



## Sociology of Education

### Designing an Entrepreneurial Teaching Pattern in Iran's Higher Education

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**Receive:** 2023/07/10  
**Accept:** 2023/09/27  
**Published:** 2024/06/15

#### Keywords:

Entrepreneurial Teaching, Higher Education, Effective Professors, Universal Support and Protection, Economic Dynamics of Society

#### Article Cite:

Yarali K, Tajari T, Safari M. (2024). Designing an Entrepreneurial Teaching Pattern in Iran's Higher Education, *Sociology of Education*. 10(1): 83-92.

**Purpose:** Higher education through entrepreneurial teaching can create a competitive advantage for itself. Therefore, the aim of this study was designing an entrepreneurial teaching pattern in Iran's higher education.

**Methodology:** The current research in terms of its purpose was applied and in terms of its purpose implementation method was descriptive from type of survey. The current research population includes six groups of business startups and establishment of knowledge-based companies, cooperation with entrepreneurial intermediary institutions, entrepreneurship education and teaching, authoring articles, books and guidance or counseling of dissertations and thesis in the field of entrepreneurship, specialist of curriculum and managers of planning higher education in Iranian universities in the academic years of 2020-21. The sample size based on the table of Krejcie and Morgan table was determined 322 people, who this number were selected by simple random sampling method. The instrument of the current research was the researcher-made questionnaire of entrepreneurship teaching in Iran's higher education with 214 items, that whose face and content validity was confirmed by the opinion of experts and its reliability with using combined and Cronbach's alpha methods was obtained above 0.70. The data of this study were analyzed with the methods of exploratory factor analysis and structural equation modeling in SPSS and Lisrel software.

**Findings:** The findings of the present study indicated that entrepreneurial teaching in Iran's higher education had 214 concepts in 13 components and 6 categories. The category of causal conditions includes the components of the need to face transformations and necessity of creating capabilities (33 concepts), the category of background conditions includes the component of the internal environment or variables (36 concepts), the category of intervening conditions includes the components of the effective professors, universal support and protection and environmental barriers (28 concepts), the core category includes the component of entrepreneurial teaching (39 concepts), category of strategies includes the components of the improving the ability of professors, the use of new methods, interaction and rich learning environment (53 concepts), and the category of consequences includes the components of the changing values in higher education and economic dynamics of society (25 concepts); So that the factor load of all components was higher than 0.50, the average variance extracted was higher than 0.60, and the Cronbach and combined reliability of all of them was higher than 0.70. Also, the entrepreneurial teaching pattern in Iran's higher education had a good fit and in this pattern, the category of causal conditions had a direct and significant effect on the core category, the categories of contextual conditions, intervening conditions and core conditions had a direct and significant effect on the category of strategies, and the category of strategies had a direct and significant effect on the category of consequences ( $P < 0.001$ ).

**Conclusion:** The designed pattern in the present research about entrepreneurial teaching in Iran's higher education can be used by curriculum experts and planners, and they based on the results of this study can conduct to entrepreneurial teaching in higher education.



<https://doi.org/10.22034/ijes.2023.2006657.1433>



<https://dorl.net/dor/20.1001.1.23221445.1401.15.1.1.0>



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### Extended Abstract

**Purpose:** The generality and expansion of higher education is a prominent feature of today's changing and modern world, and in recent decades the higher education system has grown and expanded quantitatively and qualitatively. Higher education is the main axis of producing ideas and knowledge in societies, and this educational system in recent decades has become more important due to the changes and transformations of societies and has received more attention than in the past. In fact, expectation of education is add to the existing knowledge by producing knowledge and then be the solution to the existing challenges. Higher education is an organization which whose purpose is to promote and improve the field of knowledge and training of human resources in various sciences and techniques, and its mission is to development of knowledge, facilitate human growth and development, enrich the country's culture, and fostering of specialized human resources needed by society. This educational system is the main pillar of the comprehensive progress of societies and one of the most important service institutions for training, development and supply of human resources, and by consuming a significant part of the country's budget plays an effective role in various economic, social, political and cultural dimensions of the society. Higher education is the main factor of progress, change and transformation in society, and one of the main topics and goals of universities is the growth and promote of students' academic status. Universities should seek to nurture and educate a generation of students who can live in environments with diverse values, complex cultural developments and rapid technological changes, and this educational system is responsible for training skilled human resources to advance the economic, social, cultural and industrial goals of the country to fulfill the needs society and achieving self-sufficiency. Higher education plays an important role in the training of efficient and entrepreneurial human resources and producing knowledge for other institutions and organizations in society. The higher education system due to its educational role is considered a driving force for development of social, economic, human capital, knowledge creation and providing services to groups, and in fact, the main essence of any educational system is teaching and learning, which plays an important role in the direction of growth, development and promoting communities. The organizational climate of the 21st century higher education is constantly changing, and we see expressions such as entrepreneurial university, which is considered one of the characteristics of the best universities and higher education in the world. Nowadays, entrepreneurial education and teaching with the aim of providing entrepreneurial knowledge, transferring entrepreneurial skills and starting businesses has been increasingly paid attention to by professionals. Entrepreneurial teaching is a method of teaching and learning processes that leads to the creation of ideas and value in learners and develops the mentality of starting a business. This teaching method makes people able to identify opportunities or create opportunities in a proper way and cause the development of entrepreneurship in the society. Entrepreneurial teaching refers to teaching that promotes knowledge and awareness of entrepreneurship for career purposes and provides skills that enable people to start and develop a new business. Higher education through entrepreneurial teaching can create a competitive advantage for itself. Therefore, the aim of this study was designing an entrepreneurial teaching pattern in Iran's higher education.

**Methodology:** The current research in terms of its purpose was applied and in terms of its purpose implementation method was descriptive from type of survey. The current research population includes six groups of business startups and establishment of knowledge-based companies, cooperation with entrepreneurial intermediary institutions, entrepreneurship education and teaching, authoring articles, books and guidance or counseling of dissertations and thesis in the field of entrepreneurship, specialist of curriculum and managers of planning higher education in Iranian universities in the academic years of 2020-21. The sample size based on the table of Krejcie and Morgan table was determined 322 people, who this number were selected by simple random sampling method. The instrument of the current research was the researcher-made questionnaire of entrepreneurship teaching in Iran's higher education with 214 items, that whose face and content validity was confirmed by the opinion of experts and its reliability with using combined and Cronbach's alpha methods was obtained above 0.70. The data of this study were analyzed with the methods of exploratory factor analysis and structural equation modeling in SPSS and Lisrel software.

**Findings:** The findings of the present study indicated that entrepreneurial teaching in Iran's higher education had 214 concepts in 13 components and 6 categories. The category of causal conditions includes the components of the need to face transformations and necessity of creating capabilities (33 concepts), the category of background conditions includes the component of the internal environment or variables (36 concepts), the category of intervening conditions includes the components of the effective professors, universal support and protection and environmental barriers (28 concepts) ), the core category includes the component of entrepreneurial teaching (39 concepts), category of strategies includes the components of the improving the ability of professors, the use of new methods, interaction and rich learning environment (53 concepts), and

the category of consequences includes the components of the changing values in higher education and economic dynamics of society (25 concepts); So that the factor load of all components was higher than 0.50, the average variance extracted was higher than 0.60, and the Cronbach and combined reliability of all of them was higher than 0.70. Also, the entrepreneurial teaching pattern in Iran's higher education had a good fit and in this pattern, the category of causal conditions had a direct and significant effect on the core category, the categories of contextual conditions, intervening conditions and core conditions had a direct and significant effect on the category of strategies, and the category of strategies had a direct and significant effect on the category of consequences ( $P < 0.001$ ).

**Conclusion:** The designed pattern in the present research about entrepreneurial teaching in Iran's higher education can be used by curriculum experts and planners, and they based on the results of this study can conduct to entrepreneurial teaching in higher education.