



## Sociology of Education

### Analyzing the Curriculum Elements of Entrepreneurial Teaching in the field of Humanities Sciences in Iran's Higher Education

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#### Research Paper

#### Abstract

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**Purpose:** Paying attention to entrepreneurial teaching is very important in curriculum elements, and accordingly, the purpose of this study was to analyzing the curriculum elements of entrepreneurial teaching in the field of humanities sciences in Iran's higher education.

**Methodology:** This study in terms of purpose was applied and in terms of execution method was qualitative. The population of this study 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 samples were selected according to the principle of theoretical saturation and with the purposeful sampling method, which their number was 25 people. The tool of the current research was a semi-structured interview which whose validity and reliability were checked and confirmed. The data were analyzed by the coding method based on the grounded theory in MAXQDA software.

**Findings:** The findings of the present research showed that the curriculum elements of entrepreneurial teaching in the field of humanities sciences in Iran's higher education had 216 concepts in 47 components and 6 categories. The category of causal conditions includes 8 components and 33 concepts, the category of background conditions includes 8 components and 36 concepts, the category of intervening conditions includes 9 components and 28 concepts, the core category includes 5 components and 39 concepts, the category of strategies includes 12 components and 54 concepts, and the category of consequences includes 5 components and 26 concepts.

**Conclusion:** Based on the findings of this study, experts and planners curriculum can take an effective step towards improving the curriculum elements of entrepreneurial teaching in the field of humanities sciences of higher education.



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## Extended Abstract

**Purpose:** In the recent decades, higher education as one of the most important and constructive social institutions has faced many changes and developments, and this institution has always sought strategic planning to improve itself, and without a doubt the growth, development and progress of societies at the macro level owes higher education as a driving force of sustainable development.

Higher education is the main factor of progress, change and transformation in society and this educational system should seek to nurture and educate a generation of students who can live in environments of diverse values, complex cultural changes and rapid technological changes. Therefore, this educational system is responsible for training skilled human resources to advance the economic, social, cultural and industrial goals of societies. Higher education and universities play an important role in training the production of knowledge and efficient and entrepreneurial human resources for other institutions and organizations in society, and this role and position superior in the development of knowledge can be identified for every person and organization. One of the concepts that can be investigated in the higher education system is the curriculum, which the design and compilation is considered as one of the most basic curriculum topics and oversees the determination of resources, identification of constituent elements and types of decisions. The curriculums play an important and key role in the success or failure of educational systems and they are a full view of the level of progress and reflect the response of educational centers to the changing needs of society. Curriculum development is a purposeful action or process whose ultimate goal is to make beneficial changes in the curriculum, and every curriculum has at least three aspects. The first aspect of the curriculum is the objectives, which refer to the goals, values and directions that educational systems believe in. The second aspect of the curriculum is the interactions and encounters that occur during the implementation of the curriculum. The third aspect of the curriculum is the effects and consequences of the curriculum or the results that are obtained as a result of teaching and learning. In Iran, the curriculum is more centralized, which in it the central organization and the educational research and planning organization are responsible for curriculum development. In such a system, decision-making for the curriculum is designed without regard to the abilities and capacities of each region of the country, and accordingly it has shortcomings. One of the types of curriculum is the curriculum based on entrepreneurial teaching. Entrepreneurship is an activity and process that includes discovering, evaluating and exploiting opportunities to introduce new goods and services, organizational methods, markets, processes and new raw materials through new and innovative organization that did not exist before. Entrepreneurial education and teaching is a constant learning process that starts from elementary school and continues to higher educational levels, and teachers can design and compile set appropriate goals for themselves and educational activities and evaluation methods in accordance with the framework of national standards for entrepreneurship education and supporting performance indicators. Entrepreneurial teaching is a method of teaching and learning processes that leads to the creation of ideas and value in learners and develops business mentality in them. This training makes the learners able to properly identify opportunities or helps to create opportunities that guarantee the development of entrepreneurship in the context of society. Paying attention to entrepreneurial teaching is very important in curriculum elements, and accordingly, the purpose of this study was to analyzing the curriculum elements of entrepreneurial teaching in the field of humanities sciences in Iran's higher education.

**Methodology:** This study in terms of purpose was applied and in terms of execution method was qualitative. The population of this study 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 samples were selected according to the principle of theoretical saturation and with the purposeful sampling method, which their number was 25 people. In the purposeful sampling method, the samples are selected according to the goals that are determined in advance, which in this study, considering having six groups these goals were included the desire to participate in the research, at least a master's degree, and accepting the recording of interviews. The tool of the current research was a semi-structured interview which whose validity and reliability were checked and confirmed. Its questions were designed according to the title of the current research and with the help of professors to help analyzing the curriculum elements of entrepreneurial teaching in the field of humanities sciences in Iran's higher education. The interviews were conducted individually and the sound of the interviews was recorded for re-examination as coordinated with the interviewees so that they can be re-examined at a convenient time so that no findings are missed. It should be noted that the validity of the semi-structured interview in the present study was confirmed by the triangulation method and its reliability was calculated 86 percent by the Cohen's kappa coefficient method. The data were analyzed by the coding method based on the grounded theory in MAXQDA software.

**Findings:** In this study were conducted individual interviews with 25 people and the data obtained from their implementation were analyzed by coding method, which respectively, 72 and 28 percent of the interviewees were male and female, 68 and 32 percent of them had PhD and master's education, and 8, 20, 32, 16 and 24 percent of them had a job history of 1 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years and more than 20 years. The findings of the present research showed that the curriculum elements of entrepreneurial teaching in the field of humanities sciences in Iran's higher education had 216 concepts in 47 components and 6 categories. The category of causal conditions includes 8 components and 33 concepts, the category of background conditions includes 8 component and 36 concepts, the category of intervening conditions includes 9 components and 28 concepts, the core category includes 5 component and 39 concepts, the category of strategies includes 12 components and 54 concepts, and the category of consequences includes 5 components and 26 concepts.

**Conclusion:** Based on the findings of this study, experts and planners curriculum can take an effective step towards improving the curriculum elements of entrepreneurial teaching in the field of humanities sciences of higher education.