DEFECTIVE CYCLE OF ENTREPRENEURSHIP EDUCATION IN HUMANITIES IN HIGHER EDUCATION

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ABSTRACT

This paper presents a novel conceptual model based on the components of entrepreneurship education required for the students of the humanities in Iran's universities. Using the Prisma method, 42 articles out of 120 scientific publications were selected as the main resources of this research for the duration of 2007 to 2017. This model was constructed by investigating the goals and content of entrepreneurship education in higher education from the selected articles and utilizing a qualitative content analysis method. The content analysis method used in this model is based on a deductive thematic approach in which a non-constructed matrix was applied for induction and creating new categories.

Based on our findings, the main components of entrepreneurship education for humanities in higher education were identified. These components are background competencies (including conceptual and communicational competencies), core competencies (including managerial and business competencies) and entrepreneurship enablers (including individual competencies). The results of this research indicate that there is a succession of faulty cycle in entrepreneurship education approaches as a mere subject or activity and neglect of the transcendental concept of entrepreneurship education instead of business education. Therefore, the proposed model in this research could correct the identified defective cycle in entrepreneurship education for students of the humanities.

Keywords: Competency, Defective Cycle, Education, Entrepreneurship, Higher Education, Humanities.

INTRODUCTION

Recently there has been a growing interest for entrepreneurial education in multiple educational disciplines around the world. According to researcher entrepreneurship education is an effective way to increase the number of entrepreneurs. It has become clear that entrepreneurship education plays a crucial role in leading and expanding new generation of entrepreneurs since such education can provide the necessary knowledge and skills for them in order to run their own business or to be entrepreneurs in their job. Entrepreneurship education attempts to nurture enterprising citizens through establishing and activating vocations in individuals and promoting entrepreneurial attitudes, intentions and behaviors. A comprehensive

educational program can contribute to increasing leadership skills and to developing the psychological attributes and behaviors associated with entrepreneurship. An educational entrepreneurship program prepares students for the complex and uncertain job market, breeds young innovative leaders in entrepreneurship, increase management skills of using technology with proper attitudes that makes it possible to address global issues (Paco et al., 2016).

Since The European Commission has proposed that education must be in accordance with competences one of which is to be an entrepreneur, entrepreneurial education is one of the common objectives for the education systems. However, this concept has been more or less disregarded because it only reflects on one part of its meaning-being a business owner; entrepreneurship is not all about business creation, it mostly concerns with new ideas and innovative solutions. The Consortium for Entrepreneurship Education & European Commission characterizes an entrepreneur as someone who has decision-making capability in order to resolve issues with no regard to other peoples' help, someone who is able to actively deal with problems. Therefore, a competent entrepreneur is not only a business owner but also an autonomous, decisive and active individual. Unfortunately, entrepreneurial skills are not considered to be as a transverse of competency in most of the universities, and only very little education specific to limited subjects is provided in some disciplines despite of all that emphasis given to the prominence of entrepreneurship education (Saiz-Santos et al., 2017).

As Zarei (2016), the head of the Entrepreneurship Faculty of the University of Tehran, states there has been very little attention, if any, which is given to entrepreneurship in human sciences and this makes investigation of such concept very insufficient and literature of no value has been formed; however, entrepreneurship contributes much to the field of engineering science where there is documented literature.

Although the entrepreneurial literature originates from the field of human sciences (e.g., economics, psychology, anthropology, sociology and management) (Rezaei et al., 2013), the development of entrepreneurial concepts such as job opportunities, motivation for promotion, creativity, innovation, independence and competitiveness have gained most inspiration from disciplines other than human sciences and it did not develop such concepts as quickly as other disciplines like engineering (Mirarab & Rezaei, 2008).

Therefore, this article, while reviewing the formal program of entrepreneurship education in Iran, investigates the status of entrepreneurial education in humanities in various researches. Then, it describes the functional and complementary role of entrepreneurial knowledge and skills as a competence in entrepreneurship education. In the following, by investigating different perspectives and objectives in the field of entrepreneurship education, the educational content and components of knowledge education and entrepreneurship skills aimed to offer a coherent conceptual model of the components of knowledge and skills training required for humanities students in Iran's higher education. With this aim, this model as an educational solution by categorizing the content of entrepreneurship education in align with the objectives of entrepreneurship education can help to improve the status of entrepreneurship education in humanities students. It also prevents the education system from being integrated into the defective cycle of entrepreneurship and neglecting other subjects (knowledge and skills) and objectives of entrepreneurship education.

REVIEW OF LITERATURE

Entrepreneurship Education in Iranian Universities

Like any other countries, higher education in Iran is a very important context in all aspects. Higher education is essential for developing a scientific base to achieve a dynamic economic status, which relies on knowledge and the promotion of scientific advancements and bridging the scientific gap with developed countries. In 2000, a comprehensive program (called KARAD) for entrepreneurship development at universities was established, which constituted part of the Third Economic and Social Development Plan (2000-2005). The KARAD had two main goals including promoting an entrepreneurial spirit and culture within academic communities and familiarizing students with entrepreneurship as a career choice. Encouraging and training students for developing a business plan, starting and managing a business were some of the aims of KARAD. This program which was implemented at 12 Iranian universities in 2013 encompassed several sub-program and strategies including the establishment of centers for entrepreneurship and the introduction of entrepreneurship courses like the *"Fundamentals of Entrepreneurship"* into undergraduate education. The adopted strategy had been utilized during the Fourth Development Plan (2005-2010) with the emphasis of giving the development of entrepreneurship even more of a push via more intensive education, promotion and both direct and indirect support initiatives. Consequently, a new level of importance within public policy was provided for entrepreneurship. The Fifth Development Plan (2010-2015) was continued with the stimulation of entrepreneurship in Iran. Substantial financial funds and effort have been dedicated to the KARAD. Currently, Iranian universities include more than 110 centers for entrepreneurship as well as 12 different institutes to promote the objectives of KARAD program. These include the Ministry of Science, Research and Technology (MSRT) and the Ministry of Cooperatives, Labor and Social Welfare. Nevertheless, there is a significant obstacle to enhance the current entrepreneurship education program and thus achieve a quicker and greater progress in this context which is originated from the lack of a comprehensive policy framework for entrepreneurship education as well as empirical research on the effectiveness of entrepreneurship education program (Karimi, 2014).

Reseracher has investigated the entrepreneurial intention of PNU (Payamnoor University) students as well as structures affecting it. In this research, they found that the entrepreneurial intention of students in Engineering and Business Administration is significantly higher than students in other fields. However, the entrepreneurial intention of students in other fields can be discriminated through public attitude, belief in self-efficacy and subjective social norms (Rafee et al., 2017). The results of a research (Mirarab & Rezaei, 2008) identified a number of key factors that could be effective in upgrading the position of the humanities. These factors include strengthening the spirit of business achievement, the growth of independence, the motivation for advancement, higher creativity, and risk taking through entrepreneurship education and research. The results of Mojallal et al. (2011) revealed that the entrepreneurial curriculum is not of desirable quality. The results of another research (Sharif et al., 2011) indicate that the training of entrepreneurs in Iran needs to be more than the current average level. The results of another research (Mazbouhi et al., 2012) demonstrate that entrepreneurship education should clarify the ambiguous nature of a business entry and promote entrepreneurship education in order to enhance the student's professional empowerment. Azizi (2015) believes that the lack of an integrated entrepreneurship program at all levels of the university is just because entrepreneurship is beneficial for only some disciplines such as business, business management

and entrepreneurship. Other results from Azizi (2016) and his colleagues in 2016 illustrate that entrepreneurship education can be promoted through an academic training; however, the provided content of the academic training requires identifying entrepreneurial competencies and designing appropriate programs.

Applying Competency in Entrepreneurship Education

Researcher asserts that competency is *"A capacity that exists in a person that leads to behavior that meets the job demands within the parameters of organizational environment, and that, in turn brings about desired results."* competency is also defined as a mixture of knowledge, skills abilities and other features necessary for career success. It makes the person to do better efficiently and effectively. It is the transformation of knowledge, skills and attitudes to performance for a particular task successfully (Kaur & Bains, 2013).

Deriving from Onstenk's study, the following competencies, according to the International Consortium for Entrepreneurship Education (ICEE), can be grouped for entrepreneurs:

- The required skill to scrutinize and analyze job opportunities.

- The ability to establish proper communication, to identify mindsets, and to persuade the customers, clients, suppliers, competitors, service providers and other stakeholders in the business environment.

- The capability to make connection with other businesses and stakeholders so as to create mutual learning, collaborative undertakings and other joint activities designed to achieve similar goals.

- The capacity to appreciate the temporal status of entrepreneurship. Entrepreneurs must prepare themselves with the insecure nature of their job and even build the ground to enjoy such discomfort.

- The other competencies regard the progress of entrepreneurial and learning organizations, of management of developmental processes, of stakeholders' relation, and of flexible strategic propensities.

Researchers emphasize that recently, there has been great attention paid to competency-oriented education and a great deal of demand for the utilization of such a method in entrepreneurship education at academic level of all educational environments (Mojab et al., 2010).

The Education and Training 2020 Working Groups (ET 2020 WGs38) labeled several constituent parts of entrepreneurship as competencies-creativity, teamwork, problem-solving, resource management, risk-taking, and opportunity identification-, It also gave prominence to self-efficacy and self-reliance. The three constituent parts of entrepreneurship, according to by ET 2020 working groups is as follows: Financial literacy, creativity, and risk management and opportunity identification (Komarkova et al., 2015).

Some of the key competencies of entrepreneurship and their relationship with cognitive and non-cognitive skills, with regards to Lackeus's (2015) framework which include three themes or subjects of knowledge, skills and attitudes which characterizes knowledge and skills as cognitive skills and attitude as a non-cognitive skills.

Vazques-burget et al. (2012) maintained that there are often three components realized in any type of competence:

1. A conceptual component referred to the acquisition of theoretical knowledge about a specific academic field.

2. A procedural component, based on the development of practical skills to apply the conceptual knowledge acquired.

3. An attitudinal component of learned values, rules and personal attributes.

Researchers developed an extensive framework of competencies in which there is an attempt to review the competencies of successful entrepreneurs in the literature. In doing so, the authors collected huge amount of information from personal background and experience to socio-economic factors, required leadership qualities, personal profiles and descriptions, behavioral characteristics modes of interaction and communication. Doing analysis of the data, the authors attain a special framework which results in creating competencies such as conceptual and relationship business and management, entrepreneurial, and human relation competencies (Komarkova et al., 2015).

Entrepreneurial Skills

In the past few decades the current business education programs have witnessed strong criticism because it has not been in line with the prerequisites of changes in business environment. One of the main criticism put forward is that business education is all task-oriented and does not give prominence to multi-faceted complicatedness of issues. According to Researchers much of the entrepreneurship education did provide essential skills like finance, marketing, and forecasting in order for an individual to become an entrepreneur while less attention has been paid on soft skills and building characteristics. As a result, entrepreneurship education makes an effort to equip students with the necessary tools to become an entrepreneur, but there are still other important factors that play a significant role in addition to the perquisite skills (Mojab et al., 2010).

Centobelli et al. (2016) identify the following six dimensions connected with entrepreneurial skills:

1. Personal skills.
2. Innovative skills.
3. Financial skills.
4. Organizational skills.
5. Strategic skills.
6. Relational skills.

Personal skills are considered as distinctive characteristics of the entrepreneur as a creator of business performance. Innovative skills are types of skills that allow individuals to become innovative in what they do, producing a new product/service or an existing good/service in a new way. Financial skills are abilities to raise funds and manage specific financial factors. Organizational skills allow an entrepreneur to plan, implement the procedures, monitor growth and achieve set goals. Strategic skills allow entrepreneurs to manage the tension between success in daily tasks and success in the long term. Relational skills concern the relationship between the company and the environment going beyond knowledge of business models and professional experience (Centobelli et al., 2016).

Three main groups of skills required by entrepreneurs has identified by OECD (2015). These skills are:

1. Technical.
2. Business management.
3. Personal entrepreneurial.

Technical skills are including problem solving, communication, environment monitoring, technology implementation and use, interpersonal, organizational skills. Business management are included planning and goal setting, marketing, finance, decision making, human resource management, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills. Personal entrepreneurial included self-control and discipline, risk management, innovation, persistence, leadership, change management, network building and strategic thinking. These combinations of the skills, competencies and attributes are required variously by commercial directors and creative workers. Moreover, entrepreneurs need knowledge of the sectors in which they work (OECD, 2015).

In the field of entrepreneurship and based on the concept of entrepreneurial skills from previous studies and from scholars, mostly all of them agreed on the elements or dimensions of entrepreneurial skills which consist of *"know-how"* and *"know-who"*. The elements of *"know-how"* include management skills, production and technical skills, financial skills, marketing skills, human resource management and organizational management skills and start-up business skills. The elements of *"know-who"* are more concentrated on the aspect of networking skills (Armanurah et al., 2014).

In USA four skills dimensions of Entrepreneurial Development System examined and identified as:

1. Technical skills.

2. Managerial skills.

3. Personal puberty skills.

4. Entrepreneurial skills.

The first skills (technical skills) are those necessary to produce the business's product or service. The second (Managerial skills) which are essential to the daily management and administration of them. The third (Personal Maturity skills) include self-awareness, accountability, emotional skills and creative skills. The fourth (Entrepreneurial skills) include recognizing economic opportunities and acting effectively on them. O'Hara (2011) by examining the key skills required of entrepreneurs identified a number of key elements which he believed featured significantly in entrepreneurship:

1. The ability to identify and use a business opportunity.

2. The human creative attempt of developing a business or making something of value.

3. Ready and eager to undertake risk.

4. Competence to organize the necessary resources to respond to the gold situation.

However, Researcher suggested that within any society it is important to support all people for starting a business. Kelley debated that any educational training should enable people not just to develop skills to start a business but rather to capable of behaving entrepreneurially in whatever direct them in life (Thomas & Cooney, 2012).

Investigating the Goals & Content of Entrepreneurship Education

The process and the right cycle of education depends on coordinating and paralleling the educational content with educational goals (Talebi et al., 2010). This coordination is also a very important point in entrepreneurship education context. The following studies represent different

categories of entrepreneurial education goals and provide knowledge, skills, attitudes and entrepreneurial competencies as the content of entrepreneurship education.

Researchers (2004) assumed three aims for entrepreneurship education:

1. Learning to understand entrepreneurship.

2. Learning to become entrepreneurial.

3. Learning to become an entrepreneur (Paco et al., 2016).

Researchers went further to postulate that entrepreneurship education and training consist of three main categories, namely:

1. Entrepreneurship as a subject.

2. Entrepreneurship as an activity.

3. Entrepreneur enabling.

Entrepreneurship as a subject which makes an endeavor to fill the gap between the areas from economic development to business plan preparation focusing mainly on the entrepreneur. Entrepreneurship as an activity, which has not only an approach about entrepreneurship as its main component, but also the preparation of a feasible business plan as its primary principle for entrepreneurs . Entrepreneur enabling, which involves identifying and activating the capacity and of entrepreneurs and how their talent can be exploited (Isaacs et al., 2007).

Researchers classified the content of an entrepreneurial performance training into Motivation, Entrepreneurial skills, Business skills (Isaacs et al., 2007). There is a common consensus and training as opposed to business education .Business education has been played down in comparison with entrepreneurship education and training embraces fundamental concepts such as innovation and risk-taking. To support this claim, some also argues that students of majors other than social and human sciences are usually good at technical aspects, have better business mindsets, and their weaknesses are to a large extent due to the development of specific business knowledge and abilities (Vazques–burgte et al., 2012).

Having performed qualitative research on engineering students, researcher categorized four entrepreneurship education directions as:

1. Self-directed learning.

2. Preparation for work life.

3. Self-employment.

4. Developing leadership.

The first of which is a step toward self-guided learning following with a preparation for working environment, an approach to self-employment and eventually the required context in which there is a chance to develop leadership skills and accountability for teamwork attainment (Capiene & Ragauskaite, 2017).

"Entrepreneurship education encompasses holistic personal growth and transformation that provides students with knowledge, skills, and attitudinal learning outcomes." This makes students to be equipped with a core principle of entrepreneurial thoughts, interests, and action-orientation activities that can contribute much to their personal lives, career success, their communities, and/or their own new venture (Gunna, 2016).

Lackeus (2015) categorized Entrepreneurial education into three main approaches.

1. Teaching *"about"* entrepreneurship.

2. Teaching *"for"* entrepreneurship.

3. Teaching "through" entrepreneurship.

Teaching *"about"* entrepreneurship which views entrepreneurship education as a content-based and theoretical approach intending to give a general outlook of the phenomenon. Teaching *"for"* entrepreneurship is another approach which is occupationally oriented and focuses on providing budding entrepreneurs with the required knowledge and skills. And finally, teaching *"through"* entrepreneurship, often referred to as experiential approach, is described as a process-oriented approach in which the students are actively involved in a real entrepreneurial learning process.

METHODOLOGY

According to the design of the study, a method of qualitative content analysis based on a deductive thematic approach has been selected which is one of the most common and widely used methods for qualitative data analysis particularly the analysis of textual data that transforms distributed and diverse data into rich and detailed ones. In this research, a substantive approach is used in content analysis. This approach is used when there are different theoretical perspectives on a subject of research and the purpose of their research is to expand them in different contexts. In this research, the dominant theories and approaches of entrepreneurship education are used to extract the content of entrepreneurship education in human sciences. The content analysis based on deductive approach is called directed-content analysis including structured or non-structured matrix for organizing information. In the case of using a structured matrix, the process of analysis is completely deductive while in the latter case, this process begins with creating a deduction and ultimately ends with an induction and new findings (Tabrizi, 2012; Wibowo & Saptono, 2018). This research aims to establish new concepts and categories extracted for the entrepreneurship education of students in the field of humanities at Iranian universities using comprehensive framework of Some required for entrepreneurs on the first stage (i.e., deduction stage) and deductive thematic approach based on a non-structured matrix on the second stage (i.e., induction stage).

Data analysis consisted of three-stage process of open coding, axial coding and selective coding. In the open coding, examined texts are in the form of concepts and an element is a list of a code sense. In the axial coding step, the refinement and separation of the categories obtained from the open coding are carried out. Finally, the axial encoding is used at more abstract level in which the formation and linking of each category with other groups are described (Flick, 2008). In the axial coding process, an uncorrected analysis matrix was also used by focusing on new concepts and codes. The unified unit or unit of coding in this research includes content emphasized in entrepreneurship education providing any kind of knowledge and skills to students in the field of entrepreneurship. The statistical population of the research includes articles, research books, internal and external research reports with electronic search in search engines and databases such as Scopus, Science Direct, Virascience and Google Scholar. The keywords used in this investigation include entrepreneurship and entrepreneurship education, entrepreneurship education content, entrepreneurship education approaches, entrepreneurial competencies and entrepreneurship in the humanities during 2007 to 2017.

Of 120 resources obtained from various entrepreneurship fields, 48 articles associated with objective of this study were selected. 42 articles were selected based on the Prisma method after investigating the keywords and abstracts as well as the findings of the research. Figure 1 illustrates the Prisma method to access the resources.
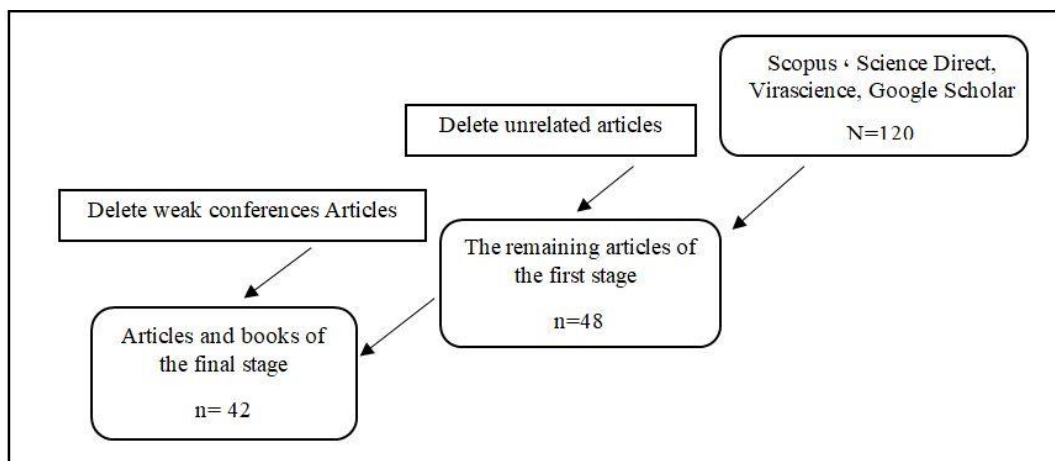
FIGURE 1
PRISMA METHOD FOR SEARCHING AND SELECTING RESOURCES

FINDINGS

We primarily aimed to address the following question. What are the common components of knowledge education and entrepreneurial skills required by the students of humanities in scientific resources? To address this question, we accessed 120 scientific publications retrieved from various databases and search engine such as Scopus, Science Direct, Virascience and Google Scholar. Out of 120 articles retrieved based on the entry and exit criteria, 15 Persian articles and 27 English articles were obtained. On the first stage, encoding was extracted using the open coding method of 553 components. On the second stage, the axial coding was reduced to 61 common components using the unmatched analysis matrix of 553 components. Of the 61 components of the joint, 13 components were divided into conceptual competencies, 6 common components to communicational competencies, 10 components to managerial competencies, 12 components to business competencies and 20 components to individual competencies. Then, 5 subcategories of conceptual, communicational, managerial, business and individual competencies were converted into 3 major categories. One of these categories including conceptual and communicational competencies with 19 common components is named background competency. The two other major competencies include core competency (with 22 common components) and entrepreneurial enablers (with 20 common components) as presented in Table 1.

| | | | Table 1 |
| | | | CATEGORIZATION OF ENTREPRENEURSHIP EDUCATION COMPONENTS |

The main Category (Theme)	Major categories	Sub-category (secondary coding concepts)	Common component (primitive coding concepts)
The components of knowledge education and entrepreneurial skills	Background competencies	Conceptual competencies	Awareness of the basic and principles of entrepreneurship, acquaintance with the actual experiences of the entrepreneurs, knowledge of the types of traditional and new occupations related to the field of study, knowledge of the application of natural and biological resources of each region, awareness of the customs of each region, knowledge of decision making and problem solving techniques, awareness of critical thinking and future thoughts, awareness of your job barriers, awareness of ways to earn income, awareness of the issues and expectations of business owners, learning interdisciplinary skills related to field of study, continuing skilled learning, awareness of how to promote and creativity.
		Communicational competencies	The ability to use communicational skills, quick learning skills, spoken and written communicational skills, and the ability to use new technology, decision-making ability and problem solving, interaction skill with the entrepreneurs, team building skills and teamwork, acquaintance with different languages.
	Core competencies	Managerial competencies	Futuristic, need assessment and feasibility, ideation and opportunity discovery, accounting and financial management, new organizational behavior skills, investment and economic understanding, time management, ability to obtain resources and manage resources, knowledge of the principles of financial management and investment, crisis management.
		Business competencies	Ways of business creation, how to develop business, awareness of the process of transforming ideas into business, marketing, business planning and management, ability to turn ideas into business, ability to design business patterns, ability to create new professional paths, awareness of legal and juridical issues of business, self-employment and career development, a new attitude to money and capital.
	Entrepreneurial enablers	Individual competencies	Ability to accept change and make change, risk-taking ability, ability to innovate in solving problems, encouraging creativity and ideas, encouraging new activities, strengthening determination and impetus, promoting ability to transform talents into ability, shifting attitudes toward change encouraging positive attitude towards entrepreneurs, ability to autonomy and independence, self-awareness and self-confidence, responsibility, awareness of the concepts of success and personal development, work and effort permanent, competitiveness, positive self-efficacy, strengthening the motivation for advancement and success

On the third stage of coding, selective coding, three main categories including background competencies, core competencies, and entrepreneurial enablers were obtained as the components of entrepreneurship education in which the interconnection between three key competencies in entrepreneurship education for the humanities students are depicted in the conceptual model below. The main theme is background competencies as an innovative concept including two sub-categories of conceptual and communicational competencies. The common components of conceptual competencies include awareness of the basic and principles of entrepreneurship, acquaintance with the actual experiences of the entrepreneurs, knowledge of the types of traditional and new occupations related to the field of study, knowledge of the

application of natural and biological resources of each region, awareness of the customs of each region, knowledge of decision making and problem solving techniques, awareness of critical thinking and future thoughts, awareness of job barriers, awareness of ways to earn income, awareness of the issues and expectations of business owners, learning interdisciplinary skills related to field of study, continuing skilled learning, awareness of how to promote and create. The common components of communicational competencies include the ability to use communicational skills, quick learning skills, spoken and written communicational skills and the ability to use new technology, decision-making ability and problem solving, interaction skill with the entrepreneurs, team building skills and teamwork and acquaintance with different languages.

The second category of entrepreneurship education is core competencies with two sub-categories of managerial and business competencies. Common managerial competencies include futuristic, need assessment and feasibility, ideation and opportunity discovery, accounting and financial management, new organizational behavior skills, investment and economic understanding, time management, ability to obtain resources and manage resources, knowledge of the principles of financial management and investment and crisis management.

The common components of business competencies consist of ways of business creation, how to develop business, ability to design business patterns, awareness of the process of transforming ideas into business, marketing, business planning and management, ability to turn ideas into business, ability to create new professional paths, awareness of legal and juridical issues of business, self-employment and career development, a new attitude toward money and capital.

The third category of entrepreneurship education is entrepreneurial enablers including individual competency. The common components of this category include ability to accept change and make change, risk-taking ability, ability to innovate in solving problems, encouraging creativity and ideas, encouraging new activities, strengthening determination and impetus, promoting ability to transform talents into ability, shifting attitudes toward change, encouraging positive attitude towards entrepreneurs, ability to autonomy and independence, self-awareness and self-confidence, responsibility, awareness of the concepts of success and personal development, work and effort permanent, competitiveness, positive self-efficacy, strengthening the motivation for advancement and success. In Figure 2, the proposed conceptual model including the identified categories and sub-categories of the entrepreneurship education required by the humanities students is demonstrated.
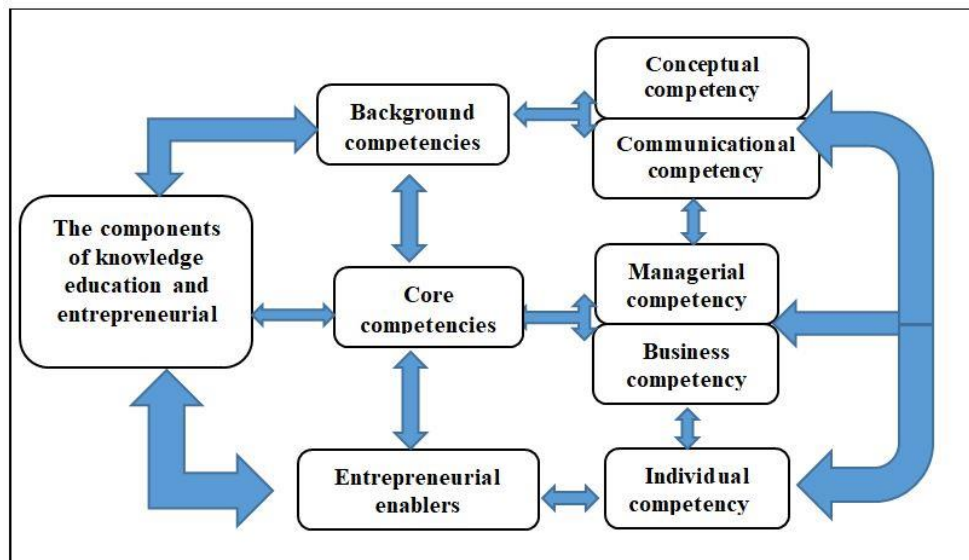
FIGURE 2
**THE PROPOSED CONCEPTUAL MODEL INCLUDING THE COMPONENTS OF
ENTREPRENEURSHIP EDUCATION REQUIRED FOR THE STUDENTS OF THE
HUMANITIES**

DISCUSSION AND CONCLUSION

The findings of this study apart from investigating the changes of goals and contents of entrepreneurship education indicated that the available entrepreneurship education goals, with its own different classifications, can be grouped into the following three common levels with. Understanding entrepreneurship phenomenon as a major subject comes to the first level of entrepreneurship education goal. Therefore, the content of entrepreneurship education must be correspondent to the goal of acquiring knowledge in this regard.

At the second level, the goal of entrepreneurship education is the utilization of entrepreneurship as a profession. So, the content of entrepreneurship, at the second, emphasizes at acquiring skills and running business. The goal at the third level puts the emphasis on becoming entrepreneur. Thus, the content of entrepreneurship education, at the third level, asserts the individual characteristics of entrepreneur. Although there are a lot of growing changes and transitions in entrepreneurship education area, the red lines of entrepreneurship education for many human science majors are bolded, especially when entrepreneurship education is interpreted as business education.

Therefore, the use of entrepreneurship education in human sciences in the universities of Iran are not satisfactory even though entrepreneurship literature arises from human sciences majors such as economy, psychology, anthropology, sociology, management. Accordingly, education of theoretical topics, skills, and business entrepreneurship models has been removed from its main cycle so that it has been turned into a topic similar to such old universities topics that is about to be out of date.

Hence, mere attentions to the cognitive areas of entrepreneurship education, negligence and lack of attention to non-cognitive domains on the one hand and attention to the cognitive domain of knowledge and business professional skills and negligence of knowledge and

individual entrepreneurial skill on the other hand leads to negligence of transcendental goal of entrepreneurship education which causes all-out growth and development of an individual. Consequently, defective entrepreneurship education cycle needs transformation which not only replaces entrepreneurship education with business education that considers empowering people as a transcendental goal, but also balance the amount of attention to entrepreneurship education in all cognitive, professional, non-cognitive domain as an interdependent area of entrepreneurship competency.

The main reason for replacing competency with knowledge and skill is that competency is taken into account as the combination of the meanings of knowledge, skill, and attitude which is more effective and practical in real situations as well as being exposed more in the process of changes and transitions of entrepreneurship education. In this regard, researchers defines competency as a combination of knowledge, skill, and attitude for the competency. However, the consortium of entrepreneurship education, lists all the analytical, perceptual, communicational and managerial abilities of each person in business as an entrepreneurship education competency. However, entrepreneurship competency emphasized instead of knowledge and skill. In addition, Vazques-Burget et al. (2012) state knowledge, skills, and attitude as three components of each type of competency.

Moreover competency concept considered beyond knowledge, skill, and attitude. Also, 2020 workgroup of pedagogical system introduces some parts of entrepreneurship like individual entrepreneurial characteristics and managerial skills as competency. Besides, the changes in the content of knowledge and skills in entrepreneurship education, and applying the concept of competency are rooted in the main goal of entrepreneurship education which is introduced in Lackeus (2015) classifications as being an entrepreneur. So, the meaning of being an entrepreneur has been faded in two primary goals of entrepreneurship as a subject and doing entrepreneurship as a business. Therefore, after years of years some researchers by emphasizing on soft skills than insisting on hard education skills, by specifying the components of entrepreneurship education in particular, Business Training Consortium in 2012 and European Union in 2016 have revitalized the transcendent purpose of entrepreneurial education through putting emphasis on value of the ability to solve problems without the help of others more than business creation.

In consequence, such problems like uncertainty about the content of education individuals to become entrepreneurs and concentration of the content of entrepreneurial education in the form of a constant package of knowledge and business skills as a result leads to the inappropriateness of entrepreneurial education and ambiguity for many students in the humanities. Similarly, the results of research in Iran including Mojallal et al. (2011), Sharif et al. (2011), Safari & Samizadeh (2012), Azizi (2015), have no desired situation among Iranian universities regarding entrepreneurship education. So, it is essential give prominence to the promotion of individual competences in the transcendental and educational goals of entrepreneurship in order to improve the level of entrepreneurship education especially among human science majors to get rid of defective cycle. Therefore, this research explains the common components of entrepreneurial knowledge and skills in terms of competencies required by students. These competencies are proposed at three levels as a way out of the defective cycle of entrepreneurial education.

On the first level, the background competencies are considered as the foundation for the initial formation of knowledge, skill, and attitude necessary in two fields of perceptual and communicational competencies for students. Common entrepreneurial education components are

separated into perceptual competencies including awareness of the principles of entrepreneurship, familiarity with the real experiences of the entrepreneurs, knowledge of the types of traditional and new business related to the field of study, awareness of the application of natural and biological resources of each region, awareness of the customs of each region, knowledge of decision-making and problem-solving techniques, awareness of critical thinking and future thoughts, awareness of job barriers to each field, awareness of the ways of earning money, awareness of the issues and expectations of business owners, learning interdisciplinary skills related to the field of study, continuous learning skills, awareness of innovation, creativity and communicational competencies including ability to use communicational skills, fast learning skills, spoken and written communicational skills, ability to use new technology, decision-making ability or problem solving techniques, skills to engage with entrepreneurs, team building skills and teamwork, familiarity with different languages.

At the second level, core competencies are considered as practical elements of application of knowledge, skills and attitudes of entrepreneurship education in two areas of management and business. The common components of entrepreneurial education in these two areas are separated into the common components of managerial competencies which are prospecting, needs assessment and feasibility, ideation and opportunity discovery, accounting and financial management, new organizational behavior skills, investment and economic understanding, time management, ability to obtain resources and resource management, awareness of the principles of financial and investment management, crisis management and common component of business competencies including ways to build business, how to develop business, compiling business patterns, knowledge of the process of turning ideas into business, marketing, business planning and management, the ability to turn ideas into business, the ability to design business patterns, the ability to create new professional paths, awareness of legal and business issues, self-employment and career development, a new attitude to money and capital.

At the third level, entrepreneurship enablers is expressed with the goal of becoming entrepreneur through the development and training of entrepreneurial individual competencies in all situations. In fact, this level of competency requires a reciprocal relationship with other underlying qualities that leads to the growth and excellence of individual entrepreneurial competencies in a gradual process in addition to identifying and strengthening individual characteristics. The common components of training entrepreneurs in this field are the common components of individual competencies which including ability to accept changes and do change, risk-taking ability, ability to innovate in solving problems, encouraging creativity and ideation, encouraging new activities, strengthening determination, the persistence of the ability to turn talent into ability, shifting attitudes toward change, encouraging a positive attitude toward entrepreneurs, forming the ability of autonomy and independence, acquiring self-knowledge and self-confidence skills, practicing accountability, increasing awareness of the concepts of success and individual development, making constant effort, and establishing competitiveness, positive self-efficacy, and enhancement of motivation for progress and success.

It should be noted that since the proposed model is related to human beings, it cannot be separated from the human existence container and individual human features. Therefore, the research suggests considering three levels of human existential container in terms of self-awareness, self-efficacy and self-fulfillment as complementary components of individual characteristics. At the first level, attention to background competencies as well as self-awareness as a complementary component will play a significant role in identifying the strengths and weaknesses of an individual and achieving individual competencies in the third level of

competencies (i.e., acquisition of background competencies in addition to self-awareness). At the second level, attention to core competencies along with self-efficacy as a complementary component will play a significant role in improving and strengthening individual strengths and weaknesses and realizing individual entrepreneurial competencies (i.e., acquisition of core competency in addition to self-efficacy). At the third level, attention to entrepreneurship enablers along with self-fulfillment of individual characteristics will pave the way for obtaining entrepreneurial individual competencies and become entrepreneur (i.e., acquisition of entrepreneurship enablers in addition to self-fulfillment). Consequently, entrepreneurship education, with the proposed conceptual model, can have an effective role in the application of entrepreneurial education content and reduce the gap between the learners with the needs of the day and solve the leading issues and situations for students of the humanities and an effective step to correct the defective cycle.

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