



Content Analysis of Curriculum Syllabus for the Educational Technology Discipline Based on Entrepreneurial Competencies

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Abstract

Background: Entrepreneurship education seeks to provide students with knowledge, skills, attitudes, and motivation to encourage entrepreneurial success in a variety of settings. The purpose of the present study was to perform content analysis of curriculum syllabus for the educational technology discipline based on entrepreneurial competencies.

Methods: The research population consisted of all 763 academic curriculums of the educational technology discipline at the University of Tehran during years 2016 to 2017, where the census sampling method was used for their selection. To select them, the purposive sampling method in the entrepreneurs section and census sampling method in the educational technology course syllabus section were used. The research tool in this study was a semi-structured interview and a content analysis checklist was used. This study used a summative qualitative content analysis approach. Initially, interviews were carried out with 12 entrepreneurs to extract entrepreneurial competencies. Then, based on their competencies, a content analysis checklist, including 46 entrepreneurial competencies, was designed in a subset of 6 categories, so that the presence of entrepreneurial competencies in the syllabus of the undergraduate educational technology curriculum was analyzed. To determine the validity of the tool, content validity was used and a check list was provided to three educational specialists and was approved and used after correction. The content analysis construct validity was verified by supervisors, consultants, and entrepreneurs and its reliability was calculated as 94% using William Scott's method.

Results: The results showed that the presence of entrepreneurship competency structure among the curriculum syllabus of educational technology at Tehran University did not have a desirable condition.

Conclusions: Therefore, it is imperative that higher education professionals and curriculum developers should take the necessary steps to push students towards entrepreneurship in terms of reviewing the curriculum in educational technology at Tehran University.

Keywords: Curriculum, Education, Entrepreneurship, Students

1. Background

Policymakers and higher education professionals have repeatedly considered entrepreneurship education as an effective mechanism for enhancing entrepreneurial activity (1), because most studies show that entrepreneurship can be fostered through education (2-6). Entrepreneurship education is a systematic, conscious, and purposeful process, in which non-entrepreneurial individuals, yet potentially capable, are trained in a creative way (7). The objectives of entrepreneurship education include raise of awareness of entrepreneurship as a career possibility, increase in the number of people considering entrepreneurship as a career opportunity, and enhancement of skills of

those, who have already chosen entrepreneurship as a career (8). In fact, entrepreneurship education is an activity, by which the abilities, skills, attitudes and, in general, all the competencies of an entrepreneur are offered to the non-entrepreneur so that the person is driven towards entrepreneurship by gaining these merits.

In this regard, in the recent years, universities have been paying great attention to the development of students' entrepreneurial competencies during the course of their study (9). In the United States, Canada, and some Asian communities, such as the Philippines, India, Malaysia, and South Korea, essential steps have been taken to support entrepreneurial activities within academic courses and entrepreneurship is included in a variety of

curriculum to encourage students to learn entrepreneurship, and develop and promote entrepreneurial intent and behavior (10). This has been done as it is believed that in addition to the fact that entrepreneurship contributes to increase of self-confidence and creative thinking of students as a key competence (7), this process creates employment, distributes to proportional income, reduces social anxiety, exploits interest and activates them, improves the quality of life, discovers needs and invents, and develops new goods and services in the country (11).

Evidence for entrepreneurship education in human sciences in these developed countries also suggests that humanities are in a good position according to the global University entrepreneurial spirit students' survey (GUESS) (2014). Entrepreneurship education is taught in all disciplines and meanwhile the entrepreneurial intention is significantly increased in students of management, economics, law as well as students of social and behavioral sciences (12). The American humanities research center (1999) also showed that the direct and indirect share of human resources allocation in gross national product is 41% and 50% and the highest job created is associated with entrepreneurial thinking from educated people in the field of humanities. Furthermore, in the economy sector, the use of innovations used by humanities graduates, who operate under the economic, management and business sciences, has caused the main part of sustainable employment by entering the services and economic activities sector (13). However, the latest report of the University College Graduates in Iran and the statistics show an unfavorable condition regarding the participation of students in humanities in the economic programs of the country. The statistics show that students of humanities and social and behavioral sciences are at the top of the Table with 15.2% and 20.4% unemployment; in this report, the highest unemployment rate was related to undergraduate graduates (66%) compared to the Master's degree and PhD. Therefore, paying attention to entrepreneurship education policies in higher education is necessary for students' greater participation in economic programs of the country because the lack of application of university graduates in developmental programs has consequences, such as increased mental health, loss of motivation and hope for the future, loss of human freedom and the spread of social deprivation, the collapse of family life and human communication, reduction in skills, knowledge at individual level and long-term social harms (13).

Hence, in advanced countries, much more attention has been paid to entrepreneurial empowerment of students to participate in the country's comprehensive development. In terms of Bird's definition of entrepreneurial competencies (1995), this concept refers to a set of im-

PLICIT features, such as general and specialized knowledge, motives, qualities, self-conceptions, social roles, skills, attitudes, values, beliefs, abilities of specialization (social, technical, and managerial), attitudes, and behavioral tendencies that have emerged as a result of the commencement (14), retention or growth of a hazardous activity and this empowers the entrepreneur to move from an idea on their mind to value creation and provide maximum profit (15). Among entrepreneurial competencies, merits, such as confidence, success, and risk are highlighted as entrepreneurial competencies (16). McClelland also mentioned the characteristics of entrepreneurs as motivation for progress, risk taking, internal control, creativity, and independence (17). Accordingly, the development and enhancement of entrepreneurial competencies will increase the capacity for more innovative behavior and will allow a person to launch new businesses and offer new goods or services (18). Given this crucial role, it is evident that gaining entrepreneurial competencies is one of the skills needed to succeed in learning, work, and life in the information age (19). In this regard, research has been carried out inside and outside of the country, some of which are mentioned below.

Mojallal Choboglu et al. in a research entitled "pathology of the entrepreneurship process in academic programs" concluded that the entrepreneurship curriculum does not have the desired quality and does not have the ability to educate creative, inventive, and capable entrepreneurs (20). In another study entitled "the study and analysis of the effectiveness of entrepreneurship education in entrepreneurship fields using satisfaction matrix model" Ahmadzadeh et al. concluded that the content, methods, and the individual, organizational, and socio-economic outcomes of entrepreneurship education of students in entrepreneurship fields of Sistan and Baluchestan University have not been effective (21). Yadollahi Farsi et al. also concluded that the implementation of educational projects related to the field of education in the training of various organizations, familiarity with how to formulate a business plan, professions related to the field of study, business rules, financial and marketing skills, concepts of creativity, innovation and related skills, should be added to the curriculum of educational sciences (22). In another study, Sharif et al. emphasized on the inappropriateness of goals, content, teaching and learning strategies, management practices, and monitoring and evaluation in entrepreneurship education (23). Ahmadzadeh also referred to the lack of focus of goals of curriculum in the field of education to the development of personal, managerial, and entrepreneurial skills (24). Sanchez in a research entitled "University education for entrepreneurship competencies: Its impact on business intentions and

establishment” showed that self-esteem, risk taking, leadership, and self-employment intention were significantly increased after entrepreneurial education programs (25). Wilson et al. also found that entrepreneurship education plays an important role in raising the level of self-efficacy and intent on starting an economic activity (26).

Based on what has been discussed so far, since a large part of entrepreneurship education in higher education in advanced countries is created by formal curricula in students, it could be argued that using the potential of the curriculum, it is possible to take steps in the acquisition of entrepreneurial competencies by students because awareness of the amount of entrepreneurship competency in the curriculum causes policy makers and curriculum planners to take the necessary steps to reprogram the curriculum. Accordingly, the purpose of the content analysis of the curriculum syllabus in educational technology discipline was based on entrepreneurial competencies at Tehran University.

2. Methods

The present study was conducted using the content analysis method, which is applied in terms of research goals, because its results could be used by decision-maker and trusted organizations. The study population consisted of 2 groups. The first group included entrepreneurs in the fields of psychology and educational sciences, and the second group included all the syllabus of the undergraduate educational technology curriculum at the faculty of psychology and educational Sciences of the University of Tehran in 2016 to 2017 with 763 syllabuses. In this research, a purposive sampling method to select the entrepreneurs and census sampling method to select the syllabus were used. The research tool in this study was a semi-structured interview and a content analysis checklist.

2.1. The First Stage of the Interview Section

At first, 12 entrepreneurs were interviewed using semi-structured interview purposive sampling method to reach theoretical saturation. The duration of the interview lasted between 25 and 40 minutes for each participant; the data analysis process was inductive in semi-structured interviews that was analyzed in 3 stages of open, axial, and selective coding. In order to analyze the data in the first stage, the results of each interview after the recording and taking notes were implemented by 2 word-by-word reviews on paper to discover and identify the main concepts and categories. In the second stage, the interview data were analyzed using the open coding method, which included reading line by line data, extracting the main concepts, and

forming the basic categories and classes. In the next stage, where the coding was axial, the researcher placed the same code together and under a more abstract concept that included all of them. Questions in the interview included:

- Define your business.
- How did you start?
- What are the abilities, knowledge and skills that led to the development of your business?
- What are the capabilities and characteristics of entrepreneurs?

To determine the validity of the data, strategies, such as reviewing interviewees and reviewing peer researchers, were used. For reliability, a foreign observer with a qualitative research experience and analysis of qualitative data was also used in the present study, which ultimately created the reliability of the research.

2.2. The First Stage of Content Analysis

Based on the competencies extracted in the previous stage, the content analysis checklist, including 46 entrepreneurial competencies, was designed in a subset of 6 categories, so the presence of entrepreneurial competencies in the syllabus of the undergraduate educational technology curriculum was analyzed. This study used a summative qualitative content analysis approach. Summative qualitative content analysis approach utilizes the counting of words or manifest content and latent meanings and themes to explore the usage of themes in the text (27). To determine the validity of the tool, content validity was used and a check list was provided to 3 educational specialists and was approved and used after correction. To ensure the reliability of the research, William Scott's method was used, where a part of the content of the books was analyzed by the researcher and an external expert familiar with the content analysis method, with an agreement coefficient of 94%. The unit of analysis in this research was words, sentences, or texts of each of the headings of bachelor's course books at the faculty of psychology and educational Sciences of the University of Tehran. Therefore, to answer the questions, after analyzing the contents of the syllabuses of the undergraduate curriculum at the faculty of psychology and educational Sciences of the University of Tehran, a Table was presented for the frequency of each construct and its sub components.

3. Results

Content analysis of the bachelor's curriculum syllabus at the faculty of psychology and educational Sciences of the University of Tehran is presented below.

Table 1 shows the entrepreneurial knowledge competence construct condition among the curriculum syllabus

in the field of educational technology at Tehran University. Based on this Table, all entrepreneurial knowledge competences in the educational technology's syllabi had the frequency of 0.

Table 1. Content Analysis of Entrepreneurial Knowledge Competence

Items of Entrepreneurial Knowledge Competence Constructs	Educational Technology
1- Business ethics	0
2- Business model design	0
3- Business plan	0
4- Business internationalization	0
5- Starting a business	0
6- Business rights	0
7- Entrepreneurial marketing	0
8- Product design	0
Frequency	0

Table 2 shows the entrepreneurial attitude competence construct condition among the curriculum syllabus in the field of educational technology at Tehran University. Based on this Table, creative thinking competence in the curriculum was considered with frequency of 2. However, self-consciousness, perseverance, tolerance of ambiguity, internal control, independence, entrepreneurial self-efficacy, critical thinking, optimism, adventure spirit, risk appetite, and dreaming were ignored.

Table 2. Content Analysis of Entrepreneurial Attitude Competence

Items of Entrepreneurial Attitude Competence Constructs	Educational Technology
1- Self-consciousness	0
2- Perseverance	0
3- Tolerance of ambiguity	0
4- Internal control	0
5- Independence	0
6- Entrepreneurial self-efficacy	0
7- Creative thinking	2
8- Critical thinking	0
9- Optimism	0
10- Adventure spirit	0
11- Risk appetite	0
12- Dreaming	0
Frequency	2

Table 3 shows the entrepreneurial awareness compe-

tence construct condition among the curriculum syllabus in the field of educational technology at Tehran University. Based on this Table, the skills in business research and foresight were considered with frequencies of 1 and 4, yet skills in searching for new information, connecting new information with previous knowledge, assessing new information, skills in transferring the best media for message transfer, and computer skills were not considered.

Table 3. Content Analysis of Entrepreneurial Awareness Competence

Items of Entrepreneurial Awareness Competence Constructs	Educational Technology
1- Skills in searching for new information	0
2- Connecting new information with previous knowledge	0
3- Assessing new information	0
4- Skills in transferring the best media for message transfer	0
5- Computer skills	0
6- Skills in using business research	1
7- Foresight	4
Frequency	5

Table 4 shows entrepreneurial opportunity making competence construct condition among the curriculum syllabus in the field of educational technology at Tehran University. Based on this Table, the decision-making and problem-solving skills are considered with frequencies of 2 and 1 yet the use of opportunities and innovation was not considered.

Table 4. Content Analysis of Entrepreneurial Opportunity Making Competence

BSc in School of Psychology and Educational Science	Educational Technology
Items of Entrepreneurial Opportunity Making Competence Constructs	
1- Use of opportunities	0
2- Decision-making skills	2
3- Problem-solving skills	1
4- Innovation	0
Frequency	3

Table 5 shows the entrepreneurial management competence construct condition among the curriculum syllabus in the field of educational technology at Tehran University. Based on this Table, the strategic planning and employee management skills are considered with frequencies of 1 and 5 yet business leadership skills, project manage-

ment skills in business, knowledge management skill in business, skills in the use of reverse engineering, financial management skill, business crisis management, and objective targeting ability were ignored.

Table 5. Content Analysis of Entrepreneurial Management Competence

Items of Entrepreneurial Management Competence Constructs	Educational Technology
1- Business leadership skills	0
2- Project management skills in business	0
3- Knowledge management Skill in business	0
4- Strategic planning skill	1
5- Employee management skill	4
6- Skill in the use of reverse engineering	0
7- Financial management skills	0
8- Business Crisis Management	0
9- Objective targeting ability	0
Frequency	5

Table 6 shows the entrepreneurial social competence constructs among the curriculum syllabus in the field of educational technology at Tehran University. Based on this Table, the skill in maintaining relationships with employees with a frequency of 5 was considered. However, social networking, negotiation, listening, empathy, and intercultural skills were ignored.

Table 6. Content Analysis of Entrepreneurial Social Competence

Graduate School of Psychology and Educational Sciences	Educational Technology
Items of Entrepreneurial Social competence Constructs	
1- Social networking	0
2- Skills in maintaining relationships with employees	5
3- Negotiation skills	0
4- Listening skills	0
5- Empathy skill	0
6- Intercultural skills	0
Frequency	5

4. Discussion and Conclusion

Nowadays, due to the emergence of third-generation universities, one of the most important tasks of higher education institutes is the use of entrepreneurship in differ-

ent sectors of society. In these types of universities, students, when they graduate from the university, can be fruitful as an important human resource in the country's immensely progressive development. However, it is evident that the most important tool for universities to promote and, subsequently, to acquire entrepreneurial competencies in students is the use of curriculum and education. Accordingly, the purpose of this study was to analyze the contents of the syllabi of the curriculum of undergraduates in technology education at Tehran University based on entrepreneurial competencies (entrepreneurial knowledge, entrepreneurial attitudes, entrepreneurial social, entrepreneurial opportunity making, entrepreneurial management, and entrepreneurial awareness). The results indicate that the presence of entrepreneurial competence constructs in the curriculum syllabi of educational technology at Tehran University did not have a desirable condition. The results of Mojallal Choboglu et al. (20), Ahmadzadeh et al. (24), Yadollahi Farsi et al. (22), Sharif et al. (23) and Ahmadzadeh (21) are also consistent with the results of this study. The status of each of the entrepreneurial competence constructs is discussed below.

The results of this research regarding entrepreneurial knowledge competencies showed that entrepreneurial knowledge competencies were ignored in the syllabi of the curriculum of undergraduate technology education at Tehran University and the possibility of training competencies of self-consciousness, perseverance, tolerance of ambiguity, internal control, independence, entrepreneurial self-efficacy, critical thinking, optimism, adventure spirit, risk appetite, and dreaming have not been predicted. However, entrepreneurship in any job requires a set of rules and knowledge in relation to that specific job. Therefore, entrepreneurs must already have the knowledge and assumptions about how the rules relate to that business, as well as their internal and external conditions, prior to implementation of their idea.

Therefore, practitioners and curriculum developers need to pay particular attention to these competencies to incorporate them in the curriculum to create entrepreneurial spirit in students of these disciplines. Regarding the entrepreneurial attitude competencies, the results of this research indicate that only the competence of creative thinking was considered as one of the sub-components in the field of technology education and other competencies including self-consciousness, perseverance, tolerance of ambiguity, internal control, independence, entrepreneurial self-efficacy, critical thinking, optimism, adventure spirit, risk appetite, and dreaming were ignored in curriculum subjects of these disciplines. However, attitudinal components create a unique role in pushing students towards entrepreneurship. The results of

this research regarding entrepreneurial awareness competence show that the skills in using business research and foresight were considered in the field of educational technology yet skills in searching for new information, connecting new information with previous knowledge, assessing new information, skills in transferring the best media for message transfer, and computer skills were not defined.

Regarding entrepreneurial opportunity making competence the results of this research indicate that decision-making and problem-solving skills were considered in the field of educational technology yet the possibility of use of opportunities and innovation were not foreseen. Problem solving skills entrepreneur uses the right decisions to take advantage of opportunities for increasing innovation in their products or services.

The results of this study also show that strategic planning and employee management skills are considered in the field of educational technology yet there is no trace of other competences, including leadership skills, project management skills in business, knowledge management skill in business, skills in the use of reverse engineering, financial management skills, business crisis management, and objective targeting ability.

In relation to entrepreneurial social competence, the results of this research indicate that in the field of educational technology, skills in maintaining relationships with employees has been considered yet social networking, negotiation, listening, empathy and intercultural skills were ignored.

In the curriculum of educational technology, entrepreneurial management, entrepreneurial awareness, and entrepreneurial opportunity making competencies with frequencies of 5 and entrepreneurial knowledge competencies with a frequency of 0 received the highest and lowest attention, respectively.

The results of the entrepreneurial competence constructs in the curriculum syllabi of educational technology at Tehran University also showed that entrepreneurial management, entrepreneurial awareness, and entrepreneurial opportunity making competencies had received the highest and entrepreneurial knowledge competencies had received the lowest attention.

In general, given the emergence of the third generation of universities as entrepreneurship universities, policy makers and higher education planners need to take the necessary steps to acquire entrepreneurial competencies and, consequently, to push students of educational technology to entrepreneurship using the existing potential in the curriculum so that while increasing the entrepreneurial prospect of students in the field of educational technology in their task and job, they would facilitate the movement of universities towards third genera-

tion universities. Accordingly, the following are suggested:

- Revising the curriculum for undergraduate educational technology based on the entrepreneurial approach at Tehran University

- Using new teaching methods to create and acquire entrepreneurial competencies at undergraduate technology education students

- Using the experiences of leading universities in the field of entrepreneurship education

Footnote

Conflict of Interest: None Declared.

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