

The Place of Entrepreneurial Curriculum Components in Higher Education

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Abstract

This paper aimed to study the place of entrepreneurial curriculum components in higher education regarding students' views. In this survey, the population consisted all students at the University of Kashan in 2014-2015 (N=7150) from which 283 students were selected through random sampling. The research instrument was an entrepreneurial curriculum researcher-made questionnaire with 105 items in a five-point Likert scale (objectives and orientations, content, teaching and learning strategies, monitoring and management styles, and assessment methods). The questionnaire's content validity was confirmed by professors and experts in this field. Reliability was obtained 0.92 based on Cronbach alpha coefficient. Data was analyzed at inferential level (t-test and multiple ANOVA) using SPSS. Findings revealed that the status of entrepreneurial curriculum components in objectives and orientations, content, teaching and learning strategies, monitoring and management styles, and assessment methods was above the average at the tertiary level. In addition, there was no significant difference between students' views on entrepreneurial curriculum components in terms of gender, field of study, academic degree and level, and GPA.

Keywords: Curriculum, Entrepreneurship, University, Student

Introduction

Over the past decades, the world has faced rising unemployment. One reason is the lack of work experience among young people to enter the labor market. Education cannot prevent unemployment and many university graduates are unable to find jobs. In order to resolve this problem, therefore, some universities have started offering entrepreneurship courses

(Adejimola & Olufunmilayo, 2009). Significant quantitative growth in higher education and the educational mission of universities on the one hand, and neglecting to promote innovative and entrepreneurial thoughts among students, on the other hand, have caused a significant proportion of the unemployed and job seekers in Iran to have university degrees and qualifications (Hosseini Lor, 2008). One of the roots of this problem can be the disharmony between the university graduates and the needs of the labor market. Another issue is that most academic courses, especially in Humanities, are purely theoretical and there has not been an attempt to use them more practically. University graduates, therefore, are mainly in search of work in governmental agencies and organizations and are less inclined to create employment (Kowsari and Norouzzadeh, 2009). The rapid changes in environment have created new conditions for higher education. As a result of this situation, the need to develop entrepreneurial skills in order to create new businesses, using unused capacities, developing current capacities and solving social problems is axiomatic. In response to these challenges, the new mission of universities is to build entrepreneurial abilities among university graduates.

Entrepreneurship is a process which requires planning and research in educational system and its applications are spread from families and schools to universities and organizations. It allows people, using the expertise and ingenuity, to create opportunity and empowerment, and generative employment and income (Dutta & Crossan, 2005). Entrepreneurship began in America and spread to Europe, Asia, Oceania and Africa. The entrepreneurial process is hunting opportunities by people (individually or through organizations) without taking into account the resources available to them (Rezaeian, 2006). Strengthening entrepreneurial atmosphere will enhance social and economic success locally, nationally and globally. This success requires extensive training programs and promoting entrepreneurial culture (Ahmadpur Dariani, 1999). Entrepreneurship education is a systematic, conscious and goal-oriented process in which potential-but-non-entrepreneurs are trained. In fact, this type of training is an activity used to transfer knowledge and information needed to set up and run business and to enhance, improve and develop the attitudes, skills and abilities of non-entrepreneurs (Zabihi and Moghaddassi, 2006). The objectives of entrepreneurship education in universities can be different in a range from creating awareness and knowledge among students vis-à-vis entrepreneurship to develop entrepreneurial skills.

Among the objectives of entrepreneurship education mentioned at fifteen leading universities programs are:

1. Increasing knowledge and understanding steps and processes of setting up and managing a new business
2. Increasing students' knowledge of new business and start-up companies as a career path
3. Improving self-employed abilities
4. Increasing knowledge and understanding of the role of new businesses and small businesses in the economy of a country

Entrepreneurship education can be one of the most effective ways to facilitate paving the way of graduate students towards the labor market. Generally, objectives of entrepreneurship education can be recognized as entrepreneurial knowledge, determining and strengthening the capacity, talent and entrepreneurial skills, instilling risk taking and reinforcing attitudes to

embrace change (Ahmadpur Dariani, 2004). As a result, the unemployment rate and the failure in business are lower (Yurbano, 2008). The Entrepreneur University takes advantage of the abilities of the university to improve and increase entrepreneurial deals (Rahae, 2007).

One of the important objectives and responsibilities of higher education system in each country is to train and educate specialized human resources to fulfil the needs of society. Although universities and institutions of higher education in Iran have begun efforts in this field, unfortunately, due to curriculum inappropriateness to meet the needs of society, university graduates do not have the necessary expertise and efficiency for relevant jobs, because their education is not related to the real needs of society. On the other hand, population growth, increase in the number of universities and higher education institutions, weakness in formulation and implementation of economic development programs, lack of all-inclusive program to train specialized human resources and so on, are among the most important factors which have led to the so-called problem of "the employment of higher education graduates".

Unemployment is one of the most complex problems which exist today. Despite the due attention of the authorities to create jobs, the country has faced a lot of graduates looking for jobs; graduates who have spent a lot of money and several years of studies to become an expert. Because this is a social and economic problem and may become a "crisis" in future, we need well-organized and coordinated plans to resolve this crisis. Regarding the increasing number of educated people, on the one hand, and the socio-economic problems, on the other hand, entrepreneurship has become an important issue over the recent years. This issue is accomplished when entrepreneurship is realized to have a place in the curricula of universities and institutions.

Curriculum is one of the most influential and important components in development of entrepreneurial spirit in higher education system. Curriculum plays a significant role in determining the orientations and directions of activities which are carried out in universities and higher education institutions in various forms. In fact, curriculum as the heart and core of academic centers plays a key role in the success or failure of these centers (Lunenburg and Ornstein, 2004). There is, however, no consensus among professionals and experts in this field over the concept of the curriculum (Maleki, 2008). Although this concept has been defined by most scholars by terms and phrases such as 'educational subjects', 'educational content', 'objective performance goals', and 'unpredicted learning experiences' (Nasr et al., 2007, Fathi, 2014), it is certain that the core principle of all educational institutions is not budget but the curriculum which provides a variety of experiences and learning opportunities through which it is possible to achieve students' participation and involvement to accomplish the objectives of higher education. For Long Street and Shean (1393) curriculum has not emerged to achieve a set of specific goals but to meet the ever-increasing complexities of decision-making in educational institutions. Elliot Eisner (1994) believes that curriculum reflects a series of designed educational events in order to anticipate and achieve the learning outcomes for one or more learners.

From this perspective, if curriculum is considered as formal and informal content, a process, and overt and covert training by which the learner acquires the necessary knowledge and skills, and changes his/her attitudes under the guidance of school (Maleki, 2008), it can be said that

an entrepreneurial curriculum should include a set of contents and processes through which students will learn concepts, attitudes and entrepreneurial skills and will internalize them. In this context, specifying the role and position of curricular elements in entrepreneurship becomes necessary. According to experts' and scholars' views, the aforementioned elements can be discussed as components such as objectives, content and learning experiences, teaching and learning methods, assessment methods, teaching space, etc. Anyhow, training entrepreneurship can be done in different ways and by various methods but curriculum is the most important element in it (Gibb, 2002). In fact, the bridge between the university and the student is curriculum. Students, as a part of their major role, learn how to use theories of entrepreneurship through the acquisition of attitudes and ideas and how to put them into practice. Based on this definition, curriculum experts classify the main elements of curriculum as objectives, content and learning experiences, teaching and learning methods, assessment methods, teaching space, time, equipment and learners' teaming. Therefore, this research studies the place of entrepreneurial curriculum in different dimensions (objectives, content, teaching and learning strategies, assessment methods, and management practice) at University. Most research in this area has been conducted on issues such as small businesses, characteristics of entrepreneurs, and corporate and independent entrepreneurship, and has paid less attention to entrepreneurial curriculum, objectives, content, and teaching methods of entrepreneurship (Ahmadzadeh, 2006). The results and findings of this study can be used by policy makers of higher education in order to help them design and develop curricula and entrepreneurship education, and thereby help expand this area vastly. Results of this research will also help universities identify their potentials to become entrepreneurial universities.

Review of Related Literature

For more than fifty years, entrepreneurship has been a part of curriculum in institutes of higher education in North America. The first entrepreneurial gathering was in 1948 at Harvard University. Today, entrepreneurial education is presented in most universities in the United States and the number of students who tend to attend entrepreneurial courses for business planning and financial and technological management increases. Some universities and colleges in Malaysia in mid-1990s involved entrepreneurship as one of the important issues in their curriculum. Research conducted at these universities shows that 36.7 percent of students were interested in learning how to start a small business or manage an institution. Moreover, 44.4 percent of the sample surveyed believed that entrepreneurial talents exist in all people. So people can be entrepreneurs out of formal education (Yu and Chan, 2007). Chambers (2005) believes that it is necessary to have a review of programs, to have curriculum and to hold training courses for various training centers of higher education in order to turn a traditional university to an entrepreneurial one. Mwasalwiba (2008) in research on entrepreneurship education found that the most important topics which should be taught in the curriculum of entrepreneurship include nine issues: resource and finance management, marketing and sales skills, innovation and exploring opportunities, business planning, firm management, organizing and team-building, creating new businesses, small business management, and risk-taking and logic. Matlay (2008) showed that there was no harmony between graduates' needs for

entrepreneurship education and real outcomes in terms of entrepreneurial skills, knowledge and attitudes. This mismatch is a corollary of entrepreneurs' expectations of real training needs. A case study conducted by Plattner et al (2009) on 349 BA students to understand if university students are psychologically ready to be entrepreneurs revealed that only 8 students chose self-employment as a future career and most students did not have a positive self-image and believed that their career will depend on their relationships with the right people, the government and chance (locus of external control). Cheng (2009) in a research on the effectiveness of entrepreneurship education in Malaysia concluded that such education was not a coordinator of students' expectations with their acquiring skills; and the level of understanding entrepreneurial skills was yet low among.

Ayegou et al (2013) conducted a study at the University of Morocco and found out that after the global advent of entrepreneurship in the late 1980s and due to the constraints of globalization, the need for skills and merits was among the new features of the labor market, and this need is mainly funded by the higher education. Ghina (2014) ascertained that the serious problem of educated people in Indonesia was unemployment. To deal with this problem, entrepreneurial training program was introduced which was one of the government's programs, especially the Ministry of Education. This program aimed to educate creative and innovative entrepreneurs.

Setiawan (2014) showed that entrepreneurship education should help develop students' mental and psychological assets such efforts, the ability to deal with stress and difficulties and help students come up with difficult and unexpected changes and challenges that often occur in business life. Martin and Romita (2014) indicated that teaching methods in entrepreneurship education should involve active methods such as exploratory learning, statement of problems, cooperative learning, simulations, and role playing.

Ahmadpur Dariani and Azizi (2003) found that if university education is regarded as a system, the outputs, then, will be more market- and business-oriented than knowledge-oriented. This is contrary to Iran's university educational system in which graduates have great knowledge but show a lack of practical skills and do not tend to self-employment. Therefore, the need for a drastic revision of educational system in order to educate entrepreneurs is felt. Fakour (2008) showed that in order to turn traditional universities to entrepreneurial ones, it is necessary for universities to modify their structural, administrative, and cultural dimensions and develop an infrastructure needed to provide the basis for the fulfillment of new functions.

Norouzzadeh and Kowsari (2009) argued that different elements of curriculum must be employed to create the necessary merits in different aspects of knowledge, to produce attitudes and skills required for a specific field in a student, to foster interests and higher mental skills, to introduce entrepreneurial knowledge and to create entrepreneurial spirit, which all are essential in educating entrepreneurs.

In addition, the results indicated that organization of curriculum as an interdisciplinary approach, problem-based attitude, creating learning opportunities in real learning environment and realistic assessment are among the most important factors affecting entrepreneurial skills in students. Accordingly, it can be concluded if students are taught entrepreneurial skills in their

undergraduate curriculum, a context to fulfill the higher education responsibility in training skilled workforce and efficient entrepreneurs will be provided.

Imani (2009) in his study on entrepreneurship education at universities concluded that entrepreneurship programs to prepare graduate entrepreneurs in universities, twenty factors classified in four main components of philosophy and objectives, theoretical fundamentals, elements of entrepreneurial programs, and environmental factors should be taken into consideration. The needs of groups under study in this field were different. Yadollahi Farsi (2009) studied entrepreneurial curriculum in Education. Their findings showed that the main priorities to develop entrepreneurship among students of Education include: doing educational projects in education-departments of various organizations, learning how to develop a business plan, being introduced with education-related jobs, getting familiar with business rules, getting familiar with financial and marketing skills, grasping concepts of creativity, innovation and skills related to them. Sharif et al (2010) investigated the status of entrepreneurship education in Iran's higher education and found from respondents' views that objectives, content, teaching and learning strategies, management, monitoring, and assessment practices should be taught more than the average level in entrepreneurship education. Owladiyan (2010) revealed in her survey that entrepreneurial managers and graduate entrepreneurs believe that heeding educational objectives, learning process, human resources and training facilities, educational assessment, risk-taking and creativity, and individual locus of control affect entrepreneurship curriculum in education.

Mazbouhi (2011) argued that entrepreneurship educational programs should be based on the educational needs of individuals and on indigenous-based models. Their content should be designed in such a way that it increases individuals' understanding of the issues raised around. Moreover, teaching entrepreneurship should also involve new methods and activities such as projects, practical and problem-solving methods. In addition, the assessment should use practical methods and project as well as theoretical approaches.

Jafari Moghadam (2012) in reviewing the content of curriculum of BA courses of Library and information sciences with the aim of developing entrepreneurial attitudes showed that the chosen courses of Library and information sciences (except General Psychology) paid no attention to fostering entrepreneurial attitudes among students. The findings indicate that the most important issues for experts to be included in the curriculum of this course are as follows: creativity, recognizing entrepreneurial opportunities, teamwork, knowledge of business, and understanding the challenges of active institutions in Library and information sciences and information technology.

Methodology

The population in this practical survey included all students at the University of Kashan in 2013-2014 (N=7150). A sample of 238 students was selected. Since the variance of the population was not definite, at first a pilot study was conducted on 30 students and questionnaires were

distributed among them. After obtaining data from the pilot group and estimating variance, the statistical research sample size was obtained 238 students using Cochran sample size formula:

$$n = \frac{7150.(1.96)^2 \times (0.16)}{7150.(0.05)^2 + (1.96)^2 \times (0.16)} = 238$$

This study used stratified sampling. Data was collected using a researcher-made questionnaire on entrepreneurial curriculum. The questionnaire was first contained 110 questions. After conducting the pilot study and determining the validity and reliability, the number of questions was reduced to 105 questions.

These 105 questions were in five components (objectives and orientations, content, teaching-learning methods, styles of management and monitoring, and assessment methods) based on a five-point Likert scale. Respondents in this scale measure their understanding of the different categories from point one to five. As this scale was a five-point one, the theoretical average in research was considered (3), so that the average obtained above (3) represented an ideal status and the average below (3) represented an unfavorable status. Face and content validities were confirmed by professors and experts.

Table 1. The reliability of the Questionnaire Based on Cronbach's alpha coefficient

Components	Number of Item	reliability	Sig.
Objectives	33	0.91	0.000
Contents	23	0.86	0.000
Teaching and Learning Methods	21	0.81	0.000
Management and monitoring styles	16	0.78	0.000
Assessment methods	12	0.83	0.000
Total	105	0.92	0.000

The reliability of the questionnaire based on Cronbach's alpha coefficient was calculated 0.92 which represented a high reliability. Data analysis at inferential statistics (multiple ANOVA, test-t) was performed using SPSS.

Results

The sample consisted female (52%) and male (48%) students majoring in Engineering (33%), Sciences (21%), Humanities 36%, and Arts and architecture (10%). Among these students 62% were at BA or BSs levels, 29% at MA or MSs, and 8% at PhD. Most students (44%) in the sample had a GPA of 16 to 18.

1. What should the objectives and orientations of entrepreneurial curriculum be?

Table 2. Objectives and Orientations Entrepreneurial Curriculum in Students' Views

Variable	N	Mean and std	Df	T	Sig.
Objectives	238	4.20±0.43	237	43.37	0.000

Based on the findings, the mean and standard deviation of students' view about the objectives and orientation of entrepreneurial curriculum were 4.20±0.43. The observed t was larger than the critical value of the table at a Sig. level of .0.05. So the students believe that objectives and orientations of entrepreneurial curriculum should be considered above the average level.

2. What should the content of entrepreneurial curriculum be?

Table 3. The Content of Entrepreneurial Curriculum in Students' Views

Variable	N	Mean and std	df	T	Sig.
Content	238	4.20±0.51	237	36.30	0.000

The mean and standard deviation of students' view about the content of entrepreneurial curriculum were 4.20±0.51. The observed t was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the content of entrepreneurial curriculum should be considered above the average level.

3. What should the teaching and learning strategies for entrepreneurial curriculum be?

Table 4. Teaching and Learning Strategies of Entrepreneurial Curriculum in Students' Views

Variable	N	Mean and std	df	T	Sig.
Teaching and learning strategies	238	4.04±0.45	237	35.56	0.000

The mean and standard deviation of students' view about the teaching and learning strategies of entrepreneurial curriculum were 4.04±0.45. The observed t was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the teaching and learning strategies of entrepreneurial curriculum should be considered above the average level.

4. What should the styles of management and monitoring of entrepreneurial curriculum be?

Table 5. Styles of Management and Monitoring of Entrepreneurial Curriculum in Students' Views

Variable	N	Mean and std	df	T	Sig.
Management style	238	4.24±0.50	237	38.30	0.000

The mean and standard deviation of students' view about the styles of management monitoring of entrepreneurial curriculum were 4.24±0.50. The observed t was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the styles of management monitoring entrepreneurial curriculum should be considered above the average level.

5. What should the assessment methods of entrepreneurial curriculum be?

Table 6. Assessment Methods of Entrepreneurial Curriculum in Students' View

Variable	N	Mean and std	df	T	Sig.
assessment methods	238	4.22±0.48	237	38.86	0.000

The mean and standard deviation of students' view about the assessment methods of entrepreneurial curriculum were 4.22±0.48. The observed t was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the assessment methods of entrepreneurial curriculum should be considered above the average level.

6. How different are students' views about the station of entrepreneurial curriculum at the University of Kashan in terms of demographic characteristics?

Table 7. The Comparison between the Students' Views about the Station of Entrepreneurial Curriculum in Terms of Demographic Characteristics

Source	Sum of Squares	df	Mean Squares	F	Sig.
Gender	0.10	1	0.10	0.61	0.44
Field of study	0.416	4	0.104	0.606	0.66
Degree	0.080	3	0.027	0.155	0.93
GPA	0.53	3	0.177	1.032	0.38

Table 7 represented that there was no significant difference among students' views about the station of entrepreneurial curriculum in terms of gender, field of study, degree, and GPA. Male and female students from different fields and degrees have same views about the station of entrepreneurial curriculum.

Discussion and Conclusion

If we accept the fact that the curriculum of universities and institutions of higher education are reflecting the progress and are responsive to the changing needs of society (Fathi and Shafi'i, 2007), in that case, the design, development, and implementation of curricula and academic programs that fit the requirements of a world full of complexities and increasing changes will be necessary and very important in the lives of students. From this perspective, entrepreneurship and its place in the curriculum of universities is one of the issues, according to the requirements above, which should be considered as one of the core policies and orientations of higher education.

This study, taking this fact into account, has tried to determine and to assess the elements of the entrepreneurial curriculum in higher education. The findings based on the answers given to the first question in this study indicate that mean and standard deviation of students' views about the objectives and orientations of entrepreneurial curriculum is above the average. The observed t was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the objectives and orientations of entrepreneurial curriculum should be considered above the average level. Students believe that among the objectives which must be paid attention to are: developing and improving the ability of future decision-making, ensuring a sense of achievement, creating and strengthening determination, developing and promoting the spirit of hard work and effort, building and promoting the ability to accept victory and defeat, establishing the tendency to finish a job/work, creating and engaging in creative ideas, doing activities without the help of others, accepting educational and employment outcomes, finding opportunities to engage in new activities, creating and strengthening the ability to detect brilliant business ideas, creating a sense of change, promoting a sense to overcome the fear of failure, developing the ability to plan and organize business units, fostering the ability to control and monitor activities, developing the spirit of responsibility in solving problems relying on personal efforts, establishing and promoting the talent to build the future, and encouraging to learn.

Setiawan (2014) also found that entrepreneurship education should help develop students' mental assets such as efforts and the ability to deal with stress and difficulties in order to help students deal with difficult and unexpected changes and the challenges that often occur in business life. Sharif et al (2010) found that according to the respondents' ideas, the objectives and orientations of entrepreneurial curriculum should be above the average level. Imani (2009) concluded that entrepreneurship programs to prepare graduate entrepreneurs in universities should be considered in twenty factors classified in four main components of philosophy and objectives, theoretical fundamentals, elements of entrepreneurial programs, and environmental factors. Owladiyan (2010) revealed in his survey that entrepreneurial managers and graduate entrepreneurs believe that heeding educational objectives, learning process,

human resources and training facilities, educational assessment, risk-taking and creativity, and individual locus of control affect entrepreneurship curriculum in education.

Based on the findings, the mean and standard deviation of students' views on the content of entrepreneurial curriculum is above average. The observed *t* was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the content of entrepreneurial curriculum should be considered above the average level. Students believed that among the issues necessary for the content of entrepreneurship education are: problem-finding research process, the process of seeking new solutions, getting familiar with business conditions, awareness of opportunities in business, awareness of threats in business, the process of exploration, extracurricular-based education, education through specialized courses, education by training, benefiting from the experience of entrepreneurs, combining theoretical and practical education, the process of turning ideas into action plans, extracting of brilliant ideas of business through research, and processing valuable ideas in business.

Yu and Chan (2007) also believed that entrepreneurship is one of the important issues in education.

Postigo (2002) believed that an introduction to entrepreneurship and business, creativity and innovation, social entrepreneurship, finance and investment, design of business plan, and business management are the most important issues that should be considered in the content of entrepreneurship education. Matlay (2008) believed that socio-economic theories and applications, managerial economics, organizational behavior, financial and marketing management, information systems, accounting, financial analysis, and financial risk management are among the most important issues and topics of entrepreneurship education.

Chambers (2005) found that it was necessary to have a review of programs, to have curriculum and to hold training courses for various training centers of higher education in order to turn a traditional university to an entrepreneurial one. Mwasalwiba (2008) argued that the most important topics which should be taught in the curriculum of entrepreneurship include nine issues: resource and finance management, marketing and sales skills, innovation and exploring opportunities, business planning, firm management, organizing and team-building, creating new businesses, small business management, and risk-taking and logic. Yadollahi Farsi (2009) discovered that the main priorities to develop entrepreneurship among students of Education include: doing educational projects in education-departments of various organizations, learning how to develop a business plan, being introduced with education-related jobs, getting familiar with business rules, getting familiar with financial and marketing skills, grasping concepts of creativity, innovation and skills related to them.

Jafari Moghadam (2012) in reviewing the content of curriculum of BA courses of Library and information sciences indicated that the most important issues for experts to be included in the curriculum of this course are as follows: creativity, recognizing entrepreneurial opportunities, teamwork, knowledge of business, and understanding the challenges of active institutions in Library and information sciences and information technology. Based on the findings, the mean and standard deviation of students' views on the teaching and learning strategies of entrepreneurial curriculum is above average. The observed *t* was larger than the critical value

of the table at a Sig. level of 0.05. So the students believe that the teaching and learning strategies of entrepreneurial curriculum should be considered above the average level.

Students believe that among the most important teaching and learning strategies which should be paid heed to are: entrepreneurship through individual education and through training in business, defining and implementing individual projects, action research, case studies, communication with entrepreneurs and entrepreneurial organizations, facing with threats and crises, turning ideas into operational projects, discussing important operational and successful projects, putting the plans into operation, acquiring skills and analyzing opportunities, mastering the fundamental concepts of science, mastering the methods of scientific research and development, and mastering scientific and research skills. Results of this study are in harmony with Yu and Chan's (2007). They believed that formal education is one of the most important teaching and learning strategies in entrepreneurship education. Martin and Romita (2014) showed that teaching methods in entrepreneurship education should involve active methods such as exploratory learning, statement of problems, cooperative learning, simulations, and role playing. Sharif et al (2010) realized that teaching and learning strategies should be taught more than the average level in entrepreneurship education. Mazbouhi (2011) argued that teaching entrepreneurship should involve new and active methods such as projects, practical and problem-solving methods. According to the results, the mean and standard deviation of students' views on the management and monitoring styles of entrepreneurial curriculum is above average. The observed *t* was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the management and monitoring styles of entrepreneurial curriculum should be considered above the average level.

Based on students' views, there are managerial methods which should be considered in entrepreneurial curriculum, including: providing the optimal use of existing and new resources, providing opportunities to utilize scientific and professional experience, coordinating the plans with objectives, strategies, and programs, providing the opportunity of cooperative leadership in designing and implementing the curriculum, directing optimal use of available and desirable opportunities, strengthening the spirit of individual responsibility, directing an opportunity to carry out careful planning, fostering the sense of independence, identifying genuine ideas in business, improving operational performance, strengthening attitudes to accept change, providing opportunities to fulfill personal, social, and organizational interests, motivating people, providing an opportunity to monitor the correct implementation of curriculum, providing the opportunity to ensure the success of strategies used, paying attention to the progress on the basis of pre-determined plans, diagnosing faults in business, playing a proper role in business areas, providing an opportunity to compare different diagnostic processes and methods, providing the opportunity to reform processes and methods, providing a troubleshooting opportunity, providing the opportunity to compare different solutions, selecting the right solution, providing the opportunity to control the plan based on defined strategies.

Madhoushi (2003) found that the most important barrier to entrepreneurship was inappropriate decisions made by top managers in appointing subordinate managers.

Amiri (2006) argued that there was a significant relationship between students' entrepreneurial attitudes and inside-university factors (management practices, professors' characteristics, administrative features, curriculum, facilities and personnel performance). Personnel performance, administrative features, and management practices were the most important barriers to entrepreneurial attitudes.

Fakour (2008) found that in order to turn traditional universities to entrepreneurial ones, it is necessary for universities to modify their structural, administrative, and cultural dimensions and develop an infrastructure needed to provide the basis for the fulfillment of new functions. Sharif et al (2010) ascertained that according to the respondents' ideas, the objectives and orientations of entrepreneurial curriculum should be above the average level.

Based on the results, the mean and standard deviation of students' views on the assessment methods of entrepreneurial curriculum is above average. The observed *t* was larger than the critical value of the table at a Sig. level of 0.05. So the students believe that the assessment methods of entrepreneurial curriculum should be considered above the average level.

Among the assessment methods which should be paid heed to in entrepreneurial curriculum is providing the opportunity to design an effective system to assess activities and to assess the following issues: the strong and weak aspects of activities, program results at the individual level, the changes in attitude, the spirit needed for personal achievement, the utility of individual and organizational results, the program results at organizational level, the individual efforts in order to achieve organizational objectives, the results of plans at the social level; the spirit in individuals in confrontation with failure.

Sharif et al (2010) in this area also found that according to the respondents' ideas, the objectives and orientations of entrepreneurial curriculum should be above the average level.

Mazbouhi (2011) argued that in assessing entrepreneurship educational programs practical methods and projects should be applied as well as theoretical practices.

The analysis of variance (ANOVA) showed that there was a significant relationship between students' attitudes about the station of entrepreneurial curriculum in terms of gender, degree, field of study, and GPA and that male and female students from different academic disciplines and levels shared the same attitude on entrepreneurial curriculum station.

Humenz (.....) has done studies in this context and has emphasized in his theory (in predicting and describing individuals' responses towards entrepreneurship opportunities) that none of variables such as power, status, and rank are not enough solely to explain the individual's motivation for entrepreneurship. He considers three types of low, moderate, and high social classes in his studies to investigate the effect of a social status for individual's behavior. His findings revealed that when there is a difference between individual's social status (low, moderate, high), he will show different behaviors (Jennings, 1994).

Implications:

According to the findings of this study it is suggested that:

-The curriculum of university entrepreneurship centers be revised and interdisciplinary approach be adopted in entrepreneurial programs. The structure of universities should also be changed.

- Schools of Entrepreneurship be established aiming to unify University's Office of Relations with Industry, Research Vice-presidency, and Entrepreneurship Center.
 - Specialized and interdisciplinary fields such as entrepreneurship management, and entrepreneurship education, or entrepreneurship courses in fields close to this area are established in each department or specific training courses in entrepreneurship for students of economics, management, psychology and education be set up.
 - Entrepreneurship education courses be added to general courses at universities.
- And a constant contact of universities be established with entrepreneurs in any particular field.

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