

Designing Desirable Curriculum Goals Based on the Components of Entrepreneurship in Elementary Schools: The Viewpoint of Teachers and Experts

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Abstract

The purpose of this study was to carry out a design on the desirable goals of curricula based on the components of entrepreneurship in the elementary schools from the viewpoint of teachers and experts. Hence, the research employed grounded and applied method. To collect data, a 22-item researcher-made questionnaire was designed in terms of knowledge, attitude, and skill. The sample size of 289 teachers was used using the Cochran formula, the entire statistical population was sampled as the statistical population of experts was limited. A random stratified sampling method was used to select the teachers' sample. Frequency and percentages were used to analyze the data at the descriptive statistics level. In inferential statistics, chi-square test was used at 5% significance level. The results of the research revealed that, from the viewpoint of teachers and specialists, the desirable goals in the entrepreneurial curriculum were well suited to the dimensions of knowledge, attitude, and skills.

Keywords: Curriculum, Goals, Entrepreneurship, Entrepreneurial components

Introduction

In the past, it was believed that entrepreneurs have intrinsic qualities, and these characteristics are unchangeable; but today, entrepreneurship is recognized as a scientific discipline, and entrepreneurship education can be the starting point for individuals' tendency toward entrepreneurship (Modarresi & Modarresi, 2016: 171). In recent years, policy makers and theorists have recognized the growing importance of educational systems in the development and expansion of entrepreneurship as an inevitable reality and the cause of the development and growth of countries. They argued that the growth and development were the outputs of education which were considered as one of the determinants and influencing factors of growth and expansion of entrepreneurial activities in a country (Sabzeh, 2014: 116). Investment in educational programs through the development of personal, social and practical knowledge and skills increases the sense of responsibility, conscientiousness, and the spirit of agreement and cooperation among individuals; also, the healthy competition becomes possible to attain business and social success through teamwork in order to respond to technological changes and developments (Modarresi & Modarresi, 2016: 172). Research showed that the most important factor in the movement of entrepreneurship from potential to action, and the emergence of entrepreneurial spirit in individuals was through education (Razavi Nematollahi, 2005: 10). Some researchers (Morris et al. 2001; Druker 1985; Gorman et al. 1997) argued that, there are entrepreneurial talents in all people, and entrepreneurship can be taught or encouraged through entrepreneurship education (Yu Cheng, Sei Chan & Mahmood, 2009: 556). Entrepreneurship education can be one of the most effective ways to facilitate the transition of a growing graduate population from education to work. Studies in Europe have shown that entrepreneurship education could prepare people to be more responsible, become entrepreneurs or entrepreneurial thinkers, and contribute to successfully addressing the entrepreneurial challenge (Urbano, Aponte & Toledano, 2008: 337). In 2006, the European Union presented a statement to the "European Parliament" to prepare its citizens for participation in knowledge-based economy, and outlined nine key capabilities for life. Capacity number 7 focused specifically on entrepreneurship and it is defined as "individual's ability to turn ideas into action". It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This framework was the basis for the EU and all the adjoining countries for the educational policy of the Union. This framework was the starting point for the development of new literacy (entrepreneurship literacy) in an era in which a competitive economy is based on sustainable growth (Heder, Ljubic & Nola, 2011: 12). Entrepreneurship education has not only gained its position in academic courses, but has also been in the limelight of the primary and secondary educational levels. For example, Fillion (1994) and Gasse (1985) believed that childhood and adolescence growth stages are the base period for developing a positive attitude toward entrepreneurship and gaining basic knowledge about that (Peterman and Kennedy, 2003 quoted by Heilbrunn; S., Hefer, 2010, p. 175,). European Commission (2006) clearly stated that "entrepreneurship education should be included in the curriculum for primary schools. Particularly at this level of education, it is important to convince schools, teachers and parents that entrepreneurship is a key competence for all, and it does not aim to turn all pupils into businessmen but to promote an entrepreneurial way of thinking in a way to be integral part of curriculum as a horizontal element in all field of study (European Commission, 2006 quoted by Heder et al., 2011, p. 13). Entrepreneurship education from the primary school level gives students the opportunity to acquire fundamental knowledge and skills that will help to equip them further in life to take life challenges (Udu & Amedi, 2013: 69). Countless programs have highlighted the importance of childhood entrepreneurship education, including the "small community" curriculum in American schools that runs for children aged 8 to 16, with goals such as; preparing children to pursue environmental opportunities and entrepreneurial fields, teaching entrepreneurship concepts from the practical point of view and combining entrepreneurship issues with subject lesson (Elham, 2008, p. 2). In addition to the United States, countries such as Luxembourg, Finland, Norway and Spain, has also prepared clear actions in their national plans for entrepreneurship education of preschoolers. Most entrepreneurial education initiatives were designed with the goal of increasing children's motivation to actively learn in a variety of ways and to extend some of the personality traits, such as creativity, and innovation. According to the opinion of the Consortium for

Entrepreneurship Education (2008), the goal of entrepreneurship education was not just to teach business, but to encourage creative thinking, self-esteem and a sense of value in children (Kummar Sing, 2015, p.25). Other aspects of these goals include: the ability to discover and recognize opportunities in individual life, create new ideas, think creatively and critically, and the ability to create new businesses (Sabzeh, 2014: 32-53). In addition, there were other general goals in the entrepreneurship education programs for children and students, which included: enhancing the power of choice; strengthening the morale of deductibility and pragmatism; teaching children how to use tools (screws, nuts, screwdrivers, etc.); enhancing children's familiarity of how to make; strengthening the questioning spirit; strengthening the spirit of independence; strengthening the spirit of seeking success; stimulating the child to think; enhancing self-reliance and decision-making abilities; strengthening the spirit of perseverance; enhancing the coordination of hands, eyes and mind; enhancing the spirit of collectivism; engaging and encouraging group work; increasing self-esteem; cultivating the enjoyment of creation in children; increasing the strength of imagination in children; strengthening the industrial spirit; enhancing the understanding of the production process; strengthening the spirit of research; Idealizing and developing ideas; recognizing and educating children's talents; enhancing the power of visualization in children; stimulating children to brain washing; enhancing the power of observation, accuracy and concentration in children; getting to know different businesses activating and directing creative minds (Sabzeh, 2014: 141). Entrepreneurship education has two distinct forms: to be entrepreneurs and to engage in business activities; to have entrepreneurial style and entrepreneurship knowledge, attitudes and skills rather than necessarily engaging in business engagement (Heder et al., 2011: 27). Since identifying and stimulating talents and skills in order to strengthen entrepreneurial attitudes and behaviors is one of the goals of entrepreneurship education, so, it is necessary to strengthen the quality and the scope of entrepreneurship education and training at all levels and in all areas of the education system. (European Commission, 2016 : 222). Accordingly, conforming to the proposal of the Consortium for Entrepreneurship Education (2008), in this research, three components of entrepreneurship knowledge, entrepreneurial attitudes, and entrepreneurship skills were considered in designing entrepreneurship education programs for children. Also, by considering the importance of curriculum goal, the present research, intends to study the objectives of the research into related entrepreneurship categories as one of the variables of curriculum. It is desirable to provide the optimal goals for the elementary entrepreneurship curriculum in terms of the three components of knowledge, attitude and skill, and then evaluate it from the perspective of teachers and specialists in the field of curriculum and entrepreneurship. Education is the main body responsible for training future workforce and manpower. It is a framework that brings about great impact on the future of the country, the reduction of unemployment, the promotion of morale as well as the culture of entrepreneurship, appropriate training, information and theoretical concepts for students to develop the skills and capabilities necessary for the future to take key actions. Entrepreneurship education is a regular and continuous process that, on one hand, leads to effective identification and exploitation of all internal and external resources of the educational system. On the other hand, it creates new learning and teaching opportunities. This process can be achieved by relying on the two axes of entrepreneurs' comprehensive learning and providing the grounds for its emergence. Since entrepreneurial traits are acquired, and are neither inherited nor genetic, education should provide the grounds for the development of students' mental characteristics in order to create and develop the entrepreneurial spirit in them (Yaghoubi Najafabadi, 2010: 28). In many countries, entrepreneurship education starts at primary level and continues in higher education and college. "In elementary schools, learning is carried out through presentation of cartoons and in high schools through entrepreneurship education programs" (Rahimi & Sharif, 2014: 104). It is believed that designing the entrepreneurship curriculum in elementary schools, if implemented successfully, will provide students with the opportunity to develop skills to be able to tolerate the challenges of their lives. Amadi (2010) acknowledged that if entrepreneurship is initiated in the curriculum at the primary level and successfully too, it not only reduces the numbers of robbery, prostitution and other social crimes, but also minimizes youth unemployment and related challenges (Udu and Amadi, 2013: 71). In this context, curricular should focus on the active, voluntary and informed participation of the student in the process of teaching and

learning and provide a forum for strengthening and developing the mentality of inquiry, research, creativity and entrepreneurship (The Ministry of Education, 2012: 9). An entrepreneurial education system needs goals and policies more than anything else. Accordingly, It is necessary to review all the goals and policies of the micro and macro system of education. A shared vision or common goal and an emphasis on the universal principle of thinking and acting are two basic principles for defining the objectives and policies of entrepreneurship education (Yaghubi Najafabadi, 2011: 11). Garavan and Ocinneide (1994) studied six enterprise programmes in five European countries and the most important goal include: to identify and stimulate entrepreneurial drive, talent and skills; to undo the risk-averse bias of many analytical techniques; to develop empathy and support for all unique aspects of entrepreneurship, and to devise attitudes towards change (Henry, Hill& Leitch, 2005, 103). Curriculum designers believed they should outline the objectives of the program, and the criteria for assessing and judging them. Erkkila (2000) argued that the goal of entrepreneurship education was more creativity, more innovation and more benefit. According to Kent (1990), the basic goal of any entrepreneurial education program should be to promote the recognition of opportunities; students should learn about their professional capabilities as entrepreneurs. Kruger (2007) stated that behind every entrepreneurial action, entrepreneurial thought exists; behind entrepreneurial thought, there are entrepreneurial well-known attitudes, and behind entrepreneurial well-known attitudes, there are deep cognitive structure believes, so we need a better understanding of ideas, motivations, attitudes and cognitive structures that stimulate the start of entrepreneurial action and how we can influence the ideas of people through education (Mazbouhi, Sharafi, Moghaddam, 2011: 107). In most academic lesson plans, entrepreneurship education was also targeted and often, the primary goal of these instructions was to increase student awareness and develop entrepreneurial skills. This leads to educating self-reliant individuals who are aware of opportunities that are more likely to launch independent businesses. (Mohseni, Mousavi& Jalali., 2013: 65). Histrich and Peters examined the goals of entrepreneurship education from the perspective of participants. The features that participants emphasized to include in these courses were more practical and focused on improving the likelihood of success for individuals. The main objectives of entrepreneurship learning include developing the students' recognition of the strengths/weaknesses of business types and recognition of opportunities for assessing their skills to set up an individual business. In addition, awareness and knowledge of the principles of marketing, financing, planning, organizing, creativity, and obtaining resources were also mentioned. Estiri (2010) also acknowledged in his research that the goal of entrepreneurship education was to develop entrepreneurial skills and characteristics. Therefore, according to him, we could have powerful, creative and innovative young people in all the aspects of social, cultural, political and economic life by developing these skills at the lowest level of education, that is, in the elementary period (Estiri, 2010: 1). The summary of the findings from the review of various texts on the objectives of entrepreneurship is presented in the following table:

Table 1. The aims of entrepreneurship from the viewpoint of the experts

Moghim and Ahmadpour Daryani (2008)	<ul style="list-style-type: none"> - Knowledge about entrepreneurship; - Acquisition of skills in the use of techniques for analyzing economic opportunities and combining operational plans; - Identify and stimulate entrepreneurial talents and skills; - Risk induction using analytical techniques; - Creating empathy and support for the unique aspects of entrepreneurship; - Establishment and encouragement of new businesses and other business ventures; - Moving attitudes toward change.
Mwasalwiba (2010)	Enhancing the entrepreneurial spirit, starting a business, serving the community, and stimulating entrepreneurial skills.
Erkkila (2000)	Recognizing the opportunity
Kent (1990)	Creativity - innovation and utility
Block & Stumpf (1992)	Promoting the recognition of opportunities
Kousari & Norouz Zadeh (2009)	Creating the necessary competencies in the field of knowledge, attitude and skill; developing mental abilities, creating entrepreneurial spirit, strengthening communication between curriculum and social life;

Heder et al. (2011)	Acquire knowledge and understanding of entrepreneurship related concepts
Garavan and Ocinneide (1994)	Raising awareness about responsibility, risk taking, autonomy, self-confidence, cooperation, mutual assistance, identifying ideas, evaluating an idea, evaluating its feasibility, and management of project
Siagian & Simatupang (2011)	Identify, recognize and stimulate entrepreneurial flows, talents and skills; neutralize the risk of technical deviations; create empathy and support for all aspects of entrepreneurship; create an attitude for transformation.
Howard (2004)	Opportunity, teamwork ability, skill in the face of uncertainty, creativity, risk taking
Histrich & Peters (2002)	Independence, risk taking, motivation for progress, tolerance of ambiguity and creativity
Koohi, Khuzini & Koohi (2015)	Developing the recognition of the strengths and weaknesses of various types of business, with opportunities to assess the necessary skills to set up and run a business within the individual, to be aware of the principles of marketing, financing, planning, organization, creativity and resource gains
Rahimi & Aqa Babaei (2014)	Innovation, creative behavior, opportunity discovery, flexibility, empowerment, and protecting new ideas
Estiri (2010)	Successfulness, independence, risk taking, tolerance of ambiguity and creativity, and internal control center
Jafari Moghadam & Fakharzadeh (2011)	Developing entrepreneurial skills and features
Mortazanejad, Attaran, Hosseinikhah, Abbasi (2017)	Detect and exploit opportunities, control personal perception, self-esteem, desire for success, creativity and innovation.
Moradi Pordanjani and Jafari (2013)	Familiarity with basic concepts, motivation, interest and entrepreneurial spirit
Rahimi, Amini & Jahanbani (2015)	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, creating and engaging in creative ideas, doing activities without the help of others, 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 and developing the spirit of responsibility in solving problems relying on personal efforts.

Entrepreneurial learning has two distinct strands (narrow and broader); while one is being an entrepreneur engaged in a commercial activity, the other is being entrepreneurial, i.e. behaving in an entrepreneurial fashion and have some entrepreneurial knowledge, skills and attitudes, but not necessarily engaging in a commercial activity (Heder et al., 2011 : 27). According to the suggestion of the Entrepreneurship Education Consortium (2008, p.130 c) and the Heder et al., 2011: 14), in designing entrepreneurship education programs for children, there should be three components of entrepreneurship; knowledge, entrepreneurial attitudes and entrepreneurial skills in curriculum attention will be paid. Entrepreneurial knowledge is often associated with learning about the identification and use of opportunities, and learning how to overcome obstacles when organizing and managing new economic enterprises, that is, taking on new responsibilities (Kiakejori & Rodgar nejad, 2009: 44). The objectives of this area in brief are: Raising awareness about responsibility; risk taking, independence; self-confidence; collaboration; mutual assistance; identifying ideas; evaluating the potential of an idea; evaluating its feasibility; and project action and management. The use of attitudes in entrepreneurship research is how entrepreneurial entrepreneurs look at how attractive a new business is. Although the attitude is an unsustainable trait, it is considered to be one of the factors that is most consistent with changes over time, and education plays a key role in this process (Szerb & Imreh, 2007: 80). Entrepreneurship training makes the entrepreneurial attitudes of the people change, and this is a reciprocal point that can help strengthen entrepreneurial attitudes and lead to entrepreneurial behavior through these trainings. (Mohseni et al., 2013: 66). In the field of entrepreneurial attitudes, entrepreneurship education in relation to people has two options: first, is to "create" the morale, characteristics and skills of entrepreneurship in learners, and secondly, to "cultivate" the entrepreneurial qualities and skills in them. (Naderi, Amiri, Jafari, & Del-Angizan., 2015: 21). Primary-level

entrepreneurship emphasizes entrepreneurial attitudes and relates to skills such as creativity, planning, financial literacy and teamwork (European Commission, 2016: 13).

The purpose of entrepreneurship skills is to provide training in social skills, creative problem solving, opportunity seeking, selling, interviewing, presentations, group leadership, community cooperation, dealing with bureaucracy, local cultural norms and how they affect business, etc. (Heder et al., 2011: 27). These skills must be taken into account because they not only lead to real entrepreneurial activities, but also increase the employment of young people. At the level of education, this means that students develop entrepreneurial skills and gain a chance to experience practical entrepreneurial activities. This program covers all levels of education from nursery up to the students' higher education levels (European Commission, 2013: 7).

Methodology

The research is applied in nature, and the analytical and field methods were used in getting the results. In the field method, the researcher studied a unit or a set of units (Naderi & Seifnaraghi, 2016: 49). The statistical population of this study was 1218 people that was made up of 31 curriculum specialists, 18 entrepreneurship faculty, and the 1169 second level of elementary school teachers in Yazd city (557 in 1st region and 612 in 2nd region). To select the sample size of teachers; 289 individuals were selected based on Cochran formula and via random stratified sampling. Moreover, the total sample of curriculum specialists and entrepreneurs was selected as a sample because of the limited size of the community. In this research, both field and library methods were used to collect data. First, in writing the literature related to the topic of research: curriculum, entrepreneurship, and the related theories, the required data was obtained by the library method (types of books, articles, journals, sites and newspapers) and indexing. Totally, the design of the suggested model was an analysis and theoretical inference. In this regard, the researcher first developed the main framework of the model according to the theoretical foundations and research background of the research. Then, the relevant components were identified using the views of the supervisors and counselors on the preparation of a lesson based on the entrepreneurial components. According to the background and studies conducted and using the opinions of the supervisors and counselors, a research-made questionnaire with 22 items was designed and its reliability and validity were tested. It should be noted that the validity of the questionnaire was confirmed by the supervisors and counselors and one of the curriculum professors and 2 faculty members of the Islamic Azad University in Yazd Branch. The reliability of the questionnaire was also tested by Cronbach's alpha formula which equaled 0.96. It should also be noted that questions 1 to 4 related to the knowledge component; questions 5 to 8 related to the attitude component and questions 9 to 22 related to the skill component. It is also worthy to note that the questions of this research were regular or closed response, and were based on a 5 score Likert scale in the order: very high (5), high (4), medium (3), low (2) and very low (1). In this research, descriptive statistics and inferential statistics were used to analyze the data according to the research tools, sample size and the research objectives. At the level of descriptive statistics; frequency tables, percentage, mean, and their related graphs were used. At the inferential statistics level, the Chi-square test, which is a nonparametric test, was used because the scale of data measurement is nominal. Given that the results of the research are always accompanied by a degree of error, therefore, the researcher should consider the error rate in terms of the accuracy of each error source (the sample and related issues, tools and methods for collecting data, mathematical methods and statistical calculations) (Naderi & Seifnaraghi, 2010: 59). Accordingly, in this research, the researcher accepted the error risk (α) of 0.05.

Results and Discussion

The researcher first developed the main framework of the model according to the theoretical foundations and research background of the research. Then, the relevant components were identified using the views of the supervisors and counselors on the preparation of a lesson based on the entrepreneurial components. After studying the theoretical foundations, research background and their analysis, the theoretical framework obtained for designing suitable goals based on the entrepreneurial components in the

elementary period is presented in Table 2 and the extracted model follows the knowledge, attitudes and skills of entrepreneurship components, Shown in Figure 1.

Table 2. Suitable entrepreneurship themes in elementary school

Themes	Excerpted from the views of the experts
Earn knowledge and understanding of entrepreneurship concepts	Moghimi & Ahmadpour Daryani (2009), Block & Stumf (1992), Mortazanejad et al. (2017)
Identify and stimulate entrepreneurial talents and skills	Moghimi&Ahmadpour Dariani (2009), Mwasalwiba(2010), Estiri (2010), Garavan & Osind(1994), Siagian & Simatupang (2011)
Enhancing the entrepreneurial spirit	Mwasalwiba (2010), Kouşari and Norouz Zadeh (2009), Rahimi et al. (2015), Mortazanejad et al. (2017)
Grow creativity and innovation	Histrich & Peters 2002, Erkkila (2000), Howard (2004), Siagian & Simatupang (2011), Jafari Moghadam & Fakharzadeh (2011), Rahimi & Agha Babaci2014, Moradi Pordanjani and Jafari (2013), Rahimi et al. (2015)
Training entrepreneurial characteristics	Moradi Pordanjani and Jafari (2013), Kouhi et al. (2015), Jafari Moghadam and Fakharzadeh (2011), Moghimi and Ahmadpour Dariani, (2009), Howard (2004), Rahimi & Aqa Babayi (2014), Kent 1990, Heder et al. (2011), Siagian and Simatupang (2011)
Recognizing the opportunity	Siagian & Simatupang (2011), Kent (1990), Jafari Moghadam & Fakharzadeh (2011), Rahimi et al. (2015)

In Figure 1, the design of the proposed model is shown based on a study of the research backgrounds:

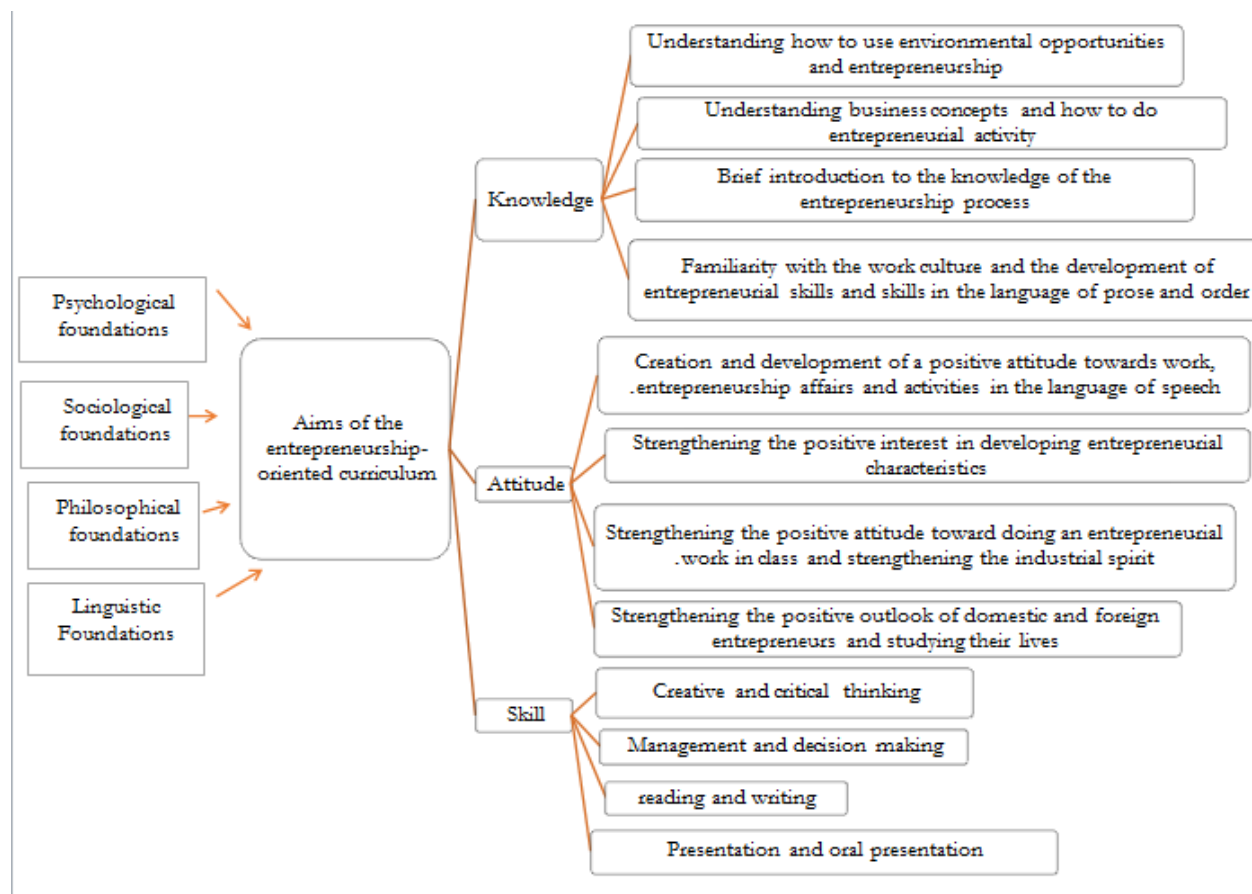


Chart 1. Proposed Goals for Entrepreneurship-Oriented Curriculum in Elementary School

As shown in Figure 1, suitable entrepreneurial goals in the elementary period were developed for designing proposed goals, taking into account the psychological, sociological, linguistic and philosophical foundations, and considering the components of entrepreneurial knowledge, entrepreneurial attitudes and entrepreneurial skills, and the composition of the opinions of the experts (contained in the table No. 3).

In order to test the views of the experts on the proposed objectives, the Chi-square test was used:

Hypothesis 1: From the perspective of teachers and professionals in the curriculum and entrepreneurship, the desirable goals of an entrepreneurial curriculum will be suitable for the knowledge component.

Table 3. Table of significance and frequency of responses by groups for the first hypothesis of the research

Index groups	Very Low		Low		Medium		High		Very High		Chi-square statistics	Degree of freedom	Level of sig.
	frequency	percent	frequency	percent	frequency	Percent	frequency	percent	frequency	Percent			
Teachers	0	0	6	2	74	26	148	51	61	21	190.592	3	.0001
curriculum Specialists	0	0	0	0	3	10	21	68	7	23			
Entrepreneurship Specialists	0	0	0	0	3	17	11	61	4	22			

Considering the amount of Chi-square at the significance level of 5% and the degree of freedom (3) is greater than the x-value of the table; therefore, the frequency of the participants' responses to the appropriateness of the proposed goals in the entrepreneurial curriculum based on the component of knowledge was meaningful. Therefore, the null hypothesis was rejected and the research hypothesis was accepted. In other words, according to the content of Table 3, there was a great deal of consensus between the viewpoints of curriculum experts, entrepreneurship and relevant teachers about the suitability of the proposed curriculum objectives for the knowledge component.

Hypothesis 2: From the perspective of teachers and professionals in the curriculum and entrepreneurship, the desirable goals of an entrepreneurial curriculum will be suitable for the attitude component.

Table 4. Table of significance and frequency of responses by groups for the second hypothesis of the research

Index groups	Very Low		Low		Medium		High		Very High		Chi-square statistics	Degree of freedom	Level of sig.
	frequency	percent	frequency	percent	frequency	Percent	frequency	percent	frequency	Percent			
Teachers	0	0	9	3	42	15	139	48	99	34	170.237	3	.0001
curriculum Specialists	0	0	0	0	2	7	24	77	5	16			
Entrepreneurship Specialists	0	0	0	0	2	11	5	63	11	61			

Considering the amount of Chi-square at the significance level of 5% and the degree of freedom (3) is greater than the x-value of the table; therefore, the frequency of the participants' responses to the appropriateness of the proposed goals in the entrepreneurial curriculum based on the component of attitude was meaningful. The null hypothesis was therefore rejected and the research hypothesis was accepted. In other words, according to the content of Table 4, there was a great deal of consensus between the viewpoints of curriculum experts, entrepreneurship and relevant teachers about the suitability of the proposed curriculum objectives for the attitude component.

Hypothesis 3: From the perspective of teachers and professionals in the curriculum and entrepreneurship, the desirable goals of an entrepreneurial curriculum will be suitable for the skill component.

Table 5. Table of significance and frequency of responses by groups for the third hypothesis of the research

Index groups	Very Low		Low		Medium		High		Very High		Chi-square statistics	Degree of freedom	Level of sig.
	Frequency	percent	frequency	percent	frequency	Percent	frequency	percent	frequency	Percent			
Teachers	0	0	0	0	50	17	145	50	94	33	57.7	2	.0001
curriculum Specialists	0	0	0	0	4	13	16	52	11	36			
Entrepreneurship Specialists	0	0	0	0	4	22	8	44	6	33			

Considering the amount of Chi-square at the significance level of 5% and the degree of freedom (2) was greater than the x-value of the table; therefore, the frequency of the participants' responses to the appropriateness of the proposed goals in the entrepreneurial curriculum based on the component of skill was meaningful. Therefore, the null hypothesis was rejected and the research hypothesis was accepted. In other words, according to the content of Table 5, there was a great deal of consensus between the viewpoints of curriculum experts, entrepreneurship and relevant teachers about the suitability of the proposed curriculum objectives for the skill component.

Hypothesis 4: From the perspective of teachers and professionals in the curriculum and entrepreneurship, the desirable goals of an entrepreneurial curriculum will be suitable.

Table 6. Table of significance and frequency of responses by groups for the fourth hypothesis of the research

Index groups	Very Low		Low		Medium		High		Very High		Chi-square statistics	Degree of freedom	Level of sig.
	Frequency	percent	frequency	percent	frequency	Percent	frequency	percent	Frequency	Percent			
Teachers	0	0	0	0	60	21	154	53	75	26	73.746	2	.0001
curriculum Specialists	0	0	0	0	3	10	21	63	7	23			
Entrepreneurship Specialists	0	0	0	0	4	11	11	61	5	28			

Considering the amount of Chi-square at the significance level of 5% and the degree of freedom (2) is greater than the x-value of the table; therefore, the frequency of the participants' responses to the appropriateness of the proposed goals in the entrepreneurial curriculum was meaningful. Therefore, the null hypothesis was rejected and the research hypothesis was accepted. In other words, according to the content of Table 6, there was a great deal of consensus between the viewpoints of curriculum experts, entrepreneurship and relevant teachers about the suitability of the proposed curriculum objectives.

In order to determine a logical criterion for the appropriateness of the proposed goals from the point of view of specialists and teachers, first, determine the number of available intervals between grades 1 to 5, which is 4 distances, then divided into 3 (three domains):

$4 \text{ (number of spaces)} \div 3 \text{ (three domains)} = 1.33$ (the criterion for determining the domains)

Thus, the proportionality of the average of the responses of this component based on the presence in one of the three domains was as follows: a) 3.67-5: the proportional range; b) 2.34-3.66: the fairly proportionate; and c) 1 -2.33: Inappropriate range.

Table 7. Average answers of teachers and specialists about proposed goals

Entrepreneurial components groups	Knowledge	Attitude	Skill	Proportionality rate
Teachers	3.8	3.9	4.0	Proportionate
curriculum Specialists	4.1	4.4	4.2	Proportionate
Entrepreneurship Specialists	4.0	4.5	4.1	Proportionate

Based on the results presented in Table 7, the proposed goals mentioned were proportionate in terms of teachers, the curriculum specialists and entrepreneurship specialists in each component of knowledge, attitude and skill. In this research, the objectives of entrepreneurship curriculum were set based on the three components of knowledge, attitude and entrepreneurship skills, putting into consideration the psychological, sociological, philosophical and linguistic foundations. As the chart 1 shows: The objectives of the proposed curriculum were based on the knowledge component after studying and summarizing different studies and theories in this regard as well as devoting attention to the principles of curriculum in elementary school and characteristics of learners which include: acquaintance with the knowledge and process of entrepreneurship; acquaintance with business concepts and how to do entrepreneurial activity; how to use environmental opportunities and entrepreneurial fields; familiarity with the working culture and the cultivation of entrepreneurial features and skills in the form of attitude; creating, developing and maintaining a positive attitude toward work; emotions and entrepreneurial interests in the format of writing and speaking; development of entrepreneurial characteristics (responsibility, self-esteem, seeking success, prosperity, independence, risk-taking, tolerance of ambiguity, creativity, internal locus of control etc.); getting to know the domestic and foreign entrepreneurs and studying their lives; doing an entrepreneurial work in the class; and strengthening the industrial spirit. In the component of Skill, there are some sub-components such as Reading, Writing, Listening, Speaking Skills, Creative and Critical Thinking , Management and Decision Making Skills. The proposed goals of this research in the entrepreneur-based curriculum in the second elementary school were in line with the goals set forth by Kousari and Norouz Zadeh (2009), , Moradi Pordanjani & Jafari (2013), Koohi et al. (2015), Jafari Moghaddam & Fakhar Zadeh (2011), Moghimi & Ahmadpour Daryani (2009), Estiri (2010), Elham (2008), Rahimi & Agha Babayi (2014), Heder et al., (2011), Kent (1990), Mwasalwiba (2010), Block & Stumf (1992).

The results of the chi-square test showed that the significance level of the test was less than the assumed error in the research (0.05). Frequency of the respondents' response to the appropriateness of proposed curriculum goals was significant. Therefore, from the viewpoint of the curriculum specialists, entrepreneurship faculty and relevant teachers, the objectives of the proposed curriculum were greatly appropriate. Since the elementary period in the education systems is the most important academic period and according to Kent (1990), the establishment and expansion of the culture of entrepreneurship in the society should start from a young age through the organization of creative and independent activities, entrepreneurship as an attitude and lifestyle was introduced as the basis of different programs; therefore, the goals mentioned in the model above were prepared and arranged to expand children's abilities in three areas of knowledge, attitude and skills and provide what was necessary for their current life and adulthood. With the development of entrepreneurial skills in childhood, the society can have resourceful, creative and innovative young adults who are committed to social, economic and industrial activities. In the meantime, the work of curriculum planners could be used to help children develop their life skills and participate in community development through familiarizing them with useful information, skills and attitudes. In essence, the training of business professionals in childhood should be arranged to create an entrepreneurial spirit in them; therefore, curricula should take into account the active and informed role of the student in the learning process, and create the spirit of inquiry, research, creativity and entrepreneurship in children.

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