

A Survey on the Effects of Education Quality Components on Entrepreneurship Education Courses (Case Study: Qom Province)

Mohammad Mahdi Ordibehesht¹, Mahdi Akbari Esfahani², Mehrdad Mahmoodi Tavana³

¹ MA Student in Administrative Management, Qom College, University of Tehran, Iran

² MA Public Administration, Faculty of Management, Islamic Azad University Naragh, Iran

³ MA Student in Business Management, Qom College, University of Tehran, Iran

ABSTRACT

The aim of this study is to evaluate the effect of education quality components of human resources on the success of entrepreneurship courses. In order to achieving this purpose, the education quality components were studied from two perspectives. The first is the components perspective include changing in trainees 'attitudes, knowledge and skills and the second is the behavioral perspective include demographic characteristics. In this regard, changing in attitudes were evaluated by indicators of independence, success, ambition, the desire for wealth and innovation; changing in knowledge by indicators of risk and ambiguity, increasing endurance, internal locus of control, self-esteem; changing in skills by indicators of business aim, creativity and strategic thinking in work, recognition of economic situation and also the demographic characteristics by indicators of background and experiences. Data were collected by questionnaires from all learners of entrepreneurship courses in Qom which their degree were at least Diploma. It was by simple random sampling. After analyzing data it was found that from the view of respondents, changing in attitude were relatively high and changing in knowledge and skills were high. Also it was found that demographic characteristics have not significant relationship with success of entrepreneurship education courses.

KEYWORDS: Entrepreneur, Entrepreneurship, Entrepreneurship education, Creativity & Innovation.

INTRODUCTION

Changes in socio-economic systems have rooted in development and changes in science and technology; so organizations have faced with extensive international changes and threats. In this regard, organizations require new solutions to deal with problems in order to ensuring survival. On the other hand, drastic changes of methods and attitudes over the past two decades, has led many organizations to educate and employ entrepreneurial managers (Ahmadpoor, 1998, p.3). In today's economy knowledge and expertise are the basis for wealth creation. In the future moving force is based on the human thoughts. Undoubtedly today's world belongs to organizations. And custodians of these organizations are also human. Human who create the excellence and growth for organizations by having the source of thinking and reasoning. In such an unstable environment, the competitive advantage for organizations is creative and dynamic human resources. So in today's world, the main feature of the organization for achieving competitive advantage is knowledgeable and expert human resources and also they are the most intangible assets of organizations. Based on this, we can consider the human resources as the golden key for improving the quality and efficiency of corporate processes. Herald organizations ensure their competitive advantage by developing, maintaining and employing knowledgeable and skillful human resources (Steven, 2004, p.53).

Today, experts agree on the role of entrepreneurship in economic and social development because of the following reasons:

1. The entrepreneurship can collect the aimless and wandering public capital and improves the capital formation.
2. Entrepreneurship contributes to job creation in large scale. Thus, entrepreneurship reduces unemployment problems which are the reason of many social and economic problems.
3. Entrepreneurship leads to balanced regional development.
4. Entrepreneurship reduces the economic centralization.
5. Entrepreneurship leads to the redistribution of wealth, income and political power in the community in a fair manner.
6. Entrepreneurship can effectively mobilize the resources, capital and skills which may be useless.
7. Entrepreneurship improves the quality of life. Entrepreneurs always innovate and develop new products and services. These innovative efforts produce better technology and machinery. And by the way, products and services are enhanced and improve quality of life.

*Corresponding Author: Mohammad Mahdi Ordibehesht, MA Student in Administrative Management, Qom College, University of Tehran, Iran

8. Entrepreneurship promotes foreign trade which is an important component of economic development of countries.
9. Entrepreneurship increases social profits. Through taxes, customs etc. of government, it can invest in various projects such as construction of roads and bridges, education, medical services and facilities, the maintenance of peace and other social and cultural backgrounds (Khanka, 2003, pp.17-16).

With the publication of research results of "David Burch" in 1979 about the process of job creation and employment in the United States during 1969 and 1976, which imply that 81% of new jobs created by small firms with up to 100 employees, he showed that small companies have a great role in America's economic growth. On the other hand, the inefficiency of bureaucracy was also evident. From the early 70 the necessity of entrepreneurship was more evident by dismissal of many employees from large and multinational companies; and during the past two decades, we have seen the efforts to instill entrepreneurship and educating new entrepreneurs in large companies (Gibb, 1996, p.17).

At first the term "entrepreneurship" was used in the French language in the meaning of "undertake". According to the definition in Webster's dictionary, an entrepreneur is someone who is committed to organize, manage and undertake the risk of an economic activity. In the early sixteenth century, those who were involved in the conducting of military missions, called entrepreneur. From then on, the same word was used with some restrictions for other risks. From about 1700 onwards, French used the term entrepreneur for governmental contractors who involved in the construction of roads, bridges, dams, and fortifications (Cochran, 1968, p 10).

Many studies have been conducted on personality characteristics of successful entrepreneurs. Some of these characteristics such as high need for achievement, independence, and risk-taking and innovation ambiguity have a significant influence on successful entrepreneurs. Entrepreneurship requires recognizing the important role of educating of entrepreneurs, families, educational systems, and governmental and nongovernmental organizations particularly the factor of family plays a very significant role in the development of characteristics of entrepreneurship. In fact, families are liable for explaining the entrepreneurship culture. The cultural in which entrepreneurship is seen as a good job careers, encourage young people to develop entrepreneurial behavior (Abraham, 2002, pp.108-105). Some scholars of entrepreneurship believe that entrepreneurship is innate and cannot be taught but the opposite many believe that entrepreneurship can be taught and promote it in the community. The successful experience of countries such as India, Japan, Korea and Malaysia in the field of entrepreneurship education support this theory. Entrepreneurship education success in practice depends on strict enforcement of its components such as content, planning, evaluation systems, human resources, regulations, and educational technology because in any educational system, quality of education plays a key role in the success.

In various theories and models of entrepreneurship education, education quality components are stated multiply including the source and content of the curriculum, teachers and educators, educational structure, rules and regulations, funding and facilities, etc. However, this study focuses on the quality components of the learners. The aim of this study is identifying the relationship among the education quality components and success of entrepreneurship education system. Hence among all trainees who passed the standard course of 120 hours education in Technical & Vocational Training Organization, some were selected as statistical sample.

Statement of Problem

Totally; three factors include competition, environmental conditions and market instability, economic and social well-being and independence in decision-making has caused to the need for entrepreneurship more than ever and since it is an acquisitive phenomenon, several courses were designed which meet the needs of the participants depending on the content and the learners skills. Given that the entrepreneurial training courses is time-consuming and also are too expensive, measuring the success of these courses can be effective in achieving goals.

In various theories and models of entrepreneurship education, education quality components are stated multiply including the source and content of the curriculum, teachers and educators, educational structure, rules and regulations, funding and facilities, etc. However, this study focuses on the quality components of the learners especially on demographic characteristics including age, education, gender, profession, current job and professional skills of learners.

Research hypotheses

The first main hypothesis:

Entrepreneurship education courses are successful.

Sub hypothesis:

1. Entrepreneurship education courses change the attitude of learners.
2. Entrepreneurship education courses change the knowledge of learners.
3. Entrepreneurship education courses change the skills of learners.

The second main hypothesis:

The demographic characteristic of learners has a significant relationship with success of entrepreneurship education courses.

Sub hypothesis:

1. There is a significant relationship among the age of learners and success of entrepreneurship education courses.
2. There is a significant relationship among being older children, younger and other modes and success of entrepreneurship education courses.
3. There is a significant relationship among the education (degree) of learners and success of entrepreneurship education courses.
4. There is a significant relationship among employment before age 20 and success of entrepreneurship education courses.
5. There is a significant relationship among dismissal from the previous jobs and success of entrepreneurship education courses.
6. There is a significant relationship among the kind of career background of learners and success of entrepreneurship education courses.
7. There is a significant relationship among the occupation of parents and success of entrepreneurship education courses.
8. There is a significant relationship among having skills certificate by learners and success of entrepreneurship education courses.
9. There is a significant relationship among marital status and success of entrepreneurship education courses.

Research goal

This study sought to identify the relationship between quality of education and success of entrepreneurship education courses.

Goals

- Evaluating the success rate of entrepreneurship training in Qom
- Identifying the demographic factors that influence the success of entrepreneurship education.

Objectives

- Evaluating the success rate of entrepreneurship courses from the perspective of the quality of education.
- Provide practical solutions in order to promoting the quality of entrepreneurship education courses given the demographic characteristics.

The importance of entrepreneurship

Given the entering sociologists and psychologists to the field of entrepreneurship studies, entrepreneurship education and its development became evident more than ever. Among those who have studied characteristics of entrepreneurs, we can enumerate McClelland, John Stuart Mill, Blockhouse, and David Perch, Timmons, Collins, Moore, Meyer, Goldstein and Rowling. The result of these researches implies that the characteristics of entrepreneurs are acquisitive. So we should provide an environment and education situation which reinforces needed characteristics, experiences and skills. Studies have led to predict and design of entrepreneurship courses (Cotton, 1990, p 80).

Entrepreneurship education purposes

The overall aims of entrepreneurship education are: A-stimulating incentives, B- training features, and C-educating skills.

- A- **Stimulating incentives:** stimulating incentives in people who have entrepreneurial characteristics is one of the aims of entrepreneurship education. Entrepreneurship education should be in such a way that individuals recognize their abilities and cause to exciting entrepreneurs. Stimulating incentives such as the desire for wealth, ambition, independence, willingness to innovation, rejection of existing practices etc. lead to entrepreneurship.
- B- **Training features:** features which lead to entrepreneurship is not hereditary but is acquiring. So training these features for individuals is necessary. Some are grown in environments in which the basis for stimulating incentives and educating features is provided. So if these people start a business, they will succeed. But most of people are not placed in such environments, so stimulating incentives and educating features through training programs are needed. These features include teaching creative thinking, risk taking, increasing tolerance of ambiguity, self-confidence, opportunity recognizer, awareness of psychological characteristics such as center control.
- C- **Educating skills:** This training should be implemented for entrepreneurs at different levels and periods (Talebi, 2001, pp.30-27).

Different kind of entrepreneurship education programs

1. Entrepreneurship education based onNFTE¹ model. This kind of education use applicable way to educate people. This program is designed for different levels of school appropriately. And its content is

¹: National Foundation for Teaching Entrepreneurship

set based on different age groups. This training model can be taught as a short period term, one semester or one year period of entrepreneurship.

The aim of this model (NFTE model)

- Familiarize learners to characteristics of entrepreneurs, comparing their characteristics with those in order to identifying their abilities and attempt to resolve their weaknesses.
- Familiarize learners with different way of business and strategies for development it, business rules and regulations and skills necessary to manage it.
- Educating various ways of funding.
- Educating the basics of accounting and finance.
- Education of key points of marketing, advertising, negotiation and business communication.
- Educate how to prepare a comprehensive and practical business plan (Saljoughi, 2007, p.41).

2. Entrepreneurship education based on KAB² model

ILO³ program named KAB is designed especially for Technical & Vocational Training Organization. It is implemented experimentally in some African countries, Latin America and Central Asia.

The aims of KAB

- Making aware of business and self-employment as a career choice for young people in school and vocational training centers.
- Developing a positive approach to business and self-employment.
- Providing scientific content and training in order to getting experience in setting up and running a business.
- Facilitate the transition from training course and better understanding of the functions and also facilitating business operations.

3. Entrepreneurship education based on SIYB model

This model of learning is provided by ILO. It has been implemented in more than 60 developing countries. This is training and consulting program in order to training entrepreneurs in small industrial, commercial or service firms. This program encompasses a variety of instructional packages. SIYB and IYOB training packages are the most important packages of this program. It is a management training program which focuses on starting and improving small businesses as a strategy for more and better employment in developing countries and transition economies (Lamei, 2005, p.133).

Forms of entrepreneurship education in Iran

Now entrepreneurship training are implemented in the form of business skills (72 hours education), entrepreneurship education instructor (120 hours education), entrepreneurship education for government employees (6 hours education), and entrepreneurship training for job readiness (120 hours education). The intention of this study is the form of entrepreneurship training for job readiness in accordance with Technical & Vocational Training Organization standards.

Characteristics of Entrepreneurs

- Having the foresight perspective
- Determination
- Focus firmly
- Motivation

1) Features approach

Good overall condition
Need to succeed
Willingness to take risks
Propensity to innovation
Invincible spirit
Internal locus of control
The need for autonomy

2) Behavioral approach

2-1) feature associated with job experience

- Childhood condition
- Education

- Low social status

2-2) experimental features

- Role Model
- Previous work experience and job dissatisfaction

²: Know About Business

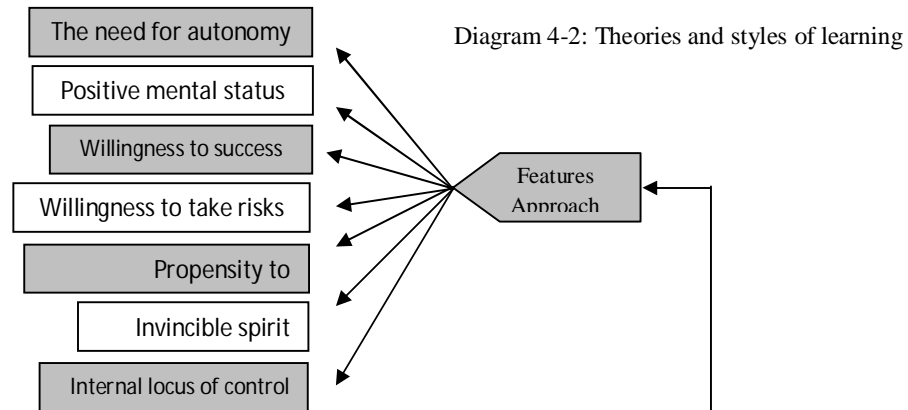
³: International Labor Organization

RESEARCH MODEL

Many theories and models are designed and presented to describe learning styles. And the common focus of them is there are significant differences in learning and processing information in different people. This indicates that people do not have the same opinion. And anyone may has different interests and desires to learning and interaction with the outside world. Therefore analyzing the learning styles of the learners and relationship between learning styles and academic and career progress is very important.

According to the Cognitive-learning styles which were presented by Sternberg and Gregory, there is three approaches include recognition-based, character-based, and activity-based. Also in activity-based approach, Dan and Kolb's learning styles are discussed. In this research, sociological factor which is one of the 5 factors of Dan and Kolb's learning styles has been used.

Sociological factors also has been considered based on the model of Amador and Moghimi in the book "Foundations of Entrepreneurship" in which two factors include psychological and character factors as feature approach and demographic factors as behavioral approach are proposed in order to separate entrepreneurs from non-entrepreneurs.



Entrepreneur

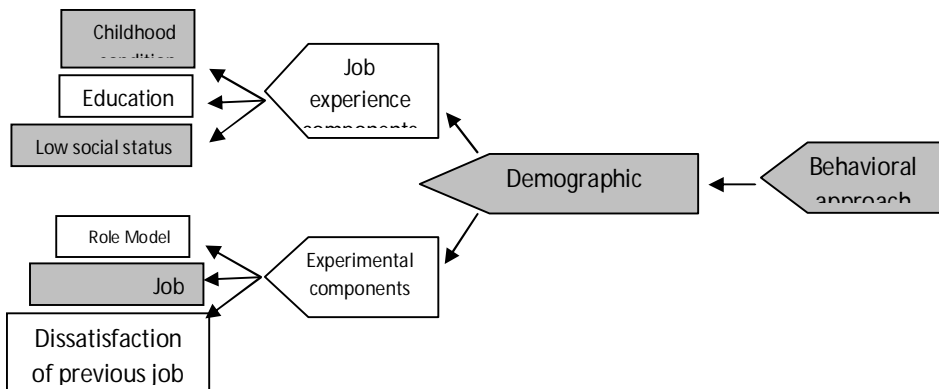
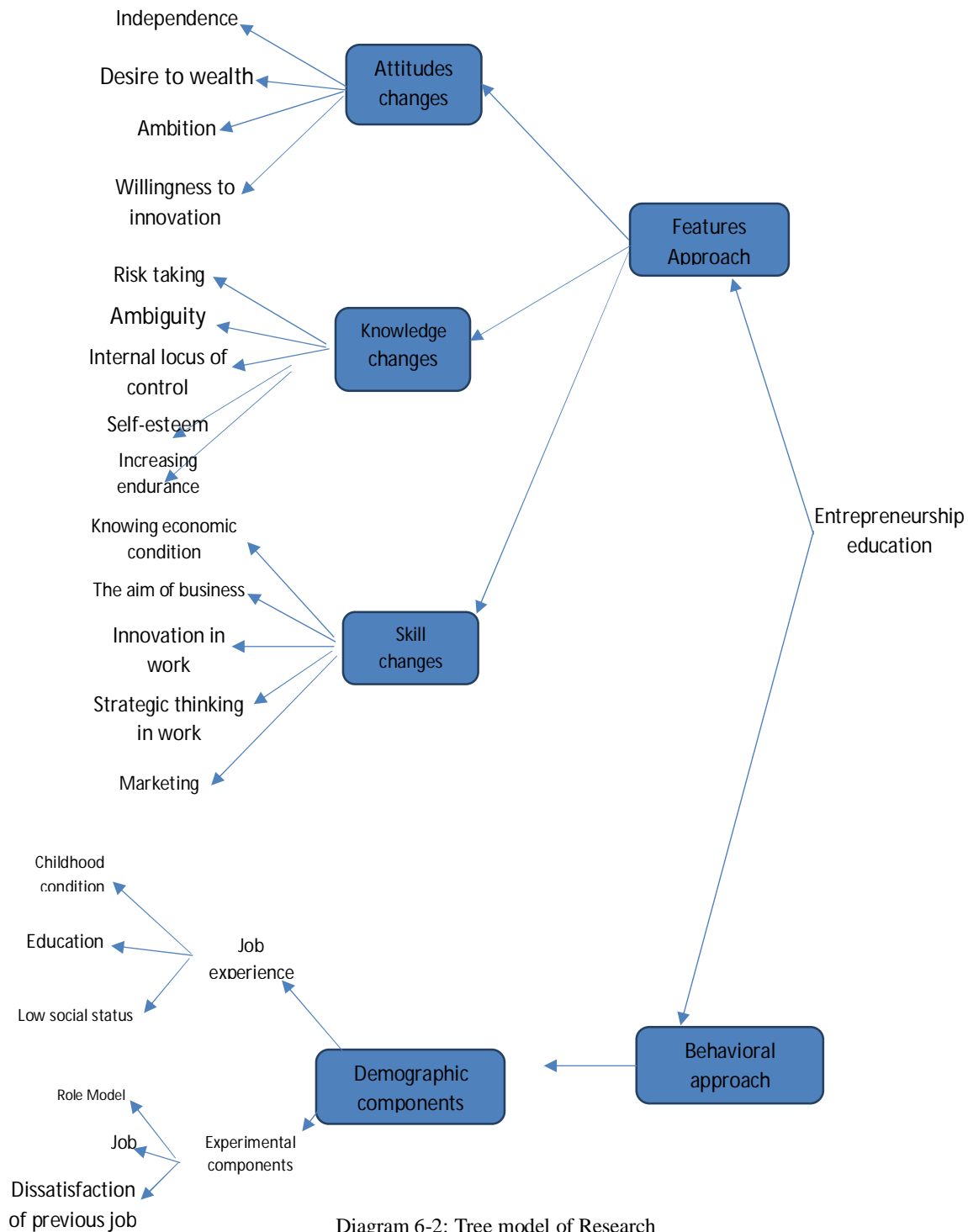


Diagram 5-2: Ahmadpour and Moghimi model



The nature of research

This is an applied research in which the result of analyzing sample is extended to whole of statistical population. The aim of an applied research is to achieve some principles which are applicable in real situation. Thus it helps improving conditions (Sharifi, 2001, p.87).

METHODOLOGY

This research is a descriptive-correlation study. The aim of this kind of study is to evaluate the relationship among two variables and determine the correlation between them.

Statistical population

The statistical population of this research includes all of learners in entrepreneurship education courses which are 3000 trainee and are at least Diploma. They have educated based on the 120 hours standard of Technical and Vocational Organization since 2005 to 2009. The quality of Technical and Vocational centers which are considered in this research, are equal.

Sample size

According to the characteristic of statistical population, the sample size was 121. For this purpose the bellow formula was used.

$$n = \frac{N z_{\frac{\alpha}{2}}^2 \sigma_x^2}{\varepsilon^2 (N-1) + (z_{\frac{\alpha}{2}}^2 \sigma_x^2)} = \frac{3000.(1/96)^2 .0/3196}{(0/10)^2 (3000-1) + (1/96)^2 .0/3196} = 121$$

Analyses methods

The questionnaire in this research use the Likert's Spectrum in which the number 1 represents "very disagree" and number 5 represents "very agree".

1. Descriptive statistic

Frequency test (mean, percent, standard deviation, tables, and diagram) were used for education, gender, organizational level, job experience, etc.

2. Inferential statistic

1-2) One Sample T Test

In this test, the hypothesis H_0 is formed. Through a random sample, the mean and variance are calculated, and the t-student and t-critical were compared (Sarmad et al, 2006, p.289).

2-2) Friedman test

3-2) Wilcoxon test

This test considers the negative or positive and also differences among variables. Because it has a lot of data, its results is more accurate.

4-2) Kruskal-Wallis test

This test is as like as One Way ANOVA in parametric test. The aim of this test is to determine whether the samples come from the equal statistical populations (whether they have equal mean?).

5-2) U Man Whitney Test

In this test the hypothesis H_0 is "the distribution of the samples is the same"

Table 1) the result of T-test for the mean of changing in attitude

Results		
Standard deviation	Mean	Frequency
0/52	3/80	121
P value	f	t
0/000	120	16/92
95% confidence		Mean difference
Upper	Lower	
0/89	0/71	0/80

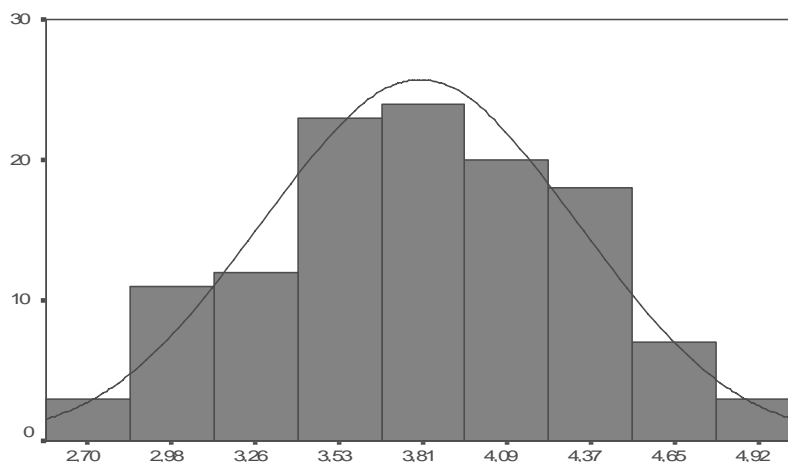


Figure 1) the histogram of "changing in attitude"

As shown in the above diagram; there is a gap among replies and the value 3. It indicates a large difference is existed between the sample mean and the test value. The difference equals 0.8. According to result table, the obtained P-value is much less than default ($=0.05$); the mean difference is positive and equals 0.71 so the H_0 (the population mean is equal or less than 3) is rejected. Therefore the mean is more than 3 and the sub-hypothesis 1 is accepted. It means that:

Entrepreneurship education courses changes the learners' attitudes. Other hypotheses related to hypothesis 1 is tested by the same way and represented as follow:

A summary of the result of the tests related to hypotheses

Table 5) the result of t-tests

Status	Results	95% confidence		Mean difference	sig	t	The components	Hypotheses
		Upper	Lower					
Accept H1	Reject H_0	0/89	0/71	0/80	0/000	16/92	Changing in attitude	Sub hypothesis 1
Accept H1	Reject H_0	1/08	0/93	1/01	0/000	24/99	Changing in knowledge	Sub hypothesis 2
Accept H1	Reject H_0	1/08	0/91	0/99	0/000	23/27	Changing in skills	Sub hypothesis 3
Accept H1	Reject H_0	1/00	0/86	0/93	0/000	26/08	Course success	The main hypothesis

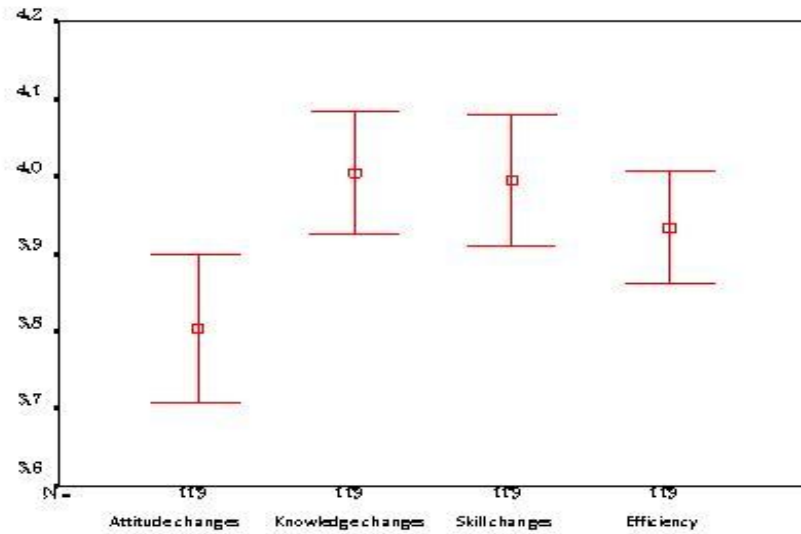


Figure 2) Bar chart of errors of component

As is shown in the above table; the mean difference of all of the components is more than 3. The mean difference of "changing in attitudes" is less than others', and the upper bound of "knowledge change" is more than others'. The results imply that the H_0 in all of these hypotheses are rejected.

A summary of tests

Table 6) the relationship among demographic characteristic and efficiency of entrepreneurship education

Status	Results	sig	χ^2	Dependent variable	Independent variable	Hypotheses
There is no any relationship	Accept H_0	0/066	5/43	Success of entrepreneurship education courses	Age	Sub-H4
There is no any relationship	Accept H_0	0/556	1/17		Child	Sub-H5
There is no any relationship	Accept H_0	0/923	0/01		Education	Sub-H6
There is no any relationship	Accept H_0	0/410	1/78		Employment before 20 years old	Sub-H7
There is no any relationship	Accept H_0	0/890	0/02		Dismissal of previous job	Sub-H8
There is no any relationship	Accept H_0	0/376	1/96		Job	Sub-H9
There is no any relationship	Accept H_0	0/631	0/92		Job experience	Sub-H10
There is no any relationship	Accept H_0	0/498	0/46		Having skills certificate	Sub-H11
There is no any relationship	Accept H_0	0/946	0/00		Marital status	Sub-H12
There is no any relationship	Accept H_0	According to rejection of all hypotheses		Organizational intelligence	Organizational structure	The main H-2

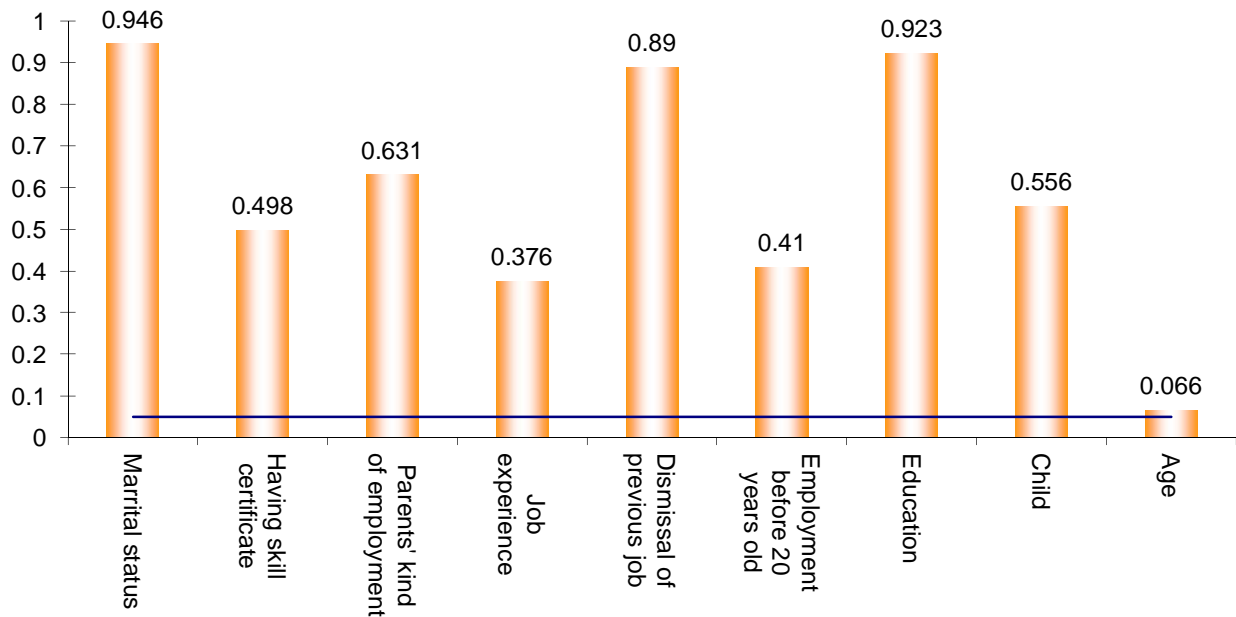


Diagram 6: the comparison diagram of the P-value related to hypothesis "relationship among demographic characteristic and entrepreneurship education course success"

As shown in above table and diagram; all of the P-values are more than 0.05. Thus the H_0 (the mean of demographic characteristics and entrepreneurship education course success are equal) is accepted. Based on these; we can conclude that there is no significant differences among them. So the sub-hypotheses 4-12 are rejected and therefore the main hypothesis 2 is rejected too.

Findings

The inferential statistic results

In this section One-sample t-test is used for determining the mean status of components, Friedman for rank status of components, Wilcoxon on for pair wise comparison, and the Kruskal-Wallis and U Man Whitney tests for demographic components in order to ensure that the community is cohesion.

The first sub-hypothesis

Entrepreneurship education courses change the attitude of learners.

The results of one sample T-test verify this hypothesis. Also the Wilcoxon and Friedman tests verify the efficiency of "attitude change" and put it in second rank. So in order to creation or strengthen this component, the bellow suggestions are provided:

Suggestions

- 1- Providing instructions that strengthen spirit of being independence in such a way that the learners only rely on their ability for doing new and creative work.
- 2- Trying to strengthen the ambition of learners in order to cope with changes.
- 3- Guiding learners towards innovation and avoiding traditions.
- 4- Creating the sense of making more money than other competitors.

The second sub-hypothesis

Entrepreneurship education courses change the knowledge of learners.

The results of one sample T-test verify this hypothesis. Also the Wilcoxon and Friedman tests verify the efficiency of "knowledge change" and put it in first rank. So in order to creation or strengthen this component, the bellow suggestions are provided:

Suggestions

- 1- Trying to strengthen the risk-taking feature of learners in such a way that before making any decision, learners examine all of the aspects and after taking a rational risk implement it.

- 2- Encouraging learners to accept ambiguous situations.
- 3- Providing instructions that increase endurance of learners in probable failure.
- 4- Providing instructions that increase the desire to compete and self-reliance of learners in order to achieving success.
- 5- Establish or strengthen self-confidence of learners.

The third sub-hypothesis

Entrepreneurship education courses change the skills of learners.

The results of one sample T-test verify this hypothesis. Also the Wilcoxon and Friedman tests verify the efficiency of "skills change" and put it in third rank. So in order to creation or strengthen this component, the bellow suggestions are provided:

Suggestions

- 1- Implementing entrepreneurship education courses in such a way that the learners got introduced with purposes of setting up a business.
- 2- Creating or strengthening the spirit of creativity in learners.
- 3- Teaching learners in implementation a strategic thinking in business.
- 4- Familiarizing learners with the financial and monetary policies, supply and demand and generally whole of economic conditions
- 5- Familiarizing learners with how to attract customers as an important condition for the success of an enterprise.

The first main hypothesis

Entrepreneurship education courses are successful.

The result of Friedman test showed that the H_0 is rejected so the hypothesis is accepted.

The second main hypothesis

There is a significant relationship among demographic characteristics and the success of entrepreneurship education courses.

The Kruskal-Wallis and U Man Whitney tests showed that the H_0 is accepted and there is no significant relationship among these two factors.

Based on the literature:

1. The studies of McClelland, John Stuart Mill, Brockhaus, and David Perch, Timmons, Collins, Moore, Meyer, Goldstein and Rowling imply that the characteristics of entrepreneurs are acquisitive. Studies have led to predict and design of entrepreneurship courses. Cotton believes that the purpose of entrepreneurship education is to train individuals with high confidence and opportunity recognizer which were interested in setting up independent businesses.
2. Talebi (2001) believes that the aim of entrepreneurship education is stimulating incentives such as independence, success, ambition, the desire for wealth and innovation; changing in knowledge by indicators of risk and ambiguity, increasing endurance, internal locus of control, self-esteem; changing in skills by indicators of business aim, creativity and strategic thinking in work, recognition of economic situation.

REFERENCES

1. Azar, Adel, Momeni, Mansour, (2006), Statistics in management, SAMT publication, ninth edition (Volume II).
2. Ebrahimi, Soheila, Zamanzade, Mousa, Ebrahimi, Babak, (2005), incubators and entrepreneurship in Iran, Journal of Tadbir, No. 166.
3. Ahmadpoor Dariani, Mahmoud, (2003), Does entrepreneurship change the strategies of universities? Journal of Policy, No.29.
4. Ahmadpoor Dariani, Mahmoud, Shaykhan, Nahid, Rezazadeh, Hojatolah, (2007), Entrepreneurial Experiences in Selected Countries, Amir Kabir Publications, second edition.
5. Ahmadpoor Dariani, Mahmoud, SeyedMohammadMoghimi (2006), Foundations of Entrepreneurship, Kamyab publication, third edition.
6. Ahmadpoor Dariani, Mahmoud, KambizTalebi (1998), Entrepreneurship Development bottlenecks and solutions, Journal of Tadbir, No. 90.
7. Ahmadpoor Dariani, Mahmoud, Mohamed Azizi, (2004), Entrepreneurship, MehrabGhalam Press.
8. Ahmadpoor Dariani, Mahmoud, Ali Rezayian, (1998), Entrepreneurial Evolution (concepts, ideas, processes and Education), Teacher Magazine, No.6.
9. Sprent, Smithton (2007), Applied Nonparametric Statistical Methods, Ferdowsi University Press, first edition.

10. Akbari, Keramatalah, (2001), the role of the educational system in Entrepreneurship Development.
11. Bazarhan, Abas, Sarmad, Zohre, Elahe, Hejazi, (2005), Research methods in the behavioral sciences, Agah publication, Eleventh Edition.
12. Behboudian, Javad, (2008), nonparametric methods, Payam Noor University Press, sixth edition.
13. Bigdeli, Mehdi, (2005), sources of financing of entrepreneurs, Journal of Tadbir, No. 166.
14. PashaSharifi, Hassan, Nastaran, Sharifi, (2005), Research Methods in Behavioural Sciences, Sokhan publication, first edition.
15. Parhisgar, Morteza, Ghobad. Shirzadi, AttieShahidiMoghaddam, (2004), teaching entrepreneurship, Jahad University Press, first edition.
16. Management and Planning Organization, National Development Document, 2007.
17. Aftab site, the old ways of education are enemies of creativity and entrepreneurship, 2007.
18. Seljugh, Khosro. (2007), definitions of entrepreneurship education programs, market magazine Technology, No. 17.
19. Seljugh, SeyedMohammad (2005), entrepreneurial and projects, publication of cultural services of Kerman.
20. Hosseini, Ali. (2004), Entrepreneurship development in line with the Vision of the Islamic Republic of Iran, Rouyeshmagazin.
21. Razavi, Nematollahi, Aghdas, (2005), the concepts of entrepreneurship.
22. Zargar, Mahmoud. (2001), a comprehensive guide to spss, Behine publication, first edition.
23. Zafryan, Ahmad. (2007), Information technology and entrepreneurship.
24. Samdagh, Jalil. (2007), Entrepreneurship in the Entrepreneurship, Institute of Labor and Social Security Publishing, first edition.
25. Talebi, Kambiz (2007), New Entrepreneurship foundations in the third millennium.
26. Alafar, Sedihe. (2000), Entrepreneurship Education, published by the Institute of Labour and Social Security.
27. Moghadasi, Alireza, (2007), a research in entrepreneurship courses at universities.
28. Alavi, Abolfazl. (2003), Entrepreneurship and the University's mission, Rahyaf Magazine, Issue 29.
29. Farhangi, Aliakbar, HosseinSafarzadeh (2007), entrepreneurial concepts, theories, models and applications, Institute of Labor and Social Security Publishing, first edition.
30. Feizi, Kamran, AliRezaMoghadas, (2003), a research on the functions and concepts of entrepreneurship education, Journal of Technology Management, No.3.
31. Lamei, Behzad, (2001), entrepreneurship training in Iran.
32. Department of Enterprise and Employment (Office of Development Entrepreneurs), Annual Performance Report entrepreneurial executive offices, 2007.
33. Moghimi, SeyedMohammad, (2003), Social entrepreneurship, Journal of Policy, No. 29.
34. Moghimi, SeyedMohammad, (2001), the organization and management, research approach, Terme publication, second edition.
35. Moghimi, SeyedMohammad, Mahmoud Ahmadpoor Dariani (2001), the role of entrepreneurship education in improving knowledge of small business, Journal of Tadbir, No. 113.
36. Amit R Glosten L and Muller E (1993) Challenges to Theory Development in Entrepreneurship Research Journal of Management Studies Vol 30 No 5
37. Barry,C.(1994).New Direction in Research on Venture Capital Finance. Financial Management.Vol, 23, No. 3.
38. Bygrave William, (1994). The Entrepreneurial process, in William Bygrave in the portable MBA in entrepreneurship, New York.
39. Cochran,T.(1968). Entrepreneurship,InD.L.Sill(ed) International Encyclopedia of the Social Sciences, New York: Free Press.
40. Cotton, J. (1990). Enterprise Education Experience, A Manual for school-Based In Service Training. CASDEC P 147.
41. Furnham,A.(1994). Personality at work.RoutledgePub.Co., Fetter Lane, London.
42. Gibb,A.(1987).Enterprise Culture_its Meaning and Implication for Education and Training-Journal of European Industrial Training Vol,11, No. 2, 38.
43. Holt David.(2002). Entrepreneurship: New Venture Creation, New Dehli.
44. Holt David.(2002). Entrepreneurship: New Venture Creation, New Dehli.
45. Khanka,S.(2003).Entrepreneurial Development, New Delhi: Chanda Company Ltd.
46. Kolb.D.A.andFry,R.(1975).Toward an applied thory of experiential learning,inc.Cooper Led.
47. Krizenr,I. (1973). Competition and Entrepreneurship.UNIVERSITY OF Chicago Press.
48. McClelland, D.(1987).Characteristics of Successful Entrepreneur, The Jornal of Creative Behaviour, Vol. 21 No. 3.
49. Morrison, Allison(1998). Entrepreneurship: An International Perspective, Oxford: Butter worth–Heineman.
50. Pinchot,G.(1985).Intrapreneuring, NewYork: Harper and Row Publisher.
51. Schumpeter, J.(1934). The Theory of Economic Development. Cambridge: Harvard University Press.
52. Stoner Games and Freeman Edward and Gilbert Daniel.(1995). Management, New Jersey.