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Designing a native entrepreneurship education model for higher education: A qualitative study

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Abstract

In today's competitive world, universities and organizations are successful that are able to make the most of information and knowledge. For this reason, many universities have started knowledge orientation through entrepreneurship education. The aim of the present study was to investigate scientific articles and researches in relation to entrepreneurship education model. To identify the elements of the native model of entrepreneurship education, a qualitative approach and content analysis method was used. Therefore, for this purpose, 50 articles developed by local and international authors were reviewed. Findings showed that entrepreneurship education model can be classified in three dimensions of capability-oriented, personality-oriented and lesson-oriented themes, which can be used to design a native model of entrepreneurship education in higher education.

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

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1. Introduction

The progress and dynamism of a society depends on constructive and creative people, and a society will be able to achieve real development only when this development arises from within the society whose people explore issues, analyze, find obstacles and overcome them. Therefore, the first step to move towards development is recognition of the current situation to determine the desired situation and hence the need for research in the higher education sector is felt more than ever (Malekipour et al., 2019).

It seems necessary to cultivate creative and entrepreneurial ideas that can constantly adapt to the new world. Given that universities have a major role in educating and training specialized human resources in society, attention to university entrepreneurship education (higher education) will help to better develop this. Entrepreneurship education plays an important role in the development of learners' lives and the subsequent comprehensive development of communities (Boahemaah, Dogbe, and Pomegbe, 2020). Considering the cultural and empirical role of entrepreneurship, it indirectly supports the idea that entrepreneurship is influenced by educational measures (Adejimola & Olfan Milai, 2009).

Three important issues for innovators and entrepreneurs are: knowledge, skills and attitudes. In most formal trainings, the first item is addressed comprehensively and analytically; the second item is considered incompletely and cannot be easily seen in formal education systems and the third item is not addressed at all (Safari et al., 2012). Since communication networks have connected different markets for the production and supply of services at the national, regional and global levels and have considered competitiveness as the key to entering these global markets, it is obvious that in this global competition, not only countries, but all institutions and individuals must constantly increase their competitiveness and compatibility (Ahmadpour Dariani, 2002).

An important issue that has caused the need to pay attention to competition and entrepreneurship is the problem of unemployment, which the country is struggling with, so that it seems that encouraging entrepreneurs and self-employment as appropriate solutions by policymakers and Economic managers to be considered (Bazargan & Jafarzadh, 2004). Indeed, unemployment among young people,

especially graduates, has become an obstacle to economic growth of some countries and citizens (Boahemaah et al., 2020). The solution to this important issue is student entrepreneurship and support. (Hou et al., 2019). Entrepreneurship education has a positive effect on the development of youth entrepreneurial spirit, their intention to start a business, their employability and ultimately their role in society (Betáková et al., 2020).

Entrepreneurship education has the ability to cover some of the shortcomings in the existing educational system. First, the development of the necessary entrepreneurial skills in the educational system will lead to an increase in the training of future entrepreneurs in the country. In such an education system, the skills taught lead to lower unemployment, increased establishment of new institutions, and increased employment and existing businesses (McMullan & Long, 1987). Proponents of the need for entrepreneurship education believe that education plays a vital role in the economic growth of societies. Research related to entrepreneurship education suggests that entrepreneurial education leads people to entrepreneurship by influencing people's attitudes (McMullan & Long, 1987). Unfortunately, the accuracy of educational content, business issues and problems in society and their transfer to educational programs and university curriculum is ignored (Nguyen et al., 2023).

In order to be able to purposefully bring students and university graduates into the job market tailored to their field of study, the most important issue is to discuss how to place business and entrepreneurship in designing a curriculum tailored to the student's field of study. (Purwana & Widyastuti, 2017). Unfortunately, some universities are not active in this regard. In fact, what is not considered in the curriculum in universities is the accuracy of the educational content, business issues and problems in the community and their transfer to the curriculum. Paying attention to this issue in universities is important to increase the effectiveness of educational programs. Entrepreneurship education can improve the understanding and experience of young people and increase their level of self-efficacy (Nguyen et al., 2023, p. 189). According to the findings of several studies, it is revealed that the top universities in the world have reached the conclusion that entrepreneurship can be increased among students through entrepreneurship and formal university education (Ndofirepi, 2020; Huda, 2020; Murphy et al., 2019; Čapienė & Ragauskaitė, 2017).

It seems that with reviewing and identifying the documents related to the

entrepreneurship center of Tehran University and also examining the successful global models in the field of entrepreneurship education, their successful experiences can be used to provide a native model of entrepreneurship education in universities in Iran. Therefore, by conducting this research, it is hoped to identify the skills-enhancing components in student entrepreneurship education and to apply these components in the native Iranian model of entrepreneurship education and use its results to promote student entrepreneurship education in higher education. So, this research attempted to provide a framework for promoting entrepreneurship education in higher education. To serve that end the following research question was proposed:

- What are the characteristics of native entrepreneurship education model for higher education?

2. Methodology

This study employed a qualitative approach (Content analysis). Strauss and Corbin's three-stage coding (1990) method was used to analyze the data. This method consists of three stages of open coding, axial coding, and selective coding (Creswell, 2009). To identify the elements of a native model of entrepreneurship education, 50 domestic and international articles were reviewed. Then, the coding was done and the extracted categories and codes were sent to experts who mastered how to do qualitative research. To assess the reliability of data, the opinions of a group of experts who had sufficient knowledge about the various dimensions and aspects of the research topic were also sought. To assess the validity of the findings of this research, the extracted themes were sorted and confirmed by studying the theoretical foundations, research background, opinions and guidelines of the group of experts and final coding was done. Therefore, the researcher used experts who had experience in entrepreneurship education in higher education to provide comments on coding. For this purpose, 735 extracted open codes were sent to two experts who had sufficient experience in the field of entrepreneurship training and the Kappa Cohen index was calculated using SPSS 23 software. The Kappa value was 0.65 which according to Landis and Koch (1997), the value was acceptable.

3. Findings

After reviewing scientific documents and interviewing experts, three stages of open, axial and selective were done as follows:

Stage 1: Open coding

During the open coding phase, the articles and interview transcriptions were read recursively and the data were broken down, examined, and compared, so that patterns and codes could be identified. A list of open codes which were emerged at this stage is provided as appendix.

Stage 2: Axial coding

At this stage, based on the similarities between open codes axial coding was performed. Then, three main themes and their sub-themes were formed. These themes included personal skills level, general skills level, and university skills specialization level which are presented in the following table:

Table 1. Axial coding

Personal skills Level (personal empowerment)	General skills Level (workplace empowerment)	University Skills Specialization Level (Career Empowerment in Higher Education)
• Inspirational motivations • Internal control center • Adaptation to new conditions • Decision making • Tolerance of ambiguity	• Work experience • Discovering new idea • Creating cooperation • Self-efficacy • Need for position • Consulting services • Marketing-Knowing the market • Opportunity recognition • Problem solving • Self-confidence • Managerial experience • Leadership • Innovation • The ability of interpersonal communication • Planning • Risk taking • Team work • Creativity • Entrepreneurial behavior • Social interaction • Entrepreneurial experiences • Initiative	• Entrepreneurial virtual environment • Preparing a business plan • Learning through participation • Entrepreneurial projects • Training courses • University investment • Learning competitions • Student activity • Extracurricular activities • Application of entrepreneurial knowledge • The role of the curriculum • Creating an entrepreneurial atmosphere • The role of entrepreneurship center • Entrepreneurship education approaches • Academic programs • Entrepreneurship education resources • Goals of entrepreneurship education

• The need for independence • Values • Interests • Self-awareness • Perseverance and hard work	• Socialization • Perspective • Organization	• Entrepreneurship education methods • Content of Entrepreneurship Education Program • Learning through participation • Entrepreneurship training courses • Entrepreneurship education strategy • Indirect effect of entrepreneurship education • Desirability of entrepreneurial idea • Feasibility of entrepreneurship idea • Production of entrepreneurial knowledge • Internship in the field of entrepreneurship • Training of university teachers • Evaluation of entrepreneurial goals • Entrepreneurship education Support services • Financial resources • Business skills • Entrepreneurial perception • Seminar • Teacher • Oral presentation of ideas • Brainstorm • Reinforced thinking • Entrepreneurship workshop • Startup • Entrepreneurship tools • Transformation of ideas • Entrepreneurship tools • University programs

Stage 3: Selective coding

At this stage, after removing unrelated codes, each dimension of the entrepreneurial model with its sub-components was presented in a schematic format:

In examining the articles of entrepreneurship education and the interview data, the personality-based theme with the most frequent components of inspirational motivations, internal control center, adaptation to new conditions, decision making, ambiguity tolerance, need for independence, values, interests, self-awareness and perseverance and hard work are displayed in Figure 1. Individual skills are the skills that students acquire in the direction of personal development, life skills and other

social competencies (Amir Arjomandi, 2017).

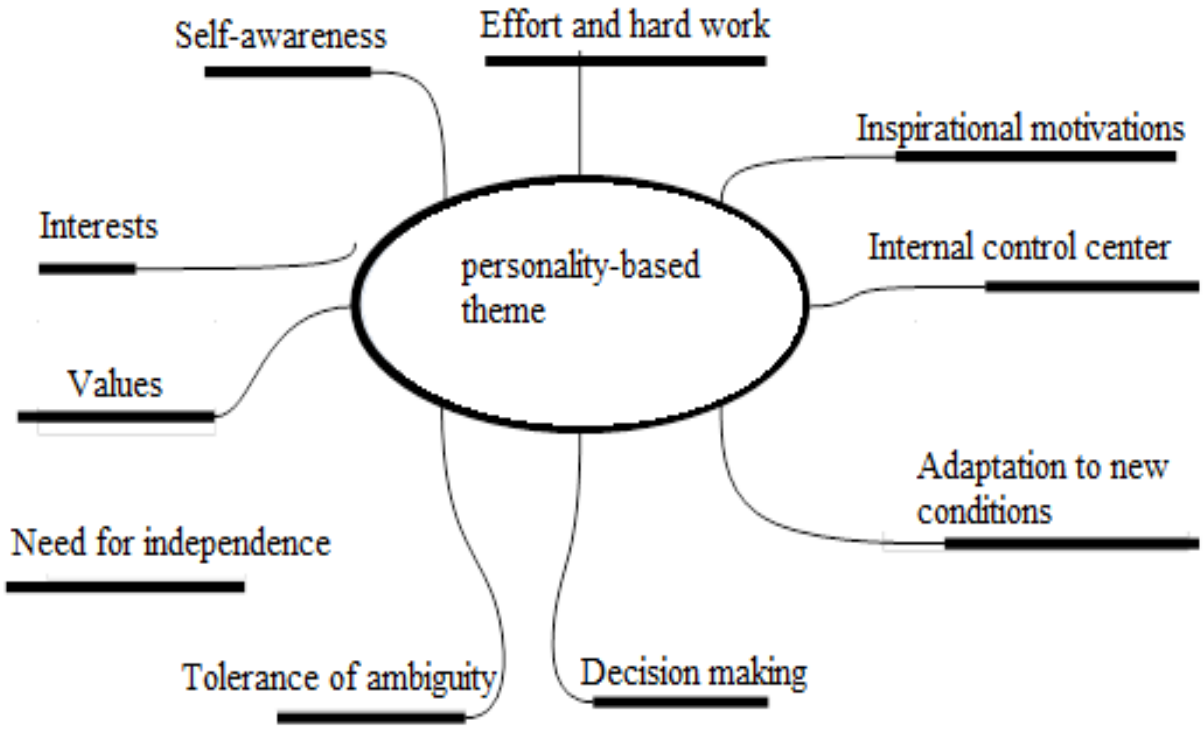

Figure 1. Personality-based theme

In examining the foreign models of entrepreneurship education and the interview data, the theme of capability-oriented with the most frequent components of initiative, entrepreneurial experiences, social interaction, creativity, innovation, leadership, work experience, discovering new ideas, creating cooperation, socialization, self-efficacy, need for success, consulting services market-marketing understanding, opportunity recognition, interpersonal communication ability, problem solving, confidence, managerial experience, planning, risk-taking, team working, entrepreneurial behavior and vision is shown in Figure 2. General skills are skills that help students and graduates to be able to organize and implement their responsibilities in a real work environment as an effective and useful person (Amir Arjomandi, 2017).

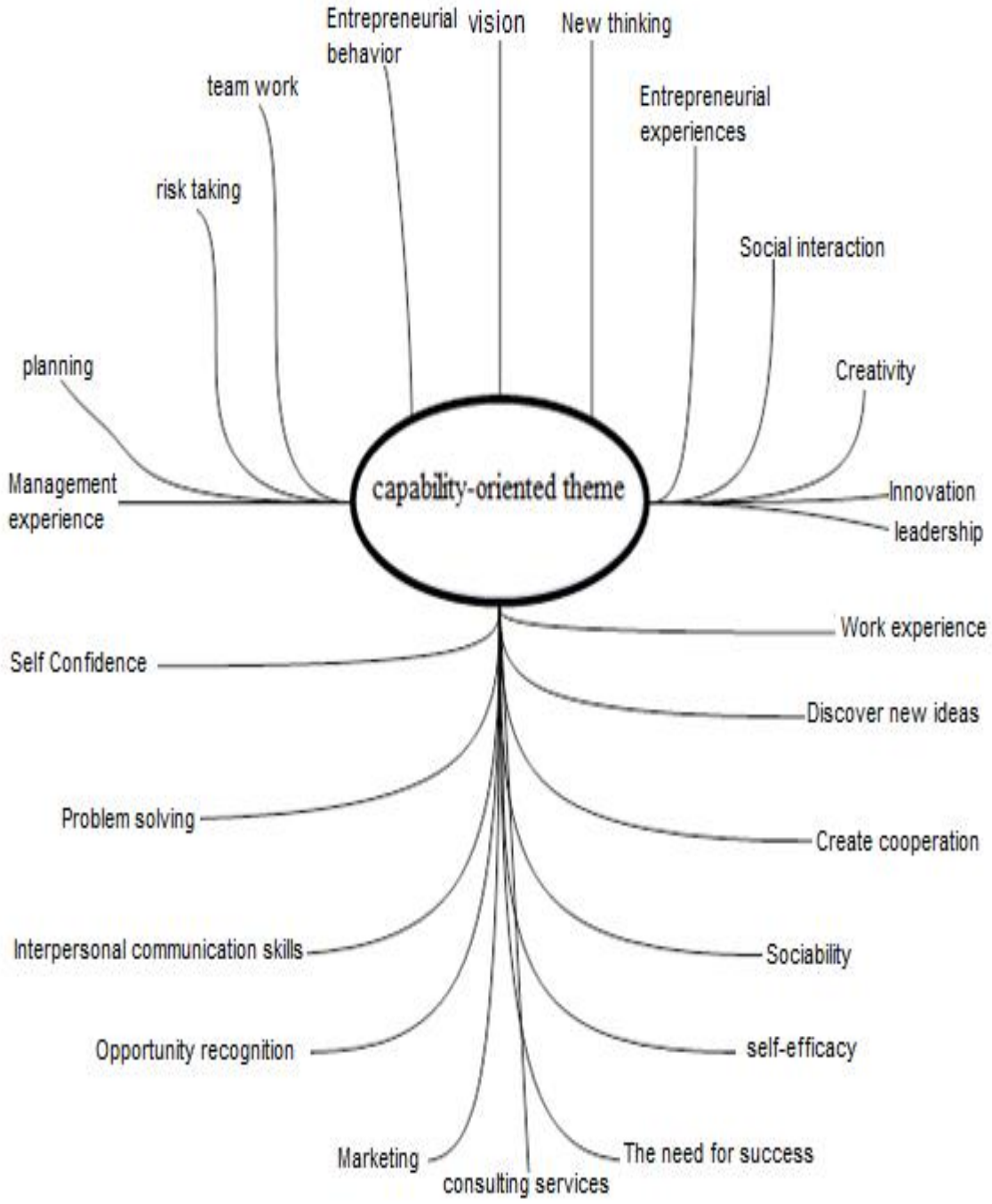

Figure 2. Capability-oriented theme

In examining the foreign models of entrepreneurship education and the interview data, the lesson-oriented theme with the most frequent components are shown in Figure 3.

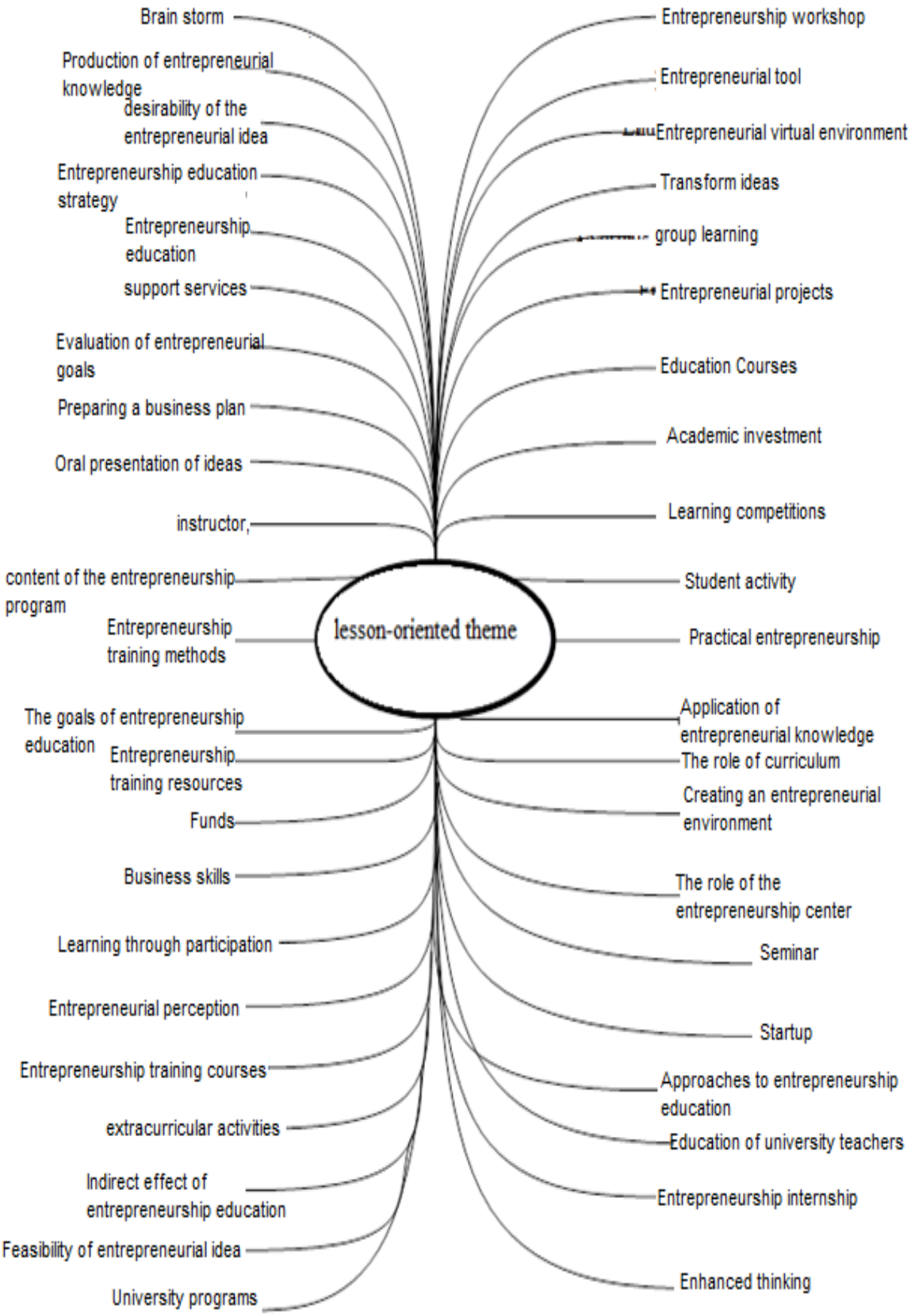

Figure 3. Lesson-oriented theme

These components are: entrepreneurial virtual environment, idea conversion, participatory learning, entrepreneurial projects, training courses, university

investment, learning competitions, student activities, practical entrepreneurship, application of entrepreneurial knowledge, curriculum role, creation Entrepreneurship environment, the role of entrepreneurship center, entrepreneurship education approaches, enhanced thinking, seminar, university programs, entrepreneurship education resources, entrepreneurship education goals, entrepreneurship education methods, content of entrepreneurship education program, teacher, oral presentation of ideas, preparation of business plan , evaluation of entrepreneurship goals, support services, entrepreneurship education, financial resources, business skills, participatory learning, entrepreneurial perception, entrepreneurship education strategy, extracurricular activities, indirect effect of entrepreneurship education, desirability of entrepreneurship idea, idea feasibility entrepreneurship, entrepreneurship tools, entrepreneurship workshop, entrepreneurship knowledge production, brainstorming, entrepreneurship internship, startup, university programs and university educator training. Knowledge skills are the skills that are mostly knowledge-based and specific to a particular discipline. It is considered that in addition to learning theoretical courses, the student actions in order to apply their knowledge of practically are crucial (Amir Arjomandi, 2017).

4. Discussion and Conclusion

The findings of this study showed that models of entrepreneurship education were classified into three categories of ability-oriented, personality-oriented and lesson-oriented themes, which can be used in designing the entrepreneurship education curriculum for students. It seems that the ability dimension is very important in entrepreneurship education. For example, when talking about new thinking in entrepreneurship, it means breaking traditional thoughts and moving towards innovation. Another important component in entrepreneurship education is teamwork. Team work forms the heart of entrepreneurship education and basically, entrepreneurship education is impossible without paying attention to it. In this dimension, there are components such as risk-taking, self-confidence, problem-solving, etc., which all seem to be acquirable.

The second dimension in entrepreneurship education is personality dimension. In this dimension, it is very important to pay attention to values, attitudes, beliefs and

personality traits. For example, having characteristics such as effort and work, the ability to tolerate ambiguity, self-awareness and the power of control, etc. are essential prerequisites for becoming an entrepreneur. Without having the above personality traits, one cannot expect to become a successful entrepreneur.

The third dimension in entrepreneurship education is related to how to teach entrepreneurship. Entrepreneurship education should be completely different from traditional education. For example, the use of new methods such as brainstorming, team learning and cooperative learning form the basis of entrepreneurship education. It can be said that using methods such as lectures in this field is completely ineffective.

The findings of the present research are in line with the results of several other studies. For example, Huda (2020) in a study refers to the problems of traditional entrepreneurship education in tertiary universities and to solve this problem suggests 9 steps as training steps of practical entrepreneurship model, which are, considering the motivations and capabilities of students. In the present study, this component was highlighted with 23 frequencies in 50 articles reviewed on entrepreneurship education. According to the review of articles and global models of entrepreneurship education that are categorized under "capability-oriented" models, we can include such components as work experience (practical work), discovering new ideas, creating cooperation, self-efficacy, the need for success, consulting services, market recognition, opportunity recognition, problem solving, confidence, managerial experience, leadership, innovation, interpersonal communication ability, planning, risk taking, team working, creativity, entrepreneurial behavior, social interaction, entrepreneurial experiences. Huda also noted the initiative, sociability, vision and organization in providing a local model tailored to the needs of higher education students.

In terms of examining patterns of entrepreneurship education based on personality, Purwana and Widyastuti (2017), examined the personality traits of students as academic learning. In their research, the authors referred to the personality traits of creativity, innovation, commitment to work, self-confidence, progress and risk-taking, and leadership, and stated that how planned learning in the university curriculum as well as extracurricular learning could shape and strengthen the personality traits of individuals.

Moraes et al. (2018) studied the effects that the entrepreneurial characteristics of individuals and the university environment had on students' entrepreneurial intentions, and the authors' greatest emphasis was on self-efficacy and risk-taking, which can lead to entrepreneurial attitudes, in which is to Similar previous research and was also highlighted in Figure 2. In fact, there is a positive relationship between students' personality traits and motivation to become an entrepreneur. It should be noted that in examining the frequency of components of the research results, it was shown that motivation and personality traits of individuals with 23 repetitions and the highest frequency of effective components in entrepreneurship education programs were the main factors of student employment.

In the study conducted by Chen et al. (2020), the effect of entrepreneurship education on the intention to start a business from desirability, feasibility and perceived risk perspectives was examined. The results showed that both desirability and feasibility activated the relationship between entrepreneurship education and entrepreneurial intention. Regarding the feasibility of entrepreneurship education and risk, the probability of entrepreneurship intention and job creation of students increased. Focusing on the entrepreneurial motivations of individuals such as the need for success, the need for independence and economic motivations, Barba-Sánchez and Atienza-Sahuquillo (2018) pointed out that proper entrepreneurship education would lead to the realization of entrepreneurial goals and employment.

In the conceptual model of Ndofirepi (2020), the effect of entrepreneurship education on motivation and personal characteristics of individuals was examined and among the three characteristics of need for success, risk-taking and internal control center, the need for success had a significant effect. All the mentioned components in the above research are consistent with the results of the present research which were presented with a significant frequency in the figures. As a final result and considering all the components adopted from reviewing articles of entrepreneurship education and the interview data, it can be concluded that to prepare courses and programs of entrepreneurship education for students and design the topic of entrepreneurship curriculum for students, paying more attention to the components of attitude and considering the personality traits of students are very important and effective variables in achieving effective and acceptable results in entrepreneurship education.

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Appendix

Open codes extracted from articles and research

Open codes
entrepreneurial self-efficacy - entrepreneurial intent - identifying entrepreneurial opportunity technology - practical experience - market understanding - communication, management and leadership skills - cooperation - awareness of innovation - financial resources - practical contexts - market awareness - entrepreneurial environment - promoting innovation and creativity capacity - holding entrepreneurship courses - practical activities - professional knowledge and technology - providing business support - turn knowledge into action entrepreneurship curriculum - entrepreneurship versions - internship opportunity - entrepreneurial experience graduate entrepreneurs - student entrepreneurs - entrepreneurship intention - entrepreneurship counseling - student awareness for entrepreneurship - sharing knowledge and experience - exposure to courses - networking - student participation in entrepreneurship project - investment leap program - entrepreneurship awareness program- methods and tools for innovation and problem solving - entrepreneurship-based training - business plan program entrepreneurship training courses - theoretical and practical units of entrepreneurship teaching - learning the knowledge and skills required for entrepreneurship - entrepreneurship training center - entrepreneurship professors - financial resources - entrepreneurship center entrepreneurship career options - entrepreneurship education programs - entrepreneurship courses and classes - entrepreneurship center - funding - university faculty members and entrepreneurship professors - executive management - development and research activities practical entrepreneurship activities - academic credibility of professors - combination of academic activities and practical activities - university curriculum - practical education of students creating an entrepreneurship university - supporting students - business acumen - business investment - business project - setting up an independent and small business - teaching entrepreneurial knowledge - entrepreneurial thinking training - business plan training entrepreneurial self-efficacy - sociability - planning - leadership - innovation - risk-taking - entrepreneurial intent - university environment entrepreneurial investment - strategic and predictive planning - marketing - idea development - opportunity - creativity - practical entrepreneurship entrepreneurial skills - entrepreneurship education - identifying entrepreneurial opportunities - innovation entrepreneurial intention - entrepreneurial self-efficacy - entrepreneurial motivation - entrepreneurial education entrepreneurial intention - theoretical and practical entrepreneurial learning - educational approaches - planned behavior entrepreneurship training - feasibility study - predictive program - entrepreneurship intention - entrepreneurial behavior creativity - confidence - internal control center - entrepreneurship program evaluation - business development - updating instructor information - maintaining intrinsic creativity in young people's minds - updating projects discovering new ideas - entrepreneurship network - creating collaboration - solving experiencing problems - foresight - curriculum - initiative - communicating - searching for opportunities - presenting ideas - converting ideas - producing valuable products or services - entrepreneurship area - entrepreneurship companies - entrepreneurship workshops - teacher training - participatory and transformational leadership entrepreneurial motivation - entrepreneurial education - entrepreneurial self-efficacy - entrepreneurial intention technical interaction - support for innovation - business companies - financial interaction - social interaction - link to international, national, regional innovation systems - knowledge production - knowledge transfer - knowledge application - attention to individual needs organizational behavior - improving awareness and ability to cope with opportunities - practical entrepreneurship - entrepreneurial university - changing and growing society entrepreneurial motivations - team building - development of creative thinking skills - internship in entrepreneurship - impact of program policymakers - business plan development - entrepreneurship development exhibition - feedback mechanism - records, follow-up and support in the future necessary motivations for business - thinking - step-by-step progress to action - risk

limitation - practical entrepreneurship - involvement of curious learners - new ideas and concepts - entrepreneurship education - appropriate environment for entrepreneurship education - development of confidence - resistance and hard work - adaptability - value creation through research and increasing levels of self-efficacy - team building entrepreneurial discipline in teachers - practice in entrepreneurship - experience - practical entrepreneurship - financial literacy - business ownership - creativity - innovation - commitment - marketing skills - business plan development - problem solving - risk - leadership - progress - confidence - appropriate decision - entrepreneurial behavior - academic climate - growth centers - competition - team building - central board or guided committee - expansion of side development activities - foundation for making different budgets - academic entrepreneurship encouragement center - integrating entrepreneurial culture
innovation - self-efficacy - sociability - planning - leadership - risk-taking - entrepreneurial attitude - entrepreneurial intent - university environment attitudes towards entrepreneurial behavior - mental norm - internal control center - entrepreneurial goal - entrepreneurial behavior mental development of entrepreneurial characteristics - emotional intelligence - emotional, emotional and cognitive learning - implicit knowledge - intuitive strategy - comprehensive management - perspective and feeling - entrepreneurial values - confidence building - design and development of entrepreneurial organization - entrepreneurial management in various fields internship - business opportunities - team building - business plan - commitment - leadership - opportunity - ambiguity - at risk uncertainty - creativity - self-confidence - ability to adapt - lack of motivation - marketing - investment - entrepreneurial environment - practical entrepreneurship - strategy - business knowledge and skills - teamwork - simulation - problem solving mental norms - emotional competencies - attitude - self-efficacy - entrepreneurial intention - emotional intelligence - entrepreneurial attitude desirability of conditions - feasibility of ideas - entrepreneurship training - considered risk - entrepreneurship intention positive feeling of entrepreneur - entrepreneurship education - exploitation of business opportunities - direct effect of individual emotions - indirect effect of individual emotions entrepreneurial motivation - need for success - need for independence - having economic motivation - entrepreneurial goal entrepreneurial motivation - emotional intelligence - entrepreneurial attitude - team building - confidence - internal control center confidence (personal assets) - risk tolerance - motivation - management and leadership experience - team cognitive experiences entrepreneurial intention - willingness to start a business - courage in risk-taking - self-efficacy - self-confidence - compatibility - recognizing job opportunities - evaluating opportunities - how to set up opportunities entrepreneurial intention - attitude towards behavior - entrepreneurial motivation - entrepreneurship resource supply - internal control center entrepreneurial attitude - internal control center - need for success - leading - risk-taking - self-efficacy having an entrepreneurial attitude - individual mental norms - center of internal control - entrepreneurial intention positive feeling - entrepreneurial attitude - team building and networking - creativity - adaptability – confidence entrepreneurship curriculum objectives - training content - training method - prior knowledge basics - motivation - personality - needs - interests - independence - work experience - values - attitudes - skills development training - lectures - group topics - case studies - presentations - problem solving - simulation - teamwork - brainstorming - personal goal setting - career planning - self-employment - market analysis skills - decision making - improved knowledge - wider job options - unstructured job prospects teaching objectives - teaching content - learning the concept of entrepreneurship - learning the entrepreneurship process - learning to be an entrepreneur - practical entrepreneurship - entrepreneurship resources - how to start a profitable small business - creating value in existing organizations and professions skills development - entrepreneurship resources academic programs - center for entrepreneurship development - seminars - training - lectures - events - conferences - business ideas - social project competitions - training practices - entrepreneurial action - business plan - supervision – support previous experience - using a business plan - enhanced thinking - approaches used to transfer knowledge and skills - business skills - creativity and identifying opportunities for innovation - interpreting role patterns - providing opportunities for risk tolerance and ambiguity and motivation for creativity excellence - the desire to succeed and the need to improve motivation to achieve excellence in self-memory - practical entrepreneurship the impact of entrepreneurship education - the need for success - the entrepreneurial goal - preparing a business plan business specific content - knowledge of how to do things without a resource - awareness of personal fit with the entrepreneurial profession - conducting market research - marketing products and services - recognizing and pursuing job opportunities - creating a business plan - developing a risk identification strategy - setting priorities (goal setting) and focus on goals - defining and establishing interpersonal leadership - motivating others - active learning - adapting to new circumstances - coping with uncertainty - having an entrepreneurial spirit - enthusiasm for entrepreneurship - self-efficacy - entrepreneurial commitment

- self-confidence - self-esteem - the need for success in the dimension of strategy (entrepreneurial goals - entrepreneurship policies - strategic embedding) in the dimension of providing resources (budget allocation - revenue generation - type of budget) in the dimension of educational infrastructure (approaches - entrepreneurship appointments - entrepreneurship research - conflicting structures) in the dimension of education and learning (training courses - curriculum - teaching methods - extracurricular activities) in the communication dimension (graduates - stakeholder relations - community participation) in the development dimension (evaluation - application-based improvement - human resource development) teaching environment - professors - management training - student-centered training - teaching methods - teaching resources
roles related to trainers and participants - entrepreneurship training - training level - training audience - training objectives - necessary knowledge - training content - evaluation of training - teaching methods entrepreneurship education program content - skills needed - learning level - attitudes, values, motivations - theoretical knowledge and understanding - calculated risk - business technical skills - interpersonal communication ability and development of network relations - different dimensions of the entrepreneurial process
the role of the student - the role of the professors - basic entrepreneurial activities - teacher training - field development taking into account professional motivations, interests, needs of students - preparation - moderation in education - practical work in small groups - project presentation
dimensions of education approaches (lecture - case study - entrepreneurship exposure - exhibition of oral presentation of ideas - games and competitions to persuade students - discussion of simulation / role play - group discussion - preparation of a business plan) - facilitation dimension (research - business exposure - entrepreneurial perception) - knowledge content dimension (entrepreneurship concept - government incentive role - regulations - capital resources - support services - market research - business plan - street startup) - skills dimension (communication - organization - leadership - decision - opportunity recognition - networking - time management - stress management) - entrepreneur's personality traits (need for success - center for internal control - creativity and innovation - risk-taking - confidence - vision).
learning to develop courses - business planning and innovation - use the business model to evaluate and improve skills in entrepreneurship - build a personal growth learning network - potentially interesting innovations and research - business plan using create a business canvas - work in teams - self-directed learning
growing the quality of entrepreneurship education - intentions and goals of entrepreneurship education