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Provide a Model of Entrepreneurship-Based Curriculum in Secondary School (Case study: Secondary Schools in Alborz Province)

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Abstract

Purpose: The aim of this study was to provide a model of entrepreneurship-based curriculum in secondary school.

Methodology: The present study was applied in terms of purpose and integrated (qualitative-quantitative) in terms of implementation method. The research population in the qualitative section included experts in the field of entrepreneurship in Alborz province in the academic year 2020-2021, in which 14 people were selected based on theoretical saturation method and purposive sampling. The statistical population of the quantitative section also included all secondary school teachers of Alborz planning and entrepreneurship course in the academic year 2020-21 (266 people). The sample size was determined based on Morgan and Georgian table and 154 people were selected by simple random sampling method. The research tool in the qualitative part was semi-structured interviews and in the quantitative part was a researcher-made questionnaire based on the findings of the qualitative part. To validate the qualitative data, a recoding strategy and reliability were obtained with a coding agreement coefficient of 0.86. For quantitative findings, face validity and reliability were obtained by Cronbach's alpha method of 0.82. For data analysis, in the qualitative part, the content analysis method was used with Maxquda18 software and in the quantitative part with exploratory factor analysis and structural equation modeling with Smart Pls3 software.

Findings: The findings of the qualitative section showed that there are 56 sub-themes and 5 main themes (entrepreneurial knowledge, entrepreneurial attitude, entrepreneurial skills and entrepreneurial ability) for the entrepreneurship curriculum. The results of exploratory factor analysis also showed that the first factor, ie the creation of entrepreneurial knowledge explains 6.54 of the total variance, the second factor (entrepreneurial attitude) 7.65%, the third factor (entrepreneurial skills) 12.76% and the fourth factor (entrepreneurial ability) 14.65% explained the total variance of entrepreneurship. The results of structural equation modeling also showed that all identified factors have a significant effect. The GOF criterion also showed that the overall fit of the model was at a desirable level.

Conclusion: It can be concluded that a good curriculum should pay attention to the factors of knowledge, skills, attitudes and abilities, and curriculum planners should pay more attention to "creating entrepreneurial ability" and "entrepreneurial skills" in designing the entrepreneurship textbook.

Detailed abstract

Purpose: Nowadays, entrepreneurship is considered as one of the solutions to respond to the needs of people and the rapid growth and development of societies. In fact, entrepreneurship is a response to the expansion of the needs of communities. For this reason, today the category of entrepreneurship has become one of the important topics of societies. With the entrepreneurial approach, many problems, including unemployment, can be solved, and the optimal use of talents and capabilities is also provided. Entrepreneurship is a multi-dimensional concept that includes different dimensions. For this reason, experts have given different definitions of it. Entrepreneurship is the creation of a new and different product from similar products with an emphasis on the idea and a new attitude to it during a specific process. Or entrepreneurship is the maximum use and productivity of products with emphasis on new ideas and attitudes towards those products. also believes that entrepreneurs should focus on continuous movements and improvements that continuously seek to take advantage of controllable risks and opportunities. In general, two types of entrepreneurship can be mentioned. Innovation-based entrepreneurship that shares the idea of business innovation with the aim of pursuing global opportunities, and the second type is small businesses that have limited access to the global market, serving local markets with traditional methods. The purpose of this research is to provide a curriculum model. It was based on entrepreneurship in the second secondary school.

Methodology: The current research was applied in terms of purpose and integrated research (qualitative-quantitative) in terms of execution method. The research community in the qualitative part included experts in the field of entrepreneurship in Alborz province in the academic year 2020-21, and 14 people were selected based on the theoretical saturation method and targeted sampling method. The selection criteria of the experts included the faculty, field of educational sciences and management-entrepreneurship, writings in the field of entrepreneurship and willingness to participate in the interview. The statistical population of the quantitative part included all secondary school teachers of the planning and entrepreneurship course in Alborz province in the academic year 2019-2019 (266 people), and the sample size was 154 people determined based on the table of Morgan and Georgesi and selected by simple random sampling method. Entry criteria included high school teacher, specialized teacher of entrepreneurship course and willingness to complete the questionnaire. It should be noted that the criterion for exiting the research in both qualitative and quantitative sections was only participation and completion of interviews and questionnaires because the nature of the research was not clinical. The method of implementation in the qualitative section was that first coordination was made with the experts to participate in the interviews. A number of 25 people were selected, and finally only 18 people were willing to participate in the interview, and theoretical saturation was achieved until the 14th interview. Due to the dispersion of the professors and the limited access to them in person and the corona virus, the interviewees were willing to participate in the interview by phone. After determining the interview time of each participant, preliminary questions were emailed to them so that they would be prepared. The time of the interviews was 40 minutes on average according to the explanation of the participants. In order to comply with ethical considerations, the transcripts of the interviews were taken from them and they were assured that it was only in line with research work and had no other use, so some did not want to record the transcripts of the interviews. In the quantitative section, since the teachers of the entrepreneurship course were scattered, first a list of all the desired teachers was prepared and among them, 170 people were randomly selected, 16 more than the required amount to prevent possible attrition, and for them An SMS was sent to participate in the research. Then the questionnaires were sent by email. Sometimes, the participants were called several times to complete the questionnaires. This work took about 1 month. The research tool in the qualitative part was semi-structured interviews, and in the quantitative part it was a researcher-made questionnaire based on the findings of the qualitative part. For the validity of qualitative data, recoding strategy and reliability were also obtained with a coding agreement coefficient of 0.86. For the validity of quantitative findings, formal validity and reliability were obtained using Cronbach's alpha method of 0.82. For data analysis, in the qualitative part, the theme analysis method was used with Maxquda18 software, and in the quantitative part, exploratory factor analysis and structural equation modeling was used with Smart Pls3 software.

Findings: The findings of the qualitative section showed that there are 56 sub-themes and 5 main themes (entrepreneurial knowledge, entrepreneurial attitude, entrepreneurial skills and entrepreneurial ability) for the entrepreneurship curriculum. The results of exploratory factor analysis also showed that the first factor, ie the creation of entrepreneurial knowledge explains 6.54 of the total variance, the second factor (entrepreneurial attitude) 7.65%, the third factor (entrepreneurial skills) 12.76% and the fourth factor (entrepreneurial ability) 14.65% explained the total variance of entrepreneurship. The results of structural equation modeling also showed that all identified factors have a significant effect. The GOF criterion also showed that the overall fit of the model was at a desirable level.

Conclusion: Based on the findings, it can be concluded that a desirable curriculum should pay attention to knowledge, skill, attitude and ability factors, and curriculum planners should pay more attention to "creating entrepreneurial ability" and "entrepreneurial skills" of students in designing the curriculum of entrepreneurship book. to be The limitation of the current research was that the results of the research were a case study and did not cover a wide area; Therefore, the results should be viewed with caution. Also, entrepreneurship is an interdisciplinary and broad category that should be used from the views of other entrepreneurial activists and professors of other disciplines to calculate a more comprehensive model. Based on the findings, it is suggested that: in the future, researchers should use the diversity of the views of experts and professors related to entrepreneurship, it is suggested that the media, especially the media related to education, create a culture in order to welcome students and families to entrepreneurship and put entrepreneurship at the top. Draw the importance of current and future jobs.