriculum model for undergraduate science education at Tehran Universities level. The method of this research can be a kind of exploratory study. The statistical population of the research is the professors of the field of education (experts), entrepreneurs (private sector employers), community-level experts (related to educational sciences), experts in the field of entrepreneurship and curriculum specialists Level of universities in Tehran. In this research, structured interviews and checklist are used to collect information. Finally, the results of the research, while identifying the components of entrepreneurship programs for preparing graduates of the field of education at universities for the field of education, such as paying attention to entrepreneurial competencies with a coefficient of 0.784, and the component of attention to labor market demand, was 744 and The component of the establishment and development of knowledge-based institutions with a factor of 0.734 is the component of evaluation criteria for entrepreneurship programs with a factor of 0.725. Finally, a paradigmatic model of the entrepreneurship-based curriculum model for undergraduate science education has been provided.

Keywords: Conceptual Model, Curriculum, Curriculum Pattern, Entrepreneurship

INTRODUCTION

Entrepreneurship term has been introduced to management and economics literature since not more than two centuries and like other words has experienced many changes and has had evolutionary development. Entrepreneurship has initially been manifested in economic theories and recognized as the main factor in creating wealth or economic value and has been at the center of different economic schools since the fifteenth century (Ahmadpour Dariani, 2004, p. 5).

Entrepreneurship, creativity, and risky businesses have been known as the main factors in modern economy. Entrepreneurs have always had a significant role in the progress of societies. They have been at the top of the businesses, looked for opportunities, and creativity has been a tool for their success. Entrepreneurs consider change as a common phenomenon, always look

for it, react to it, and use it as an opportunity. Entrepreneurs are the forerunners of business success in society. They have a significant part in economic growth regarding leadership, management, innovation, efficiency, job creation, competitiveness, productivity and the formation of new companies. Some believe that today's societies need an entrepreneurial revolution. This revolution has far more importance than the significance of the industrial revolution in the present century (Arefi & et al, 2010 ,p 47-78).

Entrepreneurs play a significant role in the economic development and are considered as the source of major changes in the industrial, manufacturing, and service sectors at the organizational level. There are three significant reasons to pay attention to entrepreneurship: wealth generation, technology development and productive employment. One of the most significant advantages of establishing entrepreneurial companies is creating productive employment as due to a principle in management, if one person is directly employed in a productive job, he has indirectly created jobs for at least three others. Creating productive employment calls for identifying, creating and using entrepreneurial opportunities and employment opportunities in the society and is one of the significant reasons for focus on entrepreneurship. Entrepreneurship is the process of creating jobs and gaining benefit by valuable combination of resources. The term entrepreneur refers to a person committed to organize, manage, and assume the risks of an economic activity (Adejimola & Olufunmilayo 2009 , p 88).

We have entered the 21st century when the economies of developed and developing countries have been resurrected with the life-boosting nature of entrepreneurship. Entrepreneurship has turned into a very significant profession and we need to understand its role in developing human capacities. Entrepreneurship is the result of facing of the individual characteristics of the entrepreneurs with the environment where they have developed. The goal of implementing entrepreneurship project in universities is to educate students able to create new jobs with innovation and creativity after graduation (Gholampour and Kalej , 2012, p . 151). As a social institution, the university should be ready to evaluate the logical analysis of the status quo of the society and to chart the goals for the coherent movement of the country. Indeed, the academic society as the most aware stratum should be able to design a map for the development of society. Different universities of Iran have gradually begun to take the necessary measures regarding implementing entrepreneurship designs. Making lessons entrepreneurial and teaching practices, holding entrepreneurship courses and workshops, doing studies on entrepreneurship and entrepreneurs, scientific support, counseling and financial activities for entrepreneurship by students, the development of individual skills, and the organization of internship courses are among the measures taken in various countries (Arend , 2007, p. 24).

The community need for academics with a high intellectual capacity and creativity able to continually update their information and gain new skills and entrepreneurship in the changing world of the job market is felt more than ever (Ahmad Pourdariani, 2004). As both the motivation, for progress and entrepreneurship can be taught and learned (Ahmad Pur Dariani,2012,p. 57) and by planning and policy-making, one can increase the motivation of students, and the entrepreneurial spirit and ultimately led the graduates towards entrepreneurship. Integrating entrepreneurship education in the curriculum of universities and high schools enriches learners' learning experiences, enhances their business creation, improves



their job skills and business management, increases the connection between universities and industry, and creates an opportunity to test content and methods of teaching entrepreneurship (Carayannis, et al., 2003).

One of the challenges of various societies is the graduates with no the individual skills needed to start a business. Preparation about entrepreneurship should not be after graduation but should be done during education and the spirit of entrepreneurship needs to be developed at universities (Shane, and Jonathan, 2003, p. 161). Unemployment crisis is rooted in developing societies and the governments cannot meet the technological needs of their societies, as most outcomes of the universities are not in line with the needs of the labor market. However, one of the goals of the higher education system is preparing the students to play an effective role in the work life. Many factors have a role in the success of an entrepreneurial process, and one of the easiest ways to assure the success of an entrepreneurial achievement is education (Arefi & et al, 2010 ,p 47-78). Regarding this, curriculum designing has an important and decisive role in reaching the goals and objectives of higher education in quantitative and qualitative terms. Indeed, the curriculum plays a key role in the success or failure of each academic center (Arend , 2007, p. 28)., and Ornstein shows the degree of progress and accountability of the universities to the changing and evolution needs of the society (Arefi & et al, 2010 ,p 47-78). Accordingly, with a look at business literature and entrepreneurship education, we witness that entrepreneurship is a supportive programs cited as showing improvement in work performance and encouraging workforce to start. Moreover, an educational system revealing the individual and creative skills will have a good effect on entrepreneurship and as a science will be a viable investment that will bring about the progress of society(Ahmadpour Dariani, & Moghimi,2010, p . 10). Educating entrepreneurship has positive and significant effects on many entrepreneurial indices like entrepreneurial goals. The studies have indicated that utility programs have access to entrepreneurship and entrepreneurship-related titles (Gholampour and Kalej , 2012, p . 153). The community need for academics with a high intellectual capacity and creativity able to continually update their information and gain new skills and entrepreneurship in the changing world of the job market is felt more than ever (Ahmad Pourdariani, 2004, p20).

As both the motivation, for progress and entrepreneurship can be taught and learned (Carayannis, et al., 2003, p47).and by planning and policy-making, one can increase the motivation of students, and the entrepreneurial spirit and ultimately led the graduates towards entrepreneurship. These questions arise:

- What are the components of entrepreneurship planning for preparing education graduates in university?
- What conceptual model can be presented for entrepreneurship-based curriculum at universities for education major?

These are questions whose answers have not been addressed at the universities and higher education institutions. Today's concern of the higher education is that the graduates be able to gain “applicable knowledge”, technology knowledge and professional skills needed to start entrepreneurship and create new jobs.

Wilson & Serawa (2007, p. 3) consider the structure of an entrepreneurship program based on the principles of designing educational programs to have several steps.



1. Needs evaluation: The first step in designing an effective entrepreneurship program is to sketch the outline of the program. This is done by identifying and understanding the learner's needs and making the in line with the organizational needs (Murphy, McNeill, and Falerton, 2004, p. 5).
2. Determining the objectives and missions of the entrepreneurship program (Moghimi, 2004, p.86): they state that entrepreneurship education means adding the main activities to theoretical knowledge, with an emphasis on students' skills and talents. This kind of education educates students for creativity, innovation and workgroup.
3. Entrepreneurship educating methods: universities use various methods to reach their goals and purposes in entrepreneurship. For instance, Galgeries University in America uses group training. London Business School, Swinburne University of Technology, and Durham University use combined learning.
4. The design of an entrepreneurship-training program: studying the basics and background of the research shows three main approaches: In the first approach, entrepreneurship is suggested as an independent course, and in the second approach, entrepreneurship is presented as a program (Porter, 2000,p . 144). In the third approach, these courses might be designed according to the areas in which entrepreneurial knowledge is involved. Gass & Manzis (2001) divide entrepreneurship knowledge into three categories: orientation, awareness, transformation, and the preservation and growth of current entrepreneurs (Murphy, McNeill, and Fallarton, 2004, p. 14).
5. Preparing the faculty: The feature of the faculty is emphasized as one of the components in the entrepreneurship program of universities (Hassan Moradi, 2005, p .45)).
6. Creating a technology entrepreneurship center at the universities: creating an entrepreneurial center as one of the needs of entrepreneurship programs should be put on agenda. Besides creating an entrepreneurial learning environment, this center can be effective in overcoming misconceptions among faculty members and breaking resistances (Moghimi, 2002, p. 91).
7. Organization and management of universities: Organizational structure and university management is one of the most effective components of the success of entrepreneurial programs (Samad Aghaei, 2013: P. 199). This component has two sub-components (organizational structure and management).

Liham (2001, p. 197) has identified the characteristics in which university leadership helps promote entrepreneurship.

In addition, studying theoretical foundations and the research background, several basic stages can be extracted for the development of the university entrepreneurship program, including knowledge and promotion of recognition in entrepreneurship, entrepreneurship orientation, entrepreneurship education (training methods), increasing support services, network creation and supporting entrepreneurial research and disseminating relevant information.

1. Knowledge and promotion of entrepreneurship awareness: this component is composed of several sub-components, such as identifying leading heroes, creating shared insight and showing the role of the entrepreneurship in meeting the needs (Murphy, McNeill, and Falerton, 2004, p. 25).



2. Orientation of entrepreneurship: aligning effective factors in achieving the objectives of entrepreneurship programs and overcoming their resistances are components that have been taken into consideration in studies and entrepreneurship education programs at universities (Jahangiri, 2003, p. 25)
3. Entrepreneurship education (Teaching Methodologies): this component has several sub-components including teaching basic concepts of entrepreneurship, teaching skills and entrepreneurship features, designing an entrepreneurship training program (such as designing with limited resources and sufficient resources of the faculty members), and selecting a model to provide educational programs and specific entrepreneurship activities for students.
4. Development of support services: developing support services for the development of entrepreneurship and the realization of the goals of the entrepreneurship agenda needs a central focus for planning and conducting these programs, and studies have made the existence of such a center an indispensable factor in the development of entrepreneurship programs.
5. Establishing network: Creating communication networks is among the components considered for the development of an entrepreneurship education program. This component has several sub-components, which are the relationship between the world of opinion and practice, the sharing of information resources and activities, attracting popular contributions, facilitating communication with academic communities, the effective use of laboratories and academic studies.
6. Supporting the studies and dissemination of entrepreneurial information: supporting entrepreneurial studies by providing proper support policies and disseminating research results to share others' experiences is among the components that can be derived from studying resources in this field. This component has several sub-elements, such as supportive policies in entrepreneurship research and the dissemination of entrepreneurial information.
7. Evaluating and reviewing entrepreneurship programs including sub-components, faculty members' qualities and competencies, diversity and depth of entrepreneurship programs, student standards and scores, quality and depth of resources.



Here, the curriculum is a multidimensional process and a collective issue done with the cooperation of others due to the relationship with the common cultural, social and political factors. Its contents have undergone many changes through different developments and have always served the system and government for the program to reach their goals and aspirations. A glance at the past of curriculum designing shows that planning curriculum in Iran and the development of basic curricula are essential for conceptualizing views, orientations, and applying principled and reliant on theoretical foundations of views. In the planning process, there is a reason to think about enriching the curriculum. The curriculum planning system has to come up with changes and modifications to the transformational approach regarding new developmental and pre-revolutionary changes and developments in the curriculum, while predicting changes and evolution in the curriculum.

Literature review

In a study entitled “The pathology of the entrepreneurship process in academic curriculum (a case study at the Azad University of Bonab), Majalal Choboglou et al. (2014) found that entrepreneurship curriculum lacks the desired quality and the ability to educate creative, innovative and capable entrepreneurs.

In a study entitled “The need for knowledge training and entrepreneurship skills in the humanities,” Safari et al. (2012) found that material, contents, and subprograms (informal or hidden) in scientific disciplines and even teaching methods in the fields of science and humanities are not in a good state in transferring the concepts of entrepreneurship and business to students.

In a study to examine and analyze the effectiveness of entrepreneurship education in entrepreneurship majors using satisfaction matrix model, Ahmadzadeh (2013) concluded that the content, methods, individual, organizational and socioeconomic consequences due to entrepreneurship education for students in Sistan and Baluchestan University have not been effective.

In a study entitled “Evaluation of the status of entrepreneurship education in Iran higher education,” Sharif et al. (2011) found that the goals, content, teaching and learning strategies, management and supervision methods and evaluation methods of entrepreneurship education should be more than the average level in entrepreneurship education.

In a study entitled “The role of the syllabus and content of physical education courses in entrepreneurship graduates of this field,” Farahani et al. (2008) concluded that the need for entrepreneurship education for physical education students, creating intermediate and interactive environment between learning and implementation environments, revision and adaptation of the syllabus and contents of the courses to the needs of society and to formulate laws that can support innovation and creativity in the field of sport.

METHOD

This study can be considered as a form of exploratory study. In exploratory studies, the researcher tries to identify and determine social or organizational facts with little knowledge or general information known about them, or with little studies done on them. In this type of studies, the researcher tries to discover the pattern in the data obtained by scrutinizing the phenomenon that under examination. Until the last decades of the 20th century, quantitative and qualitative research methods were used separately in traditional humanities studies in the field of human sciences. In these studies, by examining the various aspects of quantitative and qualitative methods, these two methods are in the new design combines the possibility of answering complex research questions in different areas. So far, various classifications have been presented for combined research methods. In this regard, Creswell & Plano Clark (2007) divided the combined research methods into four categories according to Table 1-3. Data collection methods in combined research are classified into two consecutive and sequential methods. In collecting concurrent data, quantitative and qualitative data are collected, analyzed and interpreted somehow simultaneously. Nevertheless, in a sequential way, the researcher first starts to collect and analyze quantitative (or qualitative) data and then uses the results obtained from this stage in the next stage.



Table 1: Combined research methods and designs

Methodology	Designs	Timing	Combination	Symbol
Alignment (triangulation)	Convergent	Simultaneous: Quantitative and qualitative data at the same time	Data integration in the analysis or interpretation phase of the data	QUAN+ QUAL
	Data conversion design			
	Accreditation design			
	Multi-level			
Intertwined	Experimental design	Concurrent / sequential	Combining some kind of data during a larger plan using a different kind of data	QUAN(qual) / QUAL(quant)
	Correlational design			
Explanatory	Follow-up design	Sequential: Quantitative and qualitative in two stages	The relationship between data in two steps	qual → QUAN QUAL → qual
	Participants selection design			
Exploratory	Tool designing	Consecutive: Quantitative and qualitative in two stages	The relationship between data in two steps	quan → QUAL QUAN → qual
	Classification design			

1. Resource: (Rezayat, 2011 quoted by Creswell & Plano Clark, 2007, p. 85)

Given the subject and nature of the study, the research method is a combination of exploratory research method (developing a tool for data collection). Based on the above, the reasons for the study being exploratory are:

2. Lack of consensus on the definitions presented regarding the design of an entrepreneurial-based curriculum model for undergraduate education major by scholars and experts in this field.
3. Dependence of the definitions and design elements of the entrepreneurship-based curriculum model for undergraduate education on the sub-disciplines and socio-cultural backgrounds of the persons providing them and the need to native definitions and components
4. The unknown nature of the main components of the proposed model design of an entrepreneurship-based curriculum model for undergraduate degree in education based on the philosophical foundations and the culture governing society and organization, as so far an independent research in Iran with the goal of the development of a entrepreneurship-based curriculum model for undergraduate education has not been conducted

The study has used interviews to collect data. The questions were designed in a semi-structured interview and if necessary, the researcher asked other questions during the interview to explain the aspects of the question.

The individuals interviewed from various groups were selected as listed in Table 2-2. Given the extensive scope of the subject and the diversity of expertise among key informant in this area and their differences in their experiences with designing an entrepreneurial curriculum model for undergraduate education students, we tried to interview all the informant groups in this



regard. Regarding this, an initial list of eligible individuals for the interview (25 people) was selected and contacted by email, only three of whom showed consent for the interview and the interviews started. However, others were interviewed by phone, and in some cases, coordination was done in person, with 24 people. In addition, at the end of the interview, they were asked to submit their suggestions and introduce them if they consider themselves qualified. Thus, the interviews continued (21 subjects) until it was felt that the answers provided were similar to those of the previous ones and did not add to the findings, and the results of the interview were saturated.

Table 2: The frequency and sample group in the qualitative part

The group interviewed	The number of subjects
Professors of Education (Experts)	6
Entrepreneurs (private sector employers) Community-level experts (people related to education)	5
Experts in the field of entrepreneurship	1
Students (Ph.D. Students of education)	5
Curriculum specialists	3

Qualitative data analysis (coding the interviews)

The purpose of qualitative analysis of research data was to explore the categories, constructs, concepts and common dimensions, discover the relationships between these constructs, build a hypothetical theoretical model, and provide a base for designing questionnaire items. In a systematic way, the basic theory is based on the stages of data analysis through open coding, axial coding, and selective coding, and ends with the supply of logical paradigm or visual image of the emerging theory (Adejimola & Olufunmilayo 2009 , p 88).

In case of data analysis process in the present study, we have to state that we first used analytical (thematic) analysis for data analysis. Thematic analysis is a method for understanding, analyzing and reporting patterns in qualitative data. Pattern, here, means a model obtained through the conceptual order of the extracted data. This method is a process for analyzing textual data and converts dispersed and diverse data into rich and detailed data (Hassan Moradi, 2005, p .45)The initial process encoding was used to create a theme within a row of data. Most qualitative researchers believe that thematic analysis is a very useful method for obtaining the structure of meaning in a set of data (Shane, and Jonathan,161, 2003).

Steps if thematic analysis

Step 1: Becoming Familiar with the Data

Step 2: Generating Initial Codes

Step 3: Searching For Themes

Step 4: Reviewing Themes

Step 5: Defining and naming themes

Step 6: Producing the Report

Then, by separating the interview text into the message elements with messages inside the lines or paragraphs, we tried to extract the open source (concepts), and at a later stage, those concepts were placed in the form of larger categories. After this stage, we also tried to classify the categories as large conceptual categories of classification. In the second stage, which is axial coding, first the main category was specified, and then the other categories were classified in the form of five large clusters causing causation, strategies, ground factors, environmental conditions, and outcomes. Ultimately, in the selective codification stage, the relationships between the obvious categories and the paradigmatic model of the theory of data were provided. It is to be noted that the initial open source code was very large, yet after each step of the classification and review of the data, the concepts of repetition and similar concepts were merged. Then the data obtained for crediting to different indices were recalled and the community has been asked to give the students a small score and the results of the analysis of the quantitative results are extracted from the following results.

RESULTS

What are the components of entrepreneurship programs to prepare graduate students of education in university?

Table 3: Components of entrepreneurship programs for preparing the graduates of education at the universities

Row	Components	Mean	Standard deviation	Coefficient of changes	Factor loading
1	Policies supporting of entrepreneurship programs	3.39	3.440	1.014	0.654
2	Objectives and tasks of the entrepreneurship and technology center for implementing entrepreneurship programs at the university	3.04	0.818	0.269	0.634
3	Principles and practices for training entrepreneurship programs at the university	3.09	0.930	0.300	0.631
4	Evaluation criteria for entrepreneurship programs	3.09	1.034	0.334	0.725
5	The needs of managers and educational leaders in entrepreneurship	2.99	0.891	0.334	0.687
6	Organization and management of entrepreneurship programs implementation	3	1.031	0.303	0.594
7	Attention to labor market demand	3.05	0.955	0.315	0.744
8	Goals and entrepreneurship programs at the university	3.16	0.999	0.316	0.711
9	Entrepreneurship education	3.39	3.440	1.014	0.658
10	Attention to entrepreneurial competencies	3.04	0.818	0.269	0.784
11	Entrepreneurship training content	3.09	0.930	0.300	0.717
12	The needs of faculty members in entrepreneurship	3.03	0.981	0.303	0.558
13	Attention to the needs of society	2.99	0.934	0.315	0.589
14	Attention to technology	3.09	0.934	0.315	0.589
15	Policy-making	3.05	0.977	0.357	0.673
16	Establishment and development of knowledge-based institutions	3.16	0.999	0.316	0.734



17	Technical and financial support from entrepreneurs	3.39	3.440	1.014	0.722
18	Preparation of faculty members for implementation of entrepreneurship programs	3.04	0.818	0.269	0.618
19	The process of evaluating entrepreneurship programs	3.09	1.034	0.334	0.564
20	Establishing specialized associations, NGOs, support for entrepreneurs	2.94	0.891	0.323	0.721

According to the results from the analysis of data related to the first question, the main components of the entrepreneurship program were identified. These components were divided into four major categories (fields, causalities, requirements and implications). Among the above components, attention was paid to entrepreneurship competencies with coefficient factor of 0.784, attention to labor market demand 0.474, the component of establishment and development of knowledge-based institutions with coefficient factor of 0.734. Moreover, they were evaluation criteria of entrepreneurship programs 0.725, technical and financial support component of entrepreneurs with factor coefficient 0.722, component of creation of specialized associations, and NGOs. Furthermore, they were supporting entrepreneurs 0.721, component, content of entrepreneurship education with coefficient factor of 0.717, component of goals and entrepreneurship programs at the university with a factor of 0.711 have the highest effective components of entrepreneurship programs for the preparation of education graduates in universities.

- What conceptual model for entrepreneurship-based curriculum can be presented at universities for education field?

In the area of entrepreneurship-based curriculum, factors and components in the quality assurance process, as well as their relationships are involved that are as follows.

Table 4: Elements of conceptual model

- 1) Entrepreneurship fields, 2) Entrepreneurship incentives, 3) Entrepreneurship requirements, 4) Entrepreneurial outcomes

Goals: A business plan for social investment and the creativity of the students	Competency Model	Micro level (institutions): Developing indices and criteria, designing a business model, taking advantage of the plagiarism approaches and having a systematic approach	Creating optional job opportunities
Contents: Specific model and characteristics of the education system	Teaching method	Intermediate level (specialized societies, NGOs, support for entrepreneurs): Standardization and validation	Business development for graduates
Technology	Educational content	Macro Level (higher education): 1) Establishment and development of knowledge-based institutions, 2) Policy-making, 3) financial support for entrepreneurs	Sub-institutional consequences: Facilitate the commercialization of higher education and meet community needs
Market demand	Entrepreneurship competencies		

Society needs	Evaluation		
Academic curriculum			

Now, according to the above table and description, the paradigm model provides an entrepreneurship-based curriculum model for undergraduate of education as Figure 1, showing the factors and components involved in the quality assurance process as well as their relationship.

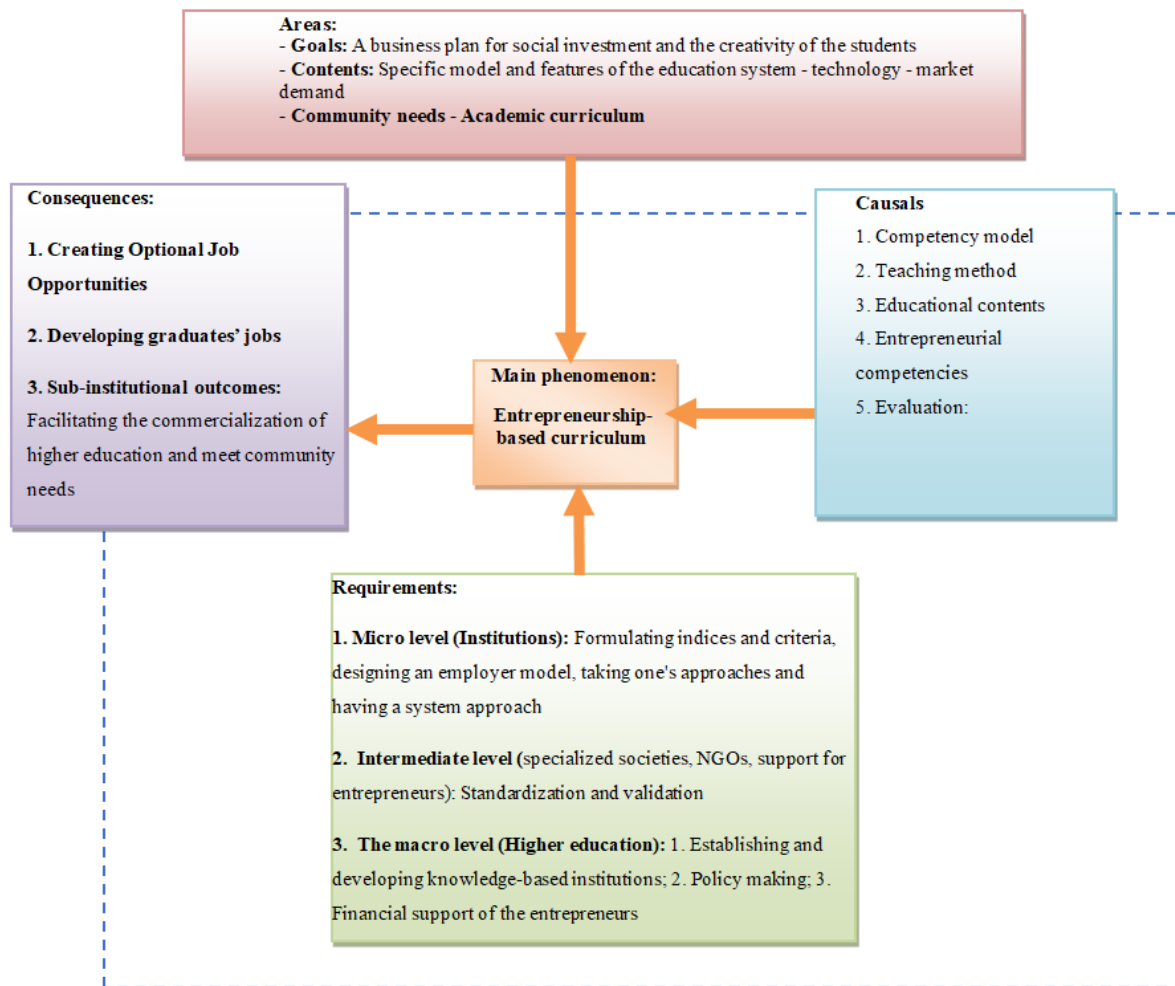


Figure 1: Paradigm model of entrepreneurship-based curriculum model for undergraduates of education

The results of the study are supported by the main components of entrepreneurship programs with research done at some universities in other countries. For instance, McNeill, Falerton and Murphy (2004) reached similar framework by reviewing entrepreneurship programs in more than 15 world universities. According to them, the first step in designing an effective entrepreneurship program is charting the outline of the program. This is through identifying and understanding the learner's needs and making them in line with the organizational needs (McNeil, Fullerton, & Murphy, 2004, p. 5). Thus, the needs evaluation needs identifying several

categories of needs: the needs of the students, the management needs and the needs of the members of the staff, which are scientifically the same as those in the present study.

The study identified several categories of needs for the entrepreneurs. Some of these needs are common to all three groups (directors, faculty, and students). The need for independence is among this category of needs. Moghimi (2004) considers entrepreneurs as those who often engage in entrepreneurial activities of organizations regardless of the support of their organization, but this lack of support is not an important problem. According to him, if management can create appropriate processes and behaviors in an organization, the entrepreneurs of organizations can work in a decent environment. Organizational entrepreneurship can be created, strengthened, managed and supported (Moghimi, 2004, pp. 85-86). Communication needs are among the three major needs of the group. Williams and Tess (1995) considers criteria for the success of entrepreneurs and a high tendency for them to interact with people and have a real relationship with employees and their satisfaction (Porter, 2000, p . 144).

According to Coreau and Wilson (2007), the realization of the principles of training entrepreneurship programs calls for identification of different needs and interests. According to Sheldon, the entrepreneurial university relies on the extent that it relies on the improvement of the great structures and organizational and managerial backgrounds, to the growth and improvement of the capabilities of individuals and the creativity and innovation of them (Gourchian, N.G. et al. 2004, p . 47). This was emphasized in this study as well.

Three main changes are needed in the pedagogy of education, university structure and education for these developments (entrepreneurship education). These developments must happen in parallel to create new possibilities for creating wealth in society. It should be remembered that all these developments happen in an integrated context - a place where there are opportunities for improvement to be used. Providing training programs based on the proposed model will provide such a context.

Okeif and Berger (1993-1999) classified the performance of individuals in three broad areas, tendencies, behavior, and cognition. They suppose that performance improvement and motivation are moderate. However, the effectiveness, cognition and behavior of individuals specify its level. If focus on one dimension, we ignore the effects of other aspects.

Thus, in designing entrepreneurship education programs, all effective aspects must be identified and considered. The outcome of the program is our command over the learning of self-management. Today, self-management has emerged as part of new student training programs. According to the results of this study and similar studies done in some countries, for creation an empowering university, self-management and self-regulatory processes should be institutionalized as part of the university's mission.

In doing so, the first and the best step is to incorporate the principles of self-management in professional development, management, and educational activities, and emphasize organizational goals, values, leadership and expectations. Berger (2001) believes that the mission of the university should be educating self-sufficient students - people who know how to raise and manage their own goals, the issue that the results emphasize as well.

Vasper & Gartner (2007) examined the entrepreneurship programs at universities and stated some key criteria such as faculty competencies, the diversity and depth of entrepreneurship



curricula, the criteria for scientific success and the quality of resources used (p. 405-407). By examining the results of this study, the above criteria along other criteria such as holding courses and training workshops on entrepreneurship education practices for professors, predicting material incentives for faculty and business students, supporting policies and assistance financial research in entrepreneurship, number of entrepreneurship students and support policies stresses the development of support for entrepreneurs.

One of the most significant elements in the development of entrepreneurship is the adoption of policies in line with the economic, social, cultural, legal and technological conditions of the country (Aghaei.1999, p. 87).

In the model of the opportunities affecting entrepreneurship (Tabatabai., Hosseinian, ,2009,p,129), environmental options are seen as the third category of affective options. The subsets of these factors are political choices, economic options, legal options, administrative options, and cultural choices that allow all communications and interrelationships among the community.

Nowadays, entrepreneurship education and its inclusion in humanities curriculum in general and in the field of education, in particular in leading universities, are of the key areas for moving the economic engine of the country. Attention to the curriculum of entrepreneurial curriculum in universities makes students more focused on mere stress on state-owned businesses and equip themselves with processes, so that when they graduate from the university, they can play a role as an entrepreneur in the labor market. Clearly, creating this type of thinking at the university involves the development of a coherent, scientific and advanced syllabus for fostering entrepreneurial attitudes in all university graduates. To improve and better implement the entrepreneurial curriculum, one can use the experience of leading universities that have succeeded in this field. The purpose of the study was to compare the entrepreneurship education in undergraduate education major programs at the leading universities of Pennsylvania, Maryland, California and Harvard, and comparing it with the entrepreneurship curriculum in undergraduate curricula in education field (entrepreneurship, psychology and education, economics, geography, management, physical education and social sciences) at Habood University. The overall results of the study showed that the entrepreneurship education curriculum in the target elements, contents, strategies of teaching and learning, and evaluation in different universities among the studied ones. Sangel et al. (2005) and Lyudasi et al. (2008) reported similar results.

An entrepreneurial curriculum in undergraduate education major in leading universities has been designed according to a merit-based approach to build and strengthen competencies such as knowledge, skills, abilities and attitudes in graduate students. In this approach, the goals are firstly determined practically and tangibly, then the required content is trained according to the purpose and the strategies of teaching-appropriate learning, and finally, the evaluation of students' performance is conducted according to their goals. However, the entrepreneurship curriculum design of Haber University is based on a traditional approach with features such as the objectives of a separate curriculum, linear contents, and teaching-learning strategies based on lecture and teacher-centered group discussion and quantitative assesment. This kind of curriculum mostly stresses lower thinking skills, such as knowledge and understanding, and does not strengthen students' entrepreneurial skills, abilities or attitudes. Creating an



entrepreneurial attitude in people is in need of attention to the high levels of thinking (use, analysis, composition, and assessment). Indeed, entrepreneurship is a process where an entrepreneur can help enhance his/her situation and society by utilizing new and innovative ideas and identifying new opportunities. Thus, attention to betterment of the level of entrepreneurship-based thinking in students is more than necessary. As the studies conducted by Mojalal Choboglu et al. (2014), Safari and Samizsdeh (2012), Ahmadzadeh (2013), Sharif et al. (2011), Farahani et al. (2008) and Ahmadzadeh (2005) show the undesirable status of educational environment of entrepreneurship in undergraduate education field, this lack of utility can be derived from the subject-oriented subject curriculum. The studies indicated that in the leading universities, the curriculum objectives have been formulated in a measurable manner to obtain the desired competencies (skills, knowledge, attitudes, and abilities). However, the goals emphasized in the curriculum of universities stress the level of knowledge and reminding theoretical basics. This subject shapes the attitude in the students that in the goals of entrepreneurial curriculum of the universities for gaining theoretical topics and memories, rather than activities of high levels of thinking. Examining the results showed that developing contents of the entrepreneurship curriculum in the leading universities is to improve the competencies of the students, whereas the emphasis is on theoretic discussions in Haber University program.

Overall, given 2025 perspective of higher education and the fifth development plan for the promotion of entrepreneurship in society, designing entrepreneurship-based curriculum design and the emphasis on the development and promotion of competencies can be considered as a desirable strategy in higher education for the realization and development of competencies. According to this study, the following applied and research proposals are set forth:

Suggestions

- Based on the results, attention to entrepreneurship competencies with a factor loading of 0.784 has the highest factor-loading coefficient. Thus, it is suggested that designing entrepreneurship skills in the field of education be identified in the process of designing a curriculum model with an entrepreneurial approach.
- Based on the results, attention to labor market demand with a factor loading of 0.474, which is a significant factor loading is suggested that the curriculum of the education should be in line with the demands and needs of the labor market.
- According to the results, establishing and developing knowledge-based institutions with a factor loading of 0.734, as a significant factor loading, is suggested in the field of education of knowledge institutions, as well as alumni are encouraged to be members of these institutions and businesses.
- Based on the results, entrepreneurs should be supported and respected and earning income and wealth through entrepreneurship should be considered worthy and entrepreneurial organizations provide students and entrepreneurs with technical and financial support.
- In educational evaluations, besides theoretical methods, like obtaining grades and taking entrepreneurship courses, it is necessary to try to use more practical and project practices, like writing business-oriented plans, along with feasibility studies of projects.



- Using competency approach in the study of entrepreneurial learning, learning can be seen as the domain of entrepreneurial competencies that guide the learning of other competencies.
- For enhancing entrepreneurship education, the undergraduate curriculum in university education is suggested to be reviewed based on entrepreneurial approach.
- As the purpose of the entrepreneurship curriculum is to promote entrepreneurship businesses, it is suggested that the necessary platform for the implementation of various teaching strategies-learning such as serious games, participatory learning, group discussion and case studies in entrepreneurship education be provided.
- A specialized council should be established to determine and update the competencies of entrepreneurs to revise the curriculum in line with the competencies of the entrepreneur.

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