



## Identifying and investigating the foreign model's educational entrepreneurship in higher education and implement native models for Iran

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### Abstract

In today's competitive world, universities and organizations are successful and able to make the most of information and knowledge. For this reason, many universities have started knowledge orientation through entrepreneurship education. In this research, the researcher seeks to identify and study the foreign models of entrepreneurship education, documents of entrepreneurship centers of Tehran universities in higher education, and finally, develop a native Iranian model for entrepreneurship education. In this study, to identify the elements of the native model of entrepreneurship education, a qualitative approach and thematic analysis method, and MAXQDA software have been used. Therefore, first, 50 foreign standard models of entrepreneurship education, as well as documents of entrepreneurship centers of Tehran universities, were identified and selected by the researcher. Then all keywords inside the templates and documents were coded, and 735 open source codes were sent separately to specialists. Cohen Kappa value was calculated using SPSS 23 software. Findings showed that the data obtained from the study of foreign models of entrepreneurship education and documents of entrepreneurship centers of Tehran universities were classified into three categories of capability-oriented, personality-oriented, and lesson-oriented themes, which can be used to design a native model of entrepreneurship education in higher education.

**Keywords:** Entrepreneurship Education Models, Entrepreneurship Education, Native Model, Higher Education, Entrepreneurship Centers

### A. Introduction

The progress and dynamism of a society depends on constructive and creative people, and a society will be able to achieve real development only when this development arises from within the society and people explore issues, analyze, find obstacles and overcome them. Therefore, the first step to move towards development is cognition, cognition of the current situation to determine the desired situation and hence the need for research in the higher education sector is felt more than ever (Malekipour et al., 2019). It seems necessary to cultivate creative and entrepreneurial ideas that can constantly adapt and adapt to the new world. Given that universities have a major role in educating and training specialized human resources in society, attention to university entrepreneurship education (higher education) will help to better develop this. Entrepreneurship education plays an important role in the development of learners' lives and the subsequent comprehensive development of communities. Considering the cultural and empirical role of entrepreneurship indirectly supports the idea that entrepreneurship is influenced by educational measures (Adji Mola and Olfan Milai, 2009). Three important issues for

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innovators and entrepreneurs are: knowledge, skills and attitudes. In most formal trainings, the first item is addressed comprehensively and analytically; The second item is considered incompletely and cannot be easily seen in formal education systems and the third item is not addressed at all (Safari et al., 2012). Since communication networks have connected different markets for the production and supply of services at the national, regional and global levels and have considered competitiveness as the key to entering these global markets, it is obvious that in this global competition, not only countries, rather, all institutions and individuals must constantly increase their competitiveness and compatibility (Ahmadpour, 2002). An important issue that has caused the need to pay attention to competition and entrepreneurship is the problem of unemployment, which the country is struggling with, so that it seems that cultivating entrepreneurs and self-employment thinking as appropriate solutions by policymakers and Economic managers have been considered (Bazargan, 2004). Thus, unemployment among young people, especially graduates, has become an obstacle to economic growth of some countries and citizens (Boahma et al., 2020). The solution to this important issue is student entrepreneurship and support. (Low et al., 2019). Entrepreneurship education has a positive effect on the development of youth entrepreneurial spirit, their intention to start a business, their employability and ultimately their role in society (Batakova et al., 2020). Entrepreneurship education has the ability to cover some of the shortcomings in the existing educational system. First, the development of the necessary entrepreneurial skills in the educational system will lead to an increase in the training of future entrepreneurs in the country. In such an education system, the skills taught lead to lower unemployment, increased establishment of new institutions, and increased employment and existing businesses (McMillan & Lang, 1987). Proponents of the need for entrepreneurship education believe that education plays a vital role in the economic growth of societies. Research related to entrepreneurship education suggests that entrepreneurial education leads people to entrepreneurship by influencing people's attitudes (McMillan and Lang, 1987). Unfortunately, what is not considered in the curriculum in universities is the accuracy of educational content, business issues and problems in society and their transfer to educational programs (Nguyen et al., 2019). In order to be able to purposefully bring students and university graduates into the job market tailored to their field of study, the most important issue is to discuss how to place business and entrepreneurship in designing a curriculum tailored to the student's field of study. (Purvana and Vidiastotti, 2017). Unfortunately, the university has been passive in this regard. Unfortunately, what is not considered in the curriculum in universities is the accuracy of the educational content, business issues and problems in the community and their transfer to the curriculum. Paying attention to this issue in universities is important to increase the effectiveness of educational programs. Entrepreneurship education can improve the understanding and experience of young people and increase their level of self-efficacy (Nguyen et al., 2019: 189). According to the studies, it can be concluded that the top universities in the world have reached the conclusion that entrepreneurship can be increased among students through entrepreneurship and formal university education. It seems that while reviewing and identifying the documents related to the entrepreneurship centers of Tehran universities and also examining the successful global models in the field of entrepreneurship education, their successful experiences can be used to provide a native model of entrepreneurship education in universities in Iran. Therefore, by conducting this research, it is hoped to identify the skills-enhancing components in student entrepreneurship education and by applying these components in the native Iranian model of entrepreneurship education and using its results to

promote student entrepreneurship education in higher education. So, this research seeks to provide a framework for promoting entrepreneurship education in higher education.

**B. Methods**

This study has been done with a qualitative approach. Thematic analysis method was used to analyze the data. Thematic analysis is a way to identify, analyze and report patterns in qualitative data. This method is a process for analyzing textual data and converts scattered and diverse data into rich and detailed data. To extract themes, MAXQDA software have been used. For this purpose, first 50 standard models of entrepreneurship education and documents of entrepreneurship centers of Tehran universities were studied by the researcher and then all the keywords within the standard models of entrepreneurship education and documents of entrepreneurship centers were coded. The coding's done at this stage and the extracted categories and themes were sent experts who mastered how to do qualitative research) Experts who also mastered entrepreneurship education). After initial coding, the relevant themes were extracted using MAXQDA software to express and interpret the findings. (Cresswell, 2009). To increase the accreditation of resources, entrepreneurship education models were selected from four geographical regions of the world and all entrepreneurship centers of public universities in Tehran. To assess the reliability, the opinions of a group of experts who have sufficient knowledge about the various dimensions and aspects of the research topic were used. To assess the validity of this research, in addition to the extracted themes were selected and confirmed by studying the theoretical foundations, research background, opinions and guidelines of a group of experts were taken into account and final coding was done before coding. Therefore, the researcher used experts who had experience in entrepreneurship education in higher education to provide a point of view on coding. For this purpose, 735 extracted open codes were sent to two experts who had sufficient experience in the field of entrepreneurship training and the amount of Kappa Cohen was calculated using SPSS 23 software. According to Landis and Koch (1997), the kappa value is / 65. Shows an acceptable agreement.

Table No. 1- Capability-oriented thematic components - extracted from 50 international models of entrepreneurship education.

Models extracted from 50 international sources of entrepreneurship education	Capability-oriented theme components Extracted and coded components
Model No. 1	Entrepreneurial self-efficacy - Entrepreneurial intent - Identifying entrepreneurial opportunity
Model No. 2	Technology - Practical experience - Market understanding - Communication, management and leadership skills - Cooperation - Awareness of innovation - Financial resources - Practical contexts - Market awareness - Entrepreneurial environment - Promoting innovation and creativity capacity - Holding entrepreneurship courses - Practical activities - Professional knowledge and technology - Provide business support - Turn knowledge into action
Model No. 3	Entrepreneurship Curriculum - Entrepreneurship Versions - Internship - Opportunity - Entrepreneurial Experience

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Model No. 4	Graduate Entrepreneurs - Student Entrepreneurs - Entrepreneurship Intention - Entrepreneurship Counseling - Student Awareness for Entrepreneurship - Sharing Knowledge and Experience - Exposure to Courses - Networking - Student Participation in Entrepreneurship Project - Investment Leap Program - Entrepreneurship Awareness Program - Methods and tools for innovation and problem solving - Entrepreneurship-based training - Business plan program
Model No. 5	Entrepreneurship training courses - Theoretical and practical units of entrepreneurship teaching - Learning the knowledge and skills required for entrepreneurship - Entrepreneurship training center - Entrepreneurship professors - Financial resources - Entrepreneurship center
Model No. 6	Entrepreneurship Career Options - Entrepreneurship Education Programs - Entrepreneurship Courses and Classes - Entrepreneurship Center - Funding - University Faculty Members and Entrepreneurship Professors - Executive Management - Development and Research Activities
Model No. 7	Practical entrepreneurship activities - Academic credibility of professors - Combination of academic activities and practical activities - University curriculum - Practical education of students
Model No. 8	Creating an entrepreneurship university - supporting students - business acumen - business investment - business project - setting up an independent and small business - teaching entrepreneurial knowledge - entrepreneurial thinking training - business plan training
Model No. 9	Entrepreneurial self-efficacy - Sociability - Planning - Leadership - Innovation - Risk-taking - Entrepreneurial intent - University environment
Model No. 10	Entrepreneurial Investment - Strategic and Predictive Planning - Marketing - Idea Development - Opportunity - Creativity - Practical Entrepreneurship
Model No. 11	Entrepreneurial skills - Entrepreneurship education - Identifying entrepreneurial opportunities - Innovation
Model No. 12	Entrepreneurial Intention - Entrepreneurial Self-Efficacy - Entrepreneurial Motivation - Entrepreneurial Education
Model No. 13	Entrepreneurial Intention - Theoretical and Practical Entrepreneurial Learning - Educational Approaches - Planned Behavior
Model No. 14	Entrepreneurship training - Feasibility study - Predictive program - Entrepreneurship intention - Entrepreneurial behavior
Model No. 15	Creativity - Confidence - Internal Control Center - Entrepreneurship Program Evaluation - Business Development - Updating Instructor Information - Maintaining Intrinsic Creativity in Young People's Minds - Updating Projects

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Model No. 16	Discovering New Ideas - Entrepreneurship Network - Creating Collaboration - Solving Experiencing Problems - Foresight - Curriculum - Initiative - Communicating - Searching for Opportunities - Presenting Ideas - Converting Ideas - Producing Valuable Products or Services - Entrepreneurship Area - Entrepreneurship companies - Entrepreneurship workshops - Teacher training - Participatory and transformational leadership
Model No. 17	Entrepreneurial motivation - Entrepreneurial education - Entrepreneurial self-efficacy - Entrepreneurial intention
Model No. 18	Technical interaction - Support for innovation - Business companies - Financial interaction - Social interaction - Link to international-national-regional innovation systems - Knowledge production - Knowledge transfer - Knowledge application - Attention to individual needs
Model No. 19	Organizational Behavior - Improving Awareness and Ability to Cope with Opportunities - Practical Entrepreneurship - Entrepreneurial University - Changing and Growing Society
Model No. 20	Entrepreneurial Motivations - Team Building - Development of Creative Thinking Skills - Internship in Entrepreneurship - Impact of Program Policymakers - Business Plan Development - Entrepreneurship Development Exhibition - Feedback Mechanism - Records, Follow-up and Support in the Future

Table No. 2- Personality-oriented thematic components - extracted from 50 international models of entrepreneurship education

Models extracted from 50 international sources of entrepreneurship education	Personality -oriented theme components Extracted and coded components
Model No. 1	Necessary motivations for business - Thinking - Step-by-step progress to action - Risk limitation - Practical entrepreneurship - Involvement of curious learners - New ideas and concepts - Entrepreneurship education - Appropriate environment for entrepreneurship education - Development of confidence - Resistance and Hard work - Adaptability - Value creation through research and increasing levels of self-efficacy - Team building
Model No. 2	Entrepreneurial discipline in teachers - Practice in entrepreneurship - Experience - Practical entrepreneurship - Financial literacy - Business ownership - Creativity - Innovation - Commitment - Marketing skills - Business plan development - Problem solving - Risk - Leadership - Progress - Confidence - Appropriate Decision - Entrepreneurial Behavior - Academic Climate - Growth Centers -

Model No. 3	Competition - Team Building - Central Board or Guided Committee - Expansion of Side Development Activities - Foundation for Making Different Budgets - Academic Entrepreneurship Encouragement Center - Integrating Entrepreneurial Culture
Model No. 4	Innovation - Self-efficacy - Sociability - Planning - Leadership - Risk-taking - Entrepreneurial attitude - Entrepreneurial intent - University environment
Model No. 5	Attitudes Towards Entrepreneurial Behavior - Mental Norm - Internal Control Center - Entrepreneurial Goal - Entrepreneurial Behavior
Model No. 6	Mental development of entrepreneurial characteristics - Emotional intelligence - Emotional, emotional and cognitive learning - Implicit knowledge - Intuitive strategy - Comprehensive management - Perspective and feeling - Entrepreneurial values - Confidence building - Design and development of entrepreneurial organization - Entrepreneurial management in various fields
Model No. 7	Internship - Business Opportunities - Team Building - Business Plan - Commitment - Leadership - Opportunity - Ambiguity - At Risk
Model No. 8	Uncertainty - Creativity - Self-confidence - Ability to adapt - Lack of motivation - Marketing - Investment - Entrepreneurial environment - Practical entrepreneurship - Strategy - Business knowledge and skills - Teamwork - Simulation - Problem solving
Model No. 9	Mental norms - Emotional competencies - Attitude - Self-efficacy - Entrepreneurial intention - Emotional intelligence - Entrepreneurial attitude
Model No. 10	Desirability of conditions - Feasibility of ideas - Entrepreneurship training - Considered risk - Entrepreneurship intention
Model No. 11	Positive feeling of entrepreneur - Entrepreneurship education - Exploitation of business opportunities - Direct effect of individual emotions - Indirect effect of individual emotions
Model No. 12	Entrepreneurial motivation - need for success - need for independence - having economic motivation - entrepreneurial goal
Model No. 13	Entrepreneurial Motivation - Emotional Intelligence - Entrepreneurial Attitude - Team Building - Confidence - Internal Control Center
Model No. 14	Confidence (personal assets) - Risk tolerance - Motivation - Management and leadership experience - Team cognitive experiences
Model No. 15	Entrepreneurial intention - Willingness to start a business - Courage in risk-taking - Self-efficacy - Self-confidence - Compatibility - Recognizing job opportunities - Evaluating opportunities - How to set up opportunities

Model No. 14	Entrepreneurial Intention - Attitude Towards Behavior - Entrepreneurial Motivation - Entrepreneurship Resource Supply - Internal Control Center
Model No. 15	Entrepreneurial attitude - Internal control center - Need for success - Leading - Risk-taking - Self-efficacy
Model No. 16	Having an entrepreneurial attitude - Individual mental norms - Center of Internal Control - Entrepreneurial intention
Model No. 17	Positive feeling - Entrepreneurial attitude - Team building and networking - Creativity - Adaptability - Confidence

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### C. Findings and Discussion

To identify the elements of a native model of entrepreneurship education for graduate students obtained from the study of foreign models of entrepreneurship education and documents of entrepreneurship centers of Tehran universities, Figure 1- Overview of themes extracted from 50 foreign models of entrepreneurship education and their component which presented to answer research questions.

Question 1- What are the foreign of entrepreneurship education in higher education and what are their characteristics?

The foreign models of entrepreneurship education studied in this study were classified into three categories: ability-based themes, personality-oriented themes and lesson-oriented themes, which included 50 models. The studied documents were classified into 4 geographical areas based on the geographical area. A total of 22 articles and documents were reviewed in Europe, 16 articles in Asia, 7 articles in the Americas and 5 articles in Africa. After reviewing 50 external standard models of entrepreneurship education, all keywords within the standard models of entrepreneurship education were coded and 735 extracted open codes were sent separately to subject specialists who had sufficient experience in entrepreneurship education and using the software SPSS 23, Cohen kappa value was calculated. According to Landis and Koch (1997: 172), the kappa value is / 65. Shows an acceptable agreement. Agreed extraction factors from the analysis of the collected data were used in the qualitative study. Path analysis was used to explore the relationships between commonly used codes in foreign models of entrepreneurship education, which was used to provide a native application model of entrepreneurship education in higher education. As shown in Figure 1, the components were classified into three levels: 1- personal skills Level (personal empowerment) 2- General skills Level (workplace empowerment) 3- Skills University Specialization Level (Career Empowerment in Higher Education).

(Required components in entrepreneurship education for higher education students)

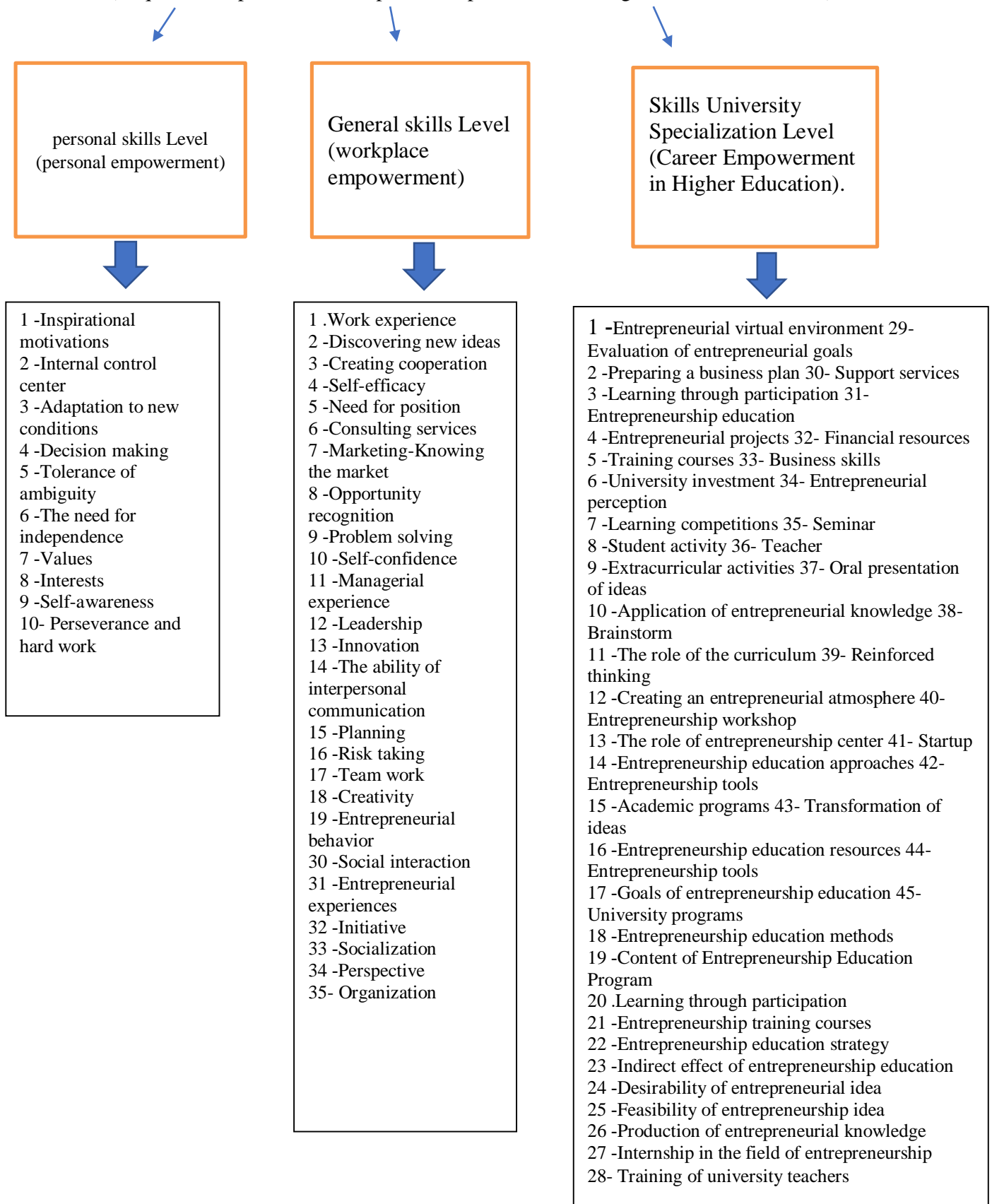


Figure No. 1- Conceptual framework of research (Native model of entrepreneurship education)



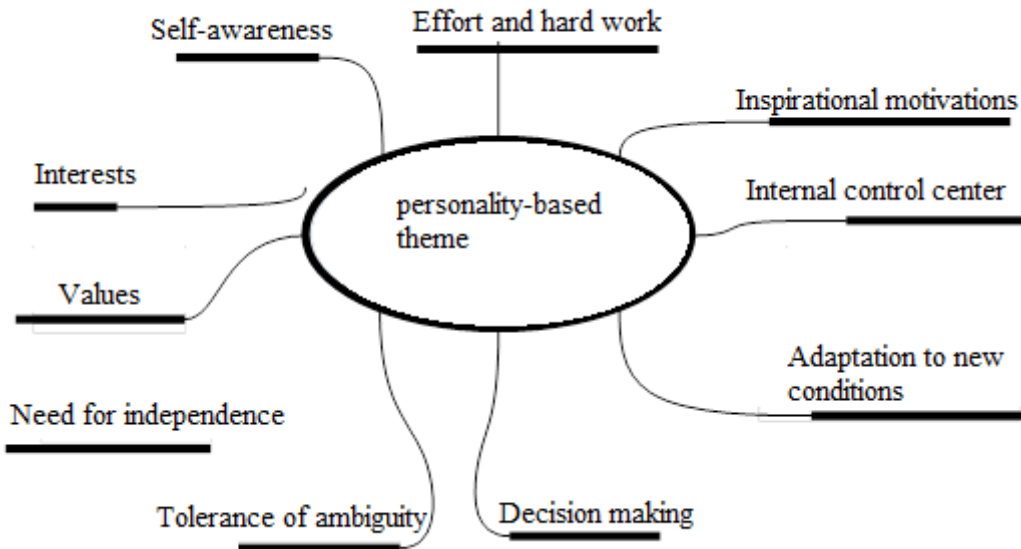


Figure No. 3 - Personality-based theme

In examining the foreign models of entrepreneurship education, the personality-based theme with the most frequent components of inspirational motivations, internal control center, adaptation to new conditions, decision making, ambiguity tolerance, need for independence, values, interests, self-awareness and perseverance and hard work is shown in Figure 3.

General skills are skills that help students and graduates to be able to organize and implement their responsibilities in a real work environment as an effective and useful person (Amir Arjomandi, 2019).

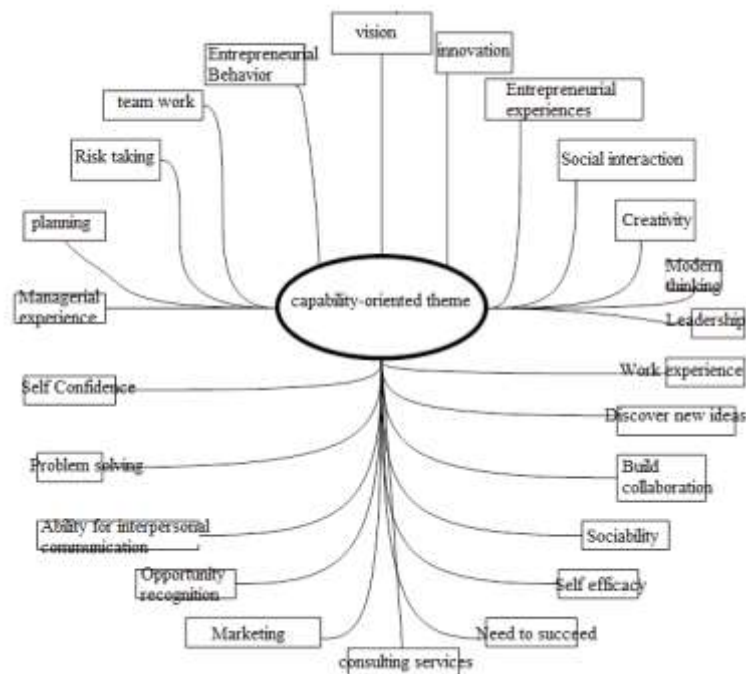


Figure 4 - Capability-oriented theme

In examining the foreign models of entrepreneurship education, the theme of capability-oriented with the most frequent components of initiative, entrepreneurial experiences, social interaction, creativity, innovation, leadership, work experience, discovering new ideas, creating cooperation, socialization, self-efficacy, need for success, consulting services Market-Marketing Understanding, Opportunity Recognition, Interpersonal Communication Ability, Problem Solving, Confidence, Managerial Experience, Planning, Risk-Taking, Team work, Entrepreneurial Behavior and Vision is shown in Figure 4.

Knowledge skills are skills that are mostly knowledge-based and specific to a particular discipline. It is considered that in addition to learning theoretical courses, the student acts in order to apply it and apply the knowledge of his field (Amir Arjomandi, 2019).

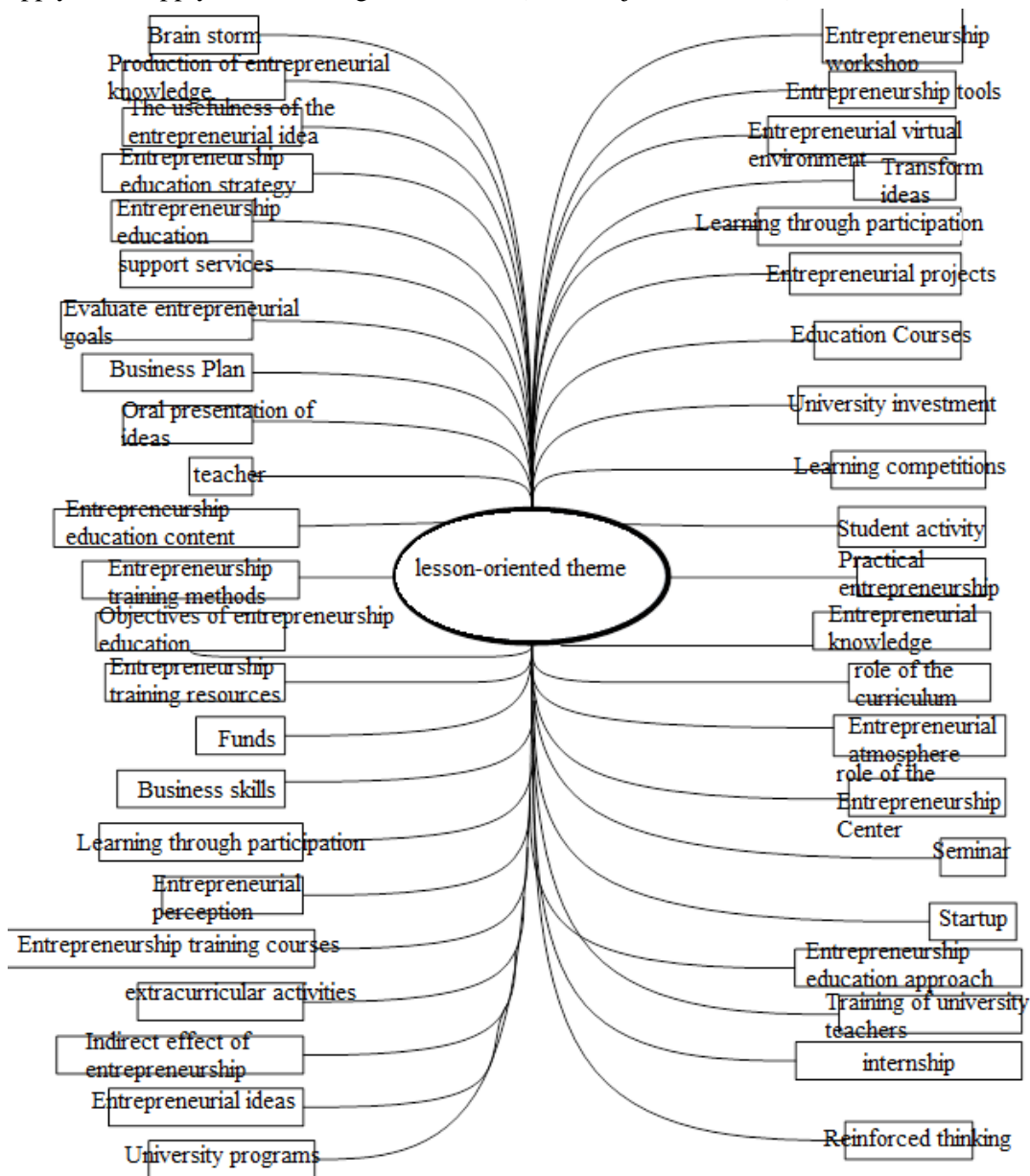


Figure 5 - lesson -oriented theme

In examining the foreign models of entrepreneurship education, the lesson-oriented theme with the most frequent components is shown in Figure 5. These components are: entrepreneurial virtual environment, idea conversion, participatory learning, entrepreneurial projects, training courses, university investment, learning competitions, student activities, practical entrepreneurship, application of entrepreneurial knowledge, curriculum role, creation Entrepreneurship environment, the role of entrepreneurship center, entrepreneurship education approaches, enhanced thinking, seminar, university programs, entrepreneurship education resources, entrepreneurship education goals, entrepreneurship education methods, content of entrepreneurship education program, teacher, oral presentation of ideas, preparation of business plan , Evaluation of Entrepreneurship Goals, Support Services, Entrepreneurship Education, Financial Resources, Business Skills, Participatory Learning, Entrepreneurial Perception, Entrepreneurship Education Strategy, Extracurricular Activities, Indirect Effect of Entrepreneurship Education, Desirability of Entrepreneurship Idea, Idea Feasibility Entrepreneurship, Entrepreneurship Tools, Entrepreneurship Workshop, Entrepreneurship Knowledge Production, Brainstorming, Entrepreneurship Internship, Startup, University Programs and University educator Training.

## **Conclusion**

The findings of this study showed that external models of entrepreneurship education were classified into three categories of ability-oriented, personality-oriented and lesson-oriented themes, which can be used in designing the entrepreneurship education curriculum for students. Hoda (2020) in a study refers to the problems of traditional entrepreneurship education in tertiary universities and to solve this problem describes 9 steps as training steps of practical entrepreneurship model, which are, considering the motivations and capabilities of students In the study process, this component has been considered in the present study with 23 frequencies in 50 models of entrepreneurship education. According to the review of articles and global models of entrepreneurship education that are in the category of "capability-oriented" models, we can include components 1- work experience (practical work), discover new ideas, create cooperation, self-efficacy, the need for success Consulting Services, Market Recognition, Opportunity Recognition, Problem Solving, Confidence, Managerial Experience, Leadership, Innovation, Interpersonal Communication Ability, Planning, Risk Taking, Teamwork, Creativity, Entrepreneurial Behavior, Social Interaction, Entrepreneurial Experiences, He noted the initiative, sociability, vision and organization in providing a local model tailored to the needs of higher education students. In the section on examining patterns of entrepreneurship education based on personality, in the study of Purvana and Vidiastuti (2017), it examines the personality traits of students in the section of academic learning. In the research, the author refers to the personality traits of creativity, innovation, commitment to work, self-confidence, progress and risk-taking, and leadership, which states how to cover planned learning in the university curriculum as well as Extracurricular learning has shaped and strengthened the personality traits of individuals. Moras et al. (2018) in this model refers to the effects that the entrepreneurial characteristics of individuals and the university environment have on students' entrepreneurial intentions, and the author's greatest emphasis is on self-efficacy and risk-taking, which leads to entrepreneurial attitudes, as in Similar previous research was described and shown in Figure 2, there is a positive relationship between students' personality traits and motivation to become an entrepreneur. It should be noted that in examining the frequency of components of the research

results, it was shown that motivations and personality traits of individuals with 23 repetitions and the highest frequency of effective components in entrepreneurship education programs and the main factors of student employment. In the study by Chen et al. (2020), the effect of entrepreneurship education on the intention to start a business from the angles of desirability, feasibility and perceived risk is examined. The results show that both desirability and feasibility study flex the relationship between entrepreneurship education and entrepreneurial intention, and in relation to the feasibility of entrepreneurship education and risk, the probability of entrepreneurship intention and job creation of students increases. Barba Sanchez (2018) in connection with the entrepreneurial motivations of individuals such as the need for success, the need for independence and economic motivations, points out that if placed in the right direction with entrepreneurship education, it will lead to the realization of entrepreneurial goals and employment. In the conceptual model of Ndofirpi (2020), the effect of entrepreneurship education on motivation and personal characteristics of individuals is examined and among the three characteristics of need for success, risk-taking and internal control center, the need for success has a significant effect. All the mentioned components in the above researches are consistent with the results of the present research and have been presented with a significant frequency in the mentioned models. As a final result and considering all the components adopted from foreign models of entrepreneurship education and documents of entrepreneurship centers of Tehran universities, it can be realized that to prepare courses and programs of entrepreneurship education for students and design the topic of entrepreneurship curriculum for students, paying more attention to the components of attitude and considering the personality traits of students is a very important and effective thing in achieving effective and acceptable results in entrepreneurship education..

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