

## **The Factors Affecting the Development of Entrepreneurship School in Educational System of Iran (Case Study of Mazandaran Province)**

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**ABSTRACT:** This study aimed to identify factors involved in developing Entrepreneur school and understanding the Executive requirements of these schools in Educational system of Iran (Case Study of MAZANDARAN province). Relying on the theory of organizational entrepreneurship and data based theory (Grounded Theory) the factors effective in creating a school for entrepreneurs were identified. The population of the study in Interview section was 20 experts in the Field of educational sciences from the University of Educators, entrepreneurship teachers and school administrators and for qualitative validation were 20 faculty members of University of Educators and school administrators. The research tools were open interview and content analysis techniques .The research findings indicate that the two groups factors of inside and outside organization and 3 dimensions of personal, organizational and environmental abilities and 16 components of Features (psychological , attitude, motivational), management style, organizational ,Mental and interpersonal skills, new methods of reward, management support, Delegate, deadline, curricula system , strategic orientation, entrepreneurial culture, entrepreneurship education, space and equipments, government policies, socio-economic and cultural conditions, financial and non-financial support are effective in building this kind of entrepreneur school. Also the results of qualitative validation or questionnaire distribution in the first step have resulted to the Removal of the concepts of parental education; parental social status and evaluation system due to an average of less than 4.In the implementation of the second round questionnaire, Kendal correlation coefficient was calculated and Kendall's  $w = 0.705$  was obtained, suggesting a strong consensus among panel members in the research.

**Keywords:** Effective Factors, entrepreneurship, school for entrepreneurs, organizational entrepreneurship, and Educational system.

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### **I. STATEMENT OF THE PROBLEM**

In today's world, there has been a struggle to develop industrial, scientific and technical advantages. Developed countries and prospective organizations and institutions have widespread searches for new methods to deal with these developments. The pace of changes is too high, so that entrepreneurship, creativity and innovation have been accepted as a basic principle of important factors in the survival of communities (KALANTARIAN, et al., 2012). The use of the term entrepreneurship in educational system needs to be thought. Education is the most important influential social institutions in enhancing the quality of the performance of other institutions. Harmonious and balanced human development of intellectual, emotional, social and physical aspects is the heavy responsibility of educational system. (BEHRANGI and TABATABAEE, 2009). So to identify and meet the future needs of education, it is necessary the educational leaders and policymakers to create profound and vast changes in their missions and goals and administer schools with a completely new methods different from the past school practices (TAGHI POORZAHIR and HASAN MORADI, 2006) Education along with the entrepreneurial process that starts from early childhood seriously and deliberately, can lead to the acquisition of entrepreneurial skills of students in elementary and high school levels according to their ages and characters.(BEHRANGI and TABATABAEE 2009)

In the current education system, graduates have to learn the skills of the world of work after learning theories; instead they enter the work domain and devote time to it. That is not wise. Because they are alienated with business and life skills from childhood, so considerable time is taken to be synchronized with the space. So education and the establishment of entrepreneurship based schools may be the start of the business climate and life skills acquisition in schools and then at the University. Because according to the document of fundamental transformation of education and 2025 outlook , policy making and planning changes have taken place to develop people to nurture their talents.

Entrepreneurship in schools has focused on ways to promote this concept and creating entrepreneurs school necessitates detailed conceptual framework which is possible through comparative studies and applied

and development research which by the theoretical and backgrounds studies inside and outside of the country we are looking to create a school for entrepreneurs in education. According to the abovementioned cases, the researcher in this study seeks to identify factors effective in creating Entrepreneur schools in MAZANDARAN province's educational system by the study of the theoretical foundations of the surveys and the study of the researches have been done before.

## **II. THE IMPORTANCE AND NECESSITY OF RESEARCH**

Undoubtedly, the real wealth of any nation is its human resources, and education changes this wealth from potential to actual. The best and most prepared generation for education is available for education department, so the most sensitive and most important part of any state is the education department which adds to its importance more and more. (KAKAJOYBARI, 2001) and among them entrepreneurs have particular role in economic development which has led many experts to think about planning and executing projects related to entrepreneurship and creating entrepreneurship education centers and seek to encourage and attracting young people to the centers for their education and employment. As well as human resources is the primary wealth in any organization, society or any country. Other main resource efficiency depends on human resource supply and this means that the right detection and deployment of entire enterprise and renewable and non-renewable resources and overall optimal utilization of national resources depends on the maturity, the breadth of thought, information and know-how of its people. In this way, education can be a prelude to a nation's progress and performance.

### **Research literature in abroad**

- Frank and his colleagues in 2005 in a study titled "entrepreneurship education in secondary schools in Austria" concluded that many factors are involved in the development of the entrepreneurial personality features and the role of the school is undeniable in the provision of these factors. They have considered entrepreneurship as a skill which should be considered at all educational levels from primary schools to university .The aim of this study was to investigate the factors that affect the entrepreneurial attitudes and Morales of high school students in Vienna, Austria. These factors include features, possibilities and technologies of the school, schools and non-school curricula, teachers and administrators, environment and process.
- GUROL and ASTAN in 2006 in a study entitled "Characteristics of entrepreneurship among university students" concluded that students who have entrepreneurial attitudes are better in six features (promotion motivation, internal locus of control, innovation, confidence, the tolerance of ambiguity and willingness to risk ) than students who did not have entrepreneurial attitude.
- Gorman in 1997 knows entrepreneurship as an engine driving the economy of most nations. Most of the views on entrepreneurship know economic success depends on community need to a lot of entrepreneurs.

### **Research literature in the country**

- TAGHI POUR ZAHIR and HASAN MORADI in 2006 in a study entitled "Developing a suitable model of entrepreneurial university" have considered entrepreneurial university model presentation with an emphasis on three main components of the system include infrastructure, basic theoretical principles and goals and six in system components input, process, output, evaluation, development and outcome and ultimately the final pattern of entrepreneurial university was approved with 9 main components and 37 sub-components and accessories. The study also found that although overall goal of this project is to develop the entrepreneurial university model, however, revealing the importance and necessity of paying attention to entrepreneurship in universities in the country can be raised as the ultimate goal. Obviously, the growth and development of this goal requires greater scientific efforts and doing more researches. Ahmad Pour DARIANI in 2008 has provided a model for entrepreneurial leaders with input components (Personal, organizational and environmental factors), processing (shaping the thinking, developing programs, activities and their implementation) and output parameters (growth, change and innovation).
- JAFARZADE In 2005 performed a study entitled "designing and explaining a model to predict entrepreneurship graduates of Tehran University" which its findings have showed that psychological characteristics have the maximum impact on the entrepreneurship of students.
- AMIN BIDOKHTI and GHASEMI in 2013 in a study entitled "The comparison of personality traits associated with entrepreneurship in public and private high school students in GARMSAR city" found that non-profit high school students have better position in terms of personality characteristics public school students. There is significant difference between non-profit high school students and public school students in terms of creativity, internal locus of control, tolerance of ambiguity and willingness to risk and non-profit high school students have better position than public high school students, there is no significant difference, in terms of the motivation of development and non-profit high school students are at the same level with the public high school students.

- NOH Abraham and colleagues in 2008 in a study entitled "the study of the Indicators of entrepreneurship among high school students in last three years of high school course, grade two of the branch of theoretical, technical, work and knowledge came to the conclusion that in terms of entrepreneurial capabilities (promotion motivation, independence, tends to be creative, take risks, internal control, tolerance of ambiguity) there is a significant difference between the three groups at 0/05 level.
- SABZIANPOUR and colleagues in 2010 in an article entitled " Entrepreneurship training and entrepreneurial school ,a new approach in the upbringing and development of children" reported that in order to transition from traditional schools to entrepreneurial school ,a suitable context should be prepared for changing attitudes and values and the growth of the students of today whom are the future entrepreneurs. In this respect, identifying teachers and students to acquire entrepreneurial characteristics and skills and specially owning creative thinking is the primary measurements. Also they have noted that following actions are effective: Making culture, making the students familiar with successful entrepreneurs, introduction and recognition of the entrepreneurial school, teaching entrepreneurship courses, improving students' attitude from the position of entrepreneurs.

#### **Research objectives**

1. To identify factors involved in school for entrepreneurs in Education department of Iran with an emphasis on case study in MAZANDARAN.
2. The recognition of administrative requirements and steps to create a school for entrepreneurs in Education department of Iran in a case study in MAZANDARAN.

### **III. METHODOLOGY**

The method used in this research is qualitative method. Factors of the creation of entrepreneur's schools are determined based on the expert's attitudes on educative sciences. Content analysis technique used to identify these factors. Then based on the comparison of the views of professionals and experts participating in the study with the basic theories of this field, Independent ,dependent and mediator factors were determined in the creation of school for entrepreneurs.

#### **The statistical population and sampling**

In this study two statistical populations were employed. In the first phase, the attitudes of 20 experts in the field of educative sciences and entrepreneurship (University professors, teachers, students and school administrators) were used to identify factors .In order to validate and verify the extracted indices, the attitudes of 20 other experts were used associated with DELFY method .

#### **Data collection methods**

1. Library method: procedure to complete the second chapter, which includes research literature, referring to libraries and books' study and reading research articles of Quarterly and monthly magazines related to the topic and various scientific - research sites, required information will be collected.
2. Field method: by visiting experts and scholars and practitioners in the field of entrepreneurship and distributing questionnaires among them, required information is collected.

#### **Research strategy**

Research Strategy plan based on abovementioned contents is the type of content analysis based on grounded theory analysis and Delphi validation. The stages of content analysis are as follows:

- **Familiarity with data:** when starting a content analysis, the researcher may collect data him/herself or research data put at his disposal.
- **Production of basic codes:** The second step begins when the researcher has studied the data and is familiar with it and also the initial list of ideas contained in the data and interesting points have been prepared. This step requires basic codes. The codes are used to understandable and usable parts such as phrase, word or other criteria used.
- **Search for content:** The third step starts when the initial encryption of all data gathered and a long list of different codes are known in the data set. At this stage that the focus is broader than the codes, different codes are arranged in terms of contents and all coded data set related to contents are recognizes and collected.
- **Outlining the content network:** Step four starts when a researcher proposes a set of themes and wants to refine it. Known themes are the main source of content network formation. Themes derived from the text are grouped in the same and coherent category.
- **Network Analysis themes:** The fifth step starts when the researcher has reached a satisfactory content network. In this case, he/she can define and modify the proposed content to analyze data.

**Report:** The sixth step begins when the complete set of final themes, is provided. In this stage, the final report will be compiled (JAFARI et al., 2011). This step is used to explain the themes, concepts and structural patterns (ATTRIDE & STIRLING, 2001). In the following, the Delphi technique was used to qualitative validation.

**The Introduction of the data based theory and its stages**

"Data based theory is the process of making a documentary theory through a systematic and organized collection and deductive analysis of the data collected, in order to respond to new questions, in areas that lack adequate theoretical basis for the formulation of any hypotheses "(MANSOORIAN, 2006: 5)

In the methodology of data based theory, the discovery or developing a theory is based on facts and realities and through systematic data collection and consideration of all potential aspects related to research subject. The data collected are going through stages to reach to theory. The data collected for development is analyzed using "theoretical encryption ".In this way, the proper code will be assigned to different parts of the data. The encryptions are determined in the form of "concept" which is called "open coding". Then the researcher will pay attention to "pivotal encryption" by thinking about different aspects of this subject and finding the relationship between them.

It should be noted that during the coding, the researcher using theoretical sampling "and according to the concepts emerging from the data, tries to collect data about people, events and different situations to give a clearer and richer picture of obtained concepts and subjects. Finally, by "selective coding" the contents are refining and through the process, a theoretical framework appears. (Strauss and Corbin, 2008: 58).

**Data collection methods**

In content analysis, data collection was done through verbal, telephone and electronic interviews' reports. Also, the attitudes of educators' university professors, school administrators and art student who are expert in the field of educational sciences were collected by questionnaire and 88 sentences in recognized dimensions and components to validate by Delphi method.

**IV. DATA ANALYSIS**

The content analysis is used to identify qualitative patterns or in other word to identify and analyze patterns (contents) within data. According to the Brown and Clarke (2006), content analysis can be performed in six steps. These analysis steps are not linear process and are in return mode which needs moving back and forth across the analytic process. As mentioned before, these steps include familiarity with data and creating basic codes, content search, and content review, naming the contents and writing the report. Step by step content analysis and content network analysis are shown in the following table:

**Table 1 - Step by step process of content analysis and content network analysis.**

| stage                               | step                                | execution  |
|-------------------------------------|-------------------------------------|--|
| Text analysis and description       | 1- Become familiar with text        | Writing data (if necessary)<br>Initial study and reexamination of data   |
|                                     | 2. The creation of codes and coding | Content Separation to smaller coded texts  |
|                                     | 3. Search and content recognition   | Extract the contents from coded parts ,contents 'reviewing and refining  |
| Text interpretation and description | 4. outlining the content network    | Choosing a basic organizing and comprehensive contents, contents mapping   |
|                                     | 5. Analysis content network         | Contents Definition and naming<br>Description and explanation of the content network   |
| Text mergers and acquisitions       | 6. compiling reports                | Summarizing content network and its bbrief expression , linking the results of the research questions and theoretical principles of writing scientific reports |

Source : ( ABEDI JAFFARI and et al 2011)

By Delphi method, according to contents and the identification of the constituent elements of school for entrepreneurs, we have prepared a set of questionnaires to achieve consensus among a group of professionals and experts. NVIVO software was used in this study to analyze data.

**V. RESEARCH FINDINGS**

The first question of the research: What are the primary and secondary components of school for entrepreneurs in Iran's education department, MAZANDARAN Province case study?

A) Content analysis was used to identify and determination of factors affecting the development of school for entrepreneurs. To answer this question, the study of texts obtained from interviewing with 20 teachers of educators' university, principals and technical, professional and work and knowledge students and paying attention to data based method and data theoretical saturation were conducted. In content analysis, firstly, the primary codes (concept) of the text were identified and then in pivotal coding stage, by combining the

components and finally in the stage of selective coding, the effective dimensions in creating a school for entrepreneurs were determined. Because the concepts or contents are duplicate, so those that are merely mentioned one time in the text are not considered content ,if only have important role in the data analysis. In this study, after the analysis of the texts of interviews ,effective dimensions and components in the development of schools of entrepreneurship based on the following table.

The data in the table were collected by NVIVO software and were recognized with concepts and codes open coding and were extracted by pivotal coding of 16 components in the dimensions of individual abilities (characteristics, demographics, management style, skills) and organizational (practice new rewards, management support, delegation, deadline, curricula, space and equipment, entrepreneurial culture, entrepreneurship education) and environment (government policy, socio-economic and cultural conditions) and in two categories: internal and external organizational factors respectively.

**Table 2 - Operational definition of research variables ‘matrix**

| Dimensions                                   |                              | components   |
|--|------------------------------|--|
| Intra organizational Factors                 | Personal abilities           | Features (psycho-motivational attitude)            |
|  |                              | Demographic  |
|  |                              | Management style                                   |
|  |                              | Skills (Mental –intra personal and organizational) |
|  | Intra organizational factors | New ways of rewarding                              |
|  |                              | Management support                                 |
|  |                              | delegation of authority                            |
|  |                              | Deadline   |
|  |                              | Curricula  |
|  |                              | Space and equipment                                |
|  |                              | Entrepreneurial culture                            |
|  |                              | Entrepreneurship education                         |
| Extra organizational factors (environmental) |                              | Government policy                                  |
|  |                              | Socio - economic cultural conditions               |
|  |                              | Financial and non-financial support                |

**B) Components extracted from personal abilities**

As the table (3) shows, the concepts of the components of the dimensions of personal abilities (psycho-motivational- attitude characteristics), (demographic), (management style) and (mental -interpersonal and organizational skills) has been recognized.

**Table 3- Participants’ agreed concepts in terms of personal abilities**

| component                                      | Concepts(codes)   |
|--|---|
| Features (Psycho-motivational-attitude)        | Foresight-sense of independency-motivation – commitment - Entrepreneurial morality – Achievement -creativity and innovation-self belief - Competitiveness – the morale of invincibility - the morale of partnership-leadership-risk taking- the lack of conservative decision-making - Determination – willing- Venture – control |
| Demographic                                    | Family dimension –the patterns of the role- Social status of parents - parental education-starting entrepreneurship from primary school-the school geographical location- Geographical Location of the place of residence   |
| Management style                               | Participatory guidance - Democratic   |
| Skills (Mental-intra personal -organizational) | Focus and accuracy –the ability of logical thinking-idea processing- Questioning-supplemental understanding skills  |

**C) The concepts extracted from the organizational component**

Table (4) shows the concepts of organizational components (new methods of rewarding, management support, delegation, time limit, curricula, space and equipment, entrepreneurial culture, entrepreneurship education).

**Table 4 –The concepts agreed by the Participants in terms of organizational dimension.**

| component               | Concepts(codes)   |
|-------------------------|---|
| New ways of rewarding   | Rewards based on performance- Additional bonuses and Fee – promoting job position based on performance-Teachers’ organization based on performance  |
| Management support      | The idea of entrepreneurship as a criterion of evaluation - Planning organizational strategies - landscape- policy and strategy –the strategy of the support of technical teachers - consulting services –education entrepreneur- help to record patents and innovations by Entrepreneurs-employing creative staff. |
| delegation of authority | Avoid hierarchical approach- flexible in implementing the guidelines –activating students’ Association with job approach- ignoring the formal procedures-paying attention to Comments and suggestions-creative people decision making- being flexible in planning and budgeting process.                            |
| Deadline                | Time management - time to recover from wrong doings- teachers ‘features Proportionate with the job requirements   |

|                            |   |
|----------------------------|---|
| Curricula                  | Hidden curriculum tailored to the entrepreneurial activities –research activities –the ability of teachers, principals and agents -the ability of student- entrepreneurial teaching methods –school changes’ agents appropriate extra planning -educational content –evaluation system -appropriate academic guidance.  |
| Strategic Orientation      | Planning, vision, policy and strategy, goals  |
| Space and equipment        | Entrepreneurship room- resources room –technology and educational technology- executive structure of the Technology-school structure.   |
| Entrepreneurial culture    | Taking advantage of multi-disciplinary partnership –showing job opportunities – change accepting and embrace challenges - promoting a culture of teamwork –entrepreneurship insight development-human relations between the manager and staff- organizational relationships –the relationships of the school performance staff with entrepreneur students- organizational culture - cooperative corporate culture - the entrepreneurial orientation –introducing entrepreneur teachers. |
| Entrepreneurship education | Marketing Training - negotiating techniques teaching- extensive training – professional skills training- staff training- training with production- developing human resources.  |

**D) Extracted concepts from the organizational component**

As the table (5) shows, the concepts of environmental dimension component (government policies, socio-economic conditions – economic-cultural) have been identified.

**Table 5-** Agreed concepts of Participants in an interview about the environmental dimensions.

| components                             | factors   |
|--|---|
| Government policy                      | Entry barriers -laws and regulations governing the entrepreneurial activities- paperwork for receiving permissions- how to communicate with development centre and science and Technology Park -set rules and special instructions  |
| Socio-economic and cultural conditions | how to communicate with development centre and science and Technology Park –the relationship between schools and job holders-direct relationship with entrepreneurial graduates-creating entrepreneurial markets-students ’products’ marketing and business-Strengthening vocational and technical centers related to education and their restoration - Business tours -job opportunity –infrastructure-economic problems- Comparative studies to successful countries - mass media - permanent exhibition of the entrepreneurial achievements - financial system- available successful models. |
| Financial and non-financial support    | Recruitment - Funds and special budget- - Lending to entrepreneurs teachers – job security- The idea of entrepreneurship as one of the criteria for recruitment - Government support for entrepreneur students and teachers- Supporting management thinking change- financial support for projects - Investment in School—Managers supports- business support schemes   |

**E) Qualitative validation**

Questionnaire in recognized dimensions and components with 88 statements was prepared in LIKERT scale (five degrees of 1 = very little to very high = 5) and presented to the professors of educators, In the first round 3 items of Parental education, social status of parents and evaluation system had average less than 4 and were omitted, and then the second round Questionnaire was designed with 85 questions, the attitudes of judges were received and All concepts achieved an average above 4 and indicate the agreement of the participants in the research. Kendall coefficient was Kendall’s = .705 which showed strong consensus among the judges.

**Second research question:** What are the implementation requirements of creating a school for entrepreneurs in Education department of Iran in the Case Study of Iran in MAZANDARAN province?

The most important administrative requirements in terms of research sample includes the correction of psychological motivational and attitudinal characteristics of the elements of entrepreneur schools, management style of these schools, the promotion of mental - interpersonal - organizational skills, change in the way of rewarding, authorization, paying attention to the system curriculum, changes in vision, goals, procedures, creating a culture of entrepreneurship and education, and the change in government policy and financial and non-financial support in social, economic and cultural condition.

**VI. DISCUSSION AND CONCLUSION**

The project of establishing " entrepreneurial School " in Education department as one of the basic strategies for commercialization and giving business approach to the research activities of students and teachers. In this research, the concept of entrepreneur is operationalized by relying on the theory of “organizational entrepreneurship” and applied and developed researches which were done in Iran or abroad and were developed from the level of promotion and the factors effective in creating this kind of school were recognized. Therefore relying on grounded theory and the recognition of intra and extra organizational factors and paying attention to personal, organizational and environmental abilities’ concepts, the word of entrepreneurship was developed and approaches were suggested to education department officials. Research findings indicate that the strategic orientation of managers (vision, objectives, procedures, and policies) in addition to other factors mentioned above plays an important role in the development of entrepreneurial schools.

It should be mentioned that the overall goal of this study was to identify factors affecting the development of entrepreneurship school in Education department, but the necessity of this kind of school is the ultimate goal in Iran. Therefore, achieving this goal will require changing the attitudes of senior middle and operational level managers, and other elements of the education department and wider scientific efforts.

### Research proposals

1. It is proposed to the officials and those involved in education to consider "entrepreneurial culture" as the main pivot of all educational and Training activities and administrative structures are studied and reengineered again.
2. It is recommended that the strategic orientation of education to be tailored to the development of an entrepreneurial culture.
3. It is recommended to the education authorities to make contractions to development centers and with science and technology parks to develop the culture of entrepreneurship and bring business approaches to the research activities of students.
4. With regard to the necessity of such schools, Education officials and senior managers should take measurements to promote teachers 'skills through workshops and scientific - Research meetings.
5. Entrepreneurial ideas and entrepreneurs teachers should be appreciated annually.
6. A part of the annual research funding should be allocated to research projects related to entrepreneurship among educators and students.
7. It is recommended that managers and those involved in education, to make appropriate decisions for conferences, competitions and different festivals adapted to entrepreneurship culture development on levels the cities and the regions of the province .
8. It is recommended that competent, creative and entrepreneurial employees are identified and some promoting programs to be set for the promotion of their capabilities.

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