

Pathology of Entrepreneurship Training in Iran

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Abstract

Not a long time that entrepreneurship training has found its place in Iran. Hence, not many researches have been performed on efficiency and damages facing entrepreneurship training. Present study tries to review damages facing entrepreneurship training from viewpoint of entrepreneurship professors and teachers. Semi-structured interviews have been used to collect data, and content analysis has been used to analyze data. The results indicate that following factors are the most important factors which affect entrepreneurship training in Iran: Lack of heart trust in necessity and importance of entrepreneurship in comprehensive development, lack of trained professors, and lack of experience of Iranian entrepreneurs.

Keywords: Entrepreneurship, Entrepreneurship training, Content analysis

Introduction

Entrepreneurship is important as a main element in development acceleration of developing countries and development continuity of industrial developed countries. Entrepreneurship approach used in majority of countries in recent decades, has resulted in creation of some entrepreneurship development policies, which eventually leads to development of entrepreneurship culture, support to entrepreneurs, presenting required trainings and performing related studies CRDC [1]. According to the role and significance of entrepreneurship and glorious experience of entrepreneurs in development of many countries, and considering many financial problems our country face, distribution of entrepreneurship culture, infrastructure to support entrepreneurship culture is vital for all nations specially developing countries such as Iran [2].

Entrepreneurship is a new concept in scientific literature of Iran. Since focus on entrepreneurship training is new, there is not yet any precise evaluation on such trainings and the problems they face. The purpose of this study is to review the possible damages of entrepreneurship training in Iran. To do so, interviews were made with a number of 30 entrepreneurship professors in universities and other institutions in semi-structured format. Since not many researches have been performed on this subject, using interview instead of questionnaire to collect data is more efficient. Data extracted from interviews were analyzed through entropy method- a new method in content analysis. At the beginning, the importance of entrepreneurship in today societies have been described and then research methodology, data analysis process, conclusion and solutions have been provided.

Introduction of theoretical basics of study

Entrepreneurship was introduced by Schumpeter as a factor to accelerate economic growth Hult et al. [3]. Before Schumpeter introduces entrepreneurship as an accelerator of new combinations, relationship between entrepreneurship and economic growth was discussed in sciences. Entrepreneurship is a dynamic process composed of opportunities, organizational conditions and structures, risks, innovation and resources Heilbrunn [4]. Schumpeter differentiated between entrepreneurship as a "duty" and entrepreneur as an "individual". Entrepreneur is the one who creates something. Domain of innovations created by an entrepreneur is infinite: development of a new product/ service, a new distribution channel, or recognition of an industry. However the entrepreneurship ripens by Schumpeter, but his attempts cannot be neglected, because he presented a framework for entrepreneurship: entrepreneurship as a process Holt [5]. According

to Robert Nelson, entrepreneurship is beyond a job or profession, it is a lifestyle. "Maccland" says: if we separate individuals' roles number 1 from their situations number 2, and we just consider the role, the word entrepreneurship gets too widespread and it includes all dimensions of human activities. Simply it can be said that all human activities can be done in entrepreneurship mode [2].

However entrepreneurship does not mean profession, but one of the most important achievements of entrepreneurship in specific domain, that is to create new business, is to increase the number of occupation. Entrepreneurship is a very wider concept than occupation: increase of creativity and innovation, wealth production, increase of public welfare, economic development, or based on different researchers [6]:

- Schumpeter: It is a factor in developing innovation and technical changes and thus leads to economic growth.
- Krisner: Entrepreneurship is a process that balances supply and demand.
- Shin and Wencatman: Entrepreneurship is a process by which new knowledge changes into products or services.
- Zahara and Des: Entrepreneurship is changed into an important profession or job and one should realize its role in human development and intellectual capitals.

For a country like Iran, entrepreneurship issue has a special importance. Iran's government with more than 2300000 employees (regardless of armed forces) is one of the biggest governments in the world. Because of high volume of human resources, a huge portion of oil incomes are spent for employees' salaries instead of development and construction [1]. However many reasons have been declared for entrepreneurship importance, but according to special status of Iran, two main reasons for entrepreneurship importance include:

- a. Development: Development is a wide concept which includes all economic, human, welfare, social, and political dimensions.

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Entrepreneurs in all development dimensions are strong motives to move forward.

b. Creating jobs: However it is continuously tried now to know entrepreneurship an equivalent of creating job, but creating job is an important and undeniable results of entrepreneurship.

Global developments have placed entrepreneurship in first line of technological and economic developments. Successful experience of most developed countries and some developing countries in overcoming on economic crisis through entrepreneurship, has caused other countries consider entrepreneurship as an important process. Japan was the first country which started entrepreneurship culture in high-school level. In 1958, education organization of Japan implemented a program so called economic self-sacrificing soldiers of Japan to distribute entrepreneurship culture. United States begun entrepreneurship training in 70's and 80's. Other developed countries such as Germany and England based their strategies on entrepreneurship development late in 70's. obviously, Iran started entrepreneurship development and training late and there is need to more investment and attention. Most countries have prepaid detailed plans on entrepreneurship developments, some of their common viewpoints include:

- Because of big portion of small agencies in production and occupation, such agencies have been agreed on as target
- A central organization is responsible for policy and planning of entrepreneurship development
- Lending to entrepreneurs
- Emphasis on entrepreneurship based on technology
- Information support and development of information databases
- Inter-sectional links for reinforcement of relationships among manufacturers
- Links among small agencies and scientific and research centers for information support and reinforcement of technology
- Provide facilities to establish a company
- Supporting small business markets
- Make a list of supporting plans and request methods and facilitating contact with business applicants
- Make work groups of industry and school
- A list of existing requests for decreasing official obstacles of businesses
- Entrepreneurship training [1].

Suffice to say that the importance of entrepreneurship have been established 500 companies in entrepreneurship field in India in 1960-1980, and many big companies have applied entrepreneurs to solve their problems. Education and training of organizational entrepreneurs need an educational methodology for close cooperation between industry and university to face intense pressures coming from rapid growth of technology and shortage of expert human resource in today world. In this method called entrepreneurship, people are educated so that they get prepared to create a job. Some observations resulting from this methodology have been reflected in form of social missions, objectives and targets. Entrepreneurship training in these countries

is generally begun in young ages, because their purpose is to form individuals' character according to an entrepreneur. Therefore, Iran as a developing country with young and educated population needs to pay more attention to entrepreneurship.

Methodology of Research

The present study is a descriptive study according to data gathering, and its strategy is content analysis technique. The main purpose of choosing this strategy is the technical efficiency of content analysis in reviewing the texts by Dorani [7]. The main purpose of this study is to review damages available in entrepreneurship training in Iran. To do so, a sample consisting of 30 entrepreneurship teachers, with at least one year of experience in teaching entrepreneurship at universities, was selected. Semi-structured interviews have been applied for information gathering. Entropy, a new method in analysis of qualitative data, has been used to analyze data. A summary of this process includes [8]:

Content analysis method can be used to review clear contents of existing messages. Since in this method contents of messages are described systematically, this method is considered as a method to change qualitative data into quantitative data. To do so, information should be processed and analyzed after encryption and categorization of messages. Today many techniques, fundamental of which is to determine the abundance percentage of category, have been introduced in this regard. Such techniques have some specific mathematical problems which will decrease their validity, but a new method which is based on systems theory and is called "Entropy" has made a new look to data processing in content analysis topic, which is very stronger than other methods. To use Entropy algorithm, first the message should be counted according to categories and each responder in abundance format like Table 1.

According to data of this table, steps of this algorithm include:

Step 1) matrix of obtained abundances is normalized using equation 1.

$$1) P_{ij} = \frac{F_{ij}}{\sum_{i=1}^m F_{ij}} \quad (i=1, 2, \dots, m), (j=1, 2, \dots, n)$$

Step 2) lack of assurance level obtained from each category (E_j) is calculated using equation 2.

$$2) E_j = -K \sum_{i=1}^m [P_{ij} \cdot \ln P_{ij}] \quad (j=1, 2, \dots, n)$$

Where, $K = \frac{1}{\ln m}$

Step 3) importance coefficient of each category can be calculated using information weight of categories and equation 3.

$$3) W_j = \frac{E_j}{\sum_{j=1}^n E_j} \quad (j=1, 2, \dots, n)$$

An important point which may absorb the attention of reader is the

Categories \ Responder	X ₁	X ₂	...	X _n
1	F ₁₁	F ₁₂	...	F _{1n}
2	F ₂₁	F ₂₂	...	F _{2n}
⋮	⋮	⋮	⋮	⋮
m	F _{m1}	F _{m2}	...	F _{mn}

Table 1: Abundance of categories according to responder.

validity of such qualitative researches, which is summarized below by Faghihi and Alizade [9]:

Most qualitative researches are based on explanatory paradigm that their fundamentals are a bit different from the paradigm of positivism and researches. Therefore, qualitative researches should act wisely in applying the research's concepts and criteria which stemmed in positivism paradigm. Since validity criteria is stemmed in quantitative researches and its intellectual basics, it causes that qualitative research scientists have different judgments about this criteria; on the other hand, critics have always criticized qualitative researches regarding validity. In terminology of positivism and qualitative researches, Golafshani has defined validity as: how much a research has measured what it is aimed to evaluate. Above-mentioned definition is not true for qualitative researches, because a qualitative research does not aim to evaluate something, but it is to realize social world through responders' viewpoint using detailed description of their cognitive measures. Qualitative researchers have had different viewpoints about validity subject. Some believe that validity as a traditional, quantitative criteria, has no relation with qualitative research, and since epistemology and ontology are different qualitative and quantitative paradigms, validity concept should be neglected in qualitative researches. Of course, most qualitative studies have a more balanced viewpoint about validity, and they believe that some qualitative studies are better than others. When these researchers talk about qualitative research, they usually refer to words such as plausible, defensible, trustworthiness [10].

Data Analysis

After precise review of interviews, below damages were discovered. Such damages will be analyzed using Entropy technique in next step. Damages include:

Q1: Relationship disconnection between trainee and trainer after completion of entrepreneurship period, and lack of attention of training centers to after-training supports

Q2: Shortage of trained and experienced professors

Q3: Lack of sufficient facilities for training

Q4: Lack of heart trust in importance of entrepreneurship, its training and its role in development

Q5: Lack of sufficient attention to prerequisite topics in training entrepreneurship

Q6: Lack of codification of Iranian entrepreneurs in written format

Q7: Lack of a standard method for training entrepreneurship

Analysis of data using Entropy technique

First stage: Providing the matrix of abundances obtained for each category using interviews (Table 2).

The second stage: Normalization of raw data table (Table 3).

Categories Responder	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	0	1	0	1	0	1	1
2	0	1	1	1	0	1	1
3	1	1	1	1	0	1	1
4	1	1	1	1	0	0	1
5	1	1	0	1	0	1	0
6	1	1	0	1	1	1	1
7	0	1	0	1	0	1	1
8	1	0	1	1	0	1	0
9	0	1	1	1	1	1	1
10	0	1	1	1	0	1	0
11	0	1	0	1	1	1	1
12	0	0	1	1	0	1	1
13	1	0	1	1	1	1	1
14	1	1	0	1	1	0	1
15	1	0	0	1	1	1	0
16	1	1	1	1	1	0	1
17	1	1	1	1	1	1	0
18	1	1	1	1	0		0
19	0	1	1	1	1	1	1
20	1	1	1	0	1	1	1
21	0	1	0	0	0	0	1
22	0	0	1	0	0	0	1
23	1	1	1	1	0	1	1
24	0	1	0	1	1	1	1
25	0	1	1	1	1	1	1
26	1	1	0	1	1	0	1
27	1	1	0	1	1	1	1
28	1	1	0	1	1	0	1
29	1	1	0	1	1	0	1
30	1	1	0	1	1	1	1
Total	18	25	16	27	17	21	24

Table 2: Raw data.

Categories Responder	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	0	0.04	0	0.037	0	0.047	0.041
2	0	0.04	0.062	0.037	0	0.047	0.041
3	0.055	0.04	0.062	0.037	0	0.047	0.041
4	0.055	0.04	0.062	0.037	0	0	0.041
5	0.055	0.04	0	0.037	0	0.047	0
6	0.055	0.04	0	0.037	0.058	0.047	0.041
7	0	0.04	0	0.037	0	0.047	0.041
8	0.055	0	0.062	0.037	0	0.047	0
9	0	0.04	0.062	0.037	0.058	0.047	0.041
10	0	0.04	0.062	0.037	0	0.047	0
11	0	0.04	0	0.037	0.058	0.047	0.041
12	0	0	0.062	0.037	0	0.047	0.041
13	0.055	0	1	0.037	0.058	0.047	0.041
14	0.055	0.04	0	0.037	0.058	0	0.041
15	0.055	0	0	0.037	0.058	0.047	0
16	0.055	0.04	0.062	0.037	0.058	0	0.041
17	0.055	0.04	0.062	0.037	0.058	0.047	0
18	0.055	0.04	0.062	0.037	0	0.047	0
19	0	0.04	0.062	0.037	0.058	0.047	0.041
20	0.055	0.04	0.062	0	0.058	0.047	0.041
21	0	0.04	0	0	0	0	0.041
22	0	0	0.062	0	0	0	0.041
23	0.055	0.04	0.062	0.037	0	0.047	0.041
24	0	0.04	0	0.037	0.058	0.047	0.041
25	0	0.04	0.062	0.037	0.058	0.047	0.041
26	0.055	0.04	0	0.037	0.058	0	0.041
27	0.055	0.04	0	0.037	0.058	0.047	0.041
28	0.055	0.04	0	0.037	0.058	0	0.041
29	0.055	0.04	0	0.037	0.058	0	0.041
30	0.055	0.04	0	0.037	0.058	0.047	0.041

Table 3: Normalized data.

The third stage: Calculation of lack of assurance obtained from each category (Table 4).

The fourth stage: Importance coefficient of each category (Table 5).

According to analysis results, categories were prioritized as below:

1. Q4
2. Q2 and Q7
3. Q6
4. Q1, Q3, and Q5.

Results Interpretation and Conclusion

Among seven mentioned items, 3 items namely Q2, Q4, and Q7 have the highest importance coefficient. However other factors also affect the entrepreneurship training and it is important to review them for more efficiency of training courses, but to prevent prolongation; only 3 first items were reviewed.

Q4. Lack of heart trust in entrepreneurship importance and its training

This was an item that all responders mentioned it somehow. Both trainer and trainee have no trust in importance of entrepreneurship

and its effect on establishment of new businesses. This issue has intensely affected training method of trainer and importance of topic for trainee. It seems that the best solution is to codify and present successful experiences of other countries about entrepreneurship training. It causes that individuals take a more positive view on the importance and role of entrepreneurship, and makes them realize that entrepreneurship is very important for solving many social problems especially economical ones. Currently because entrepreneurship concept is new in Iran, to solve this problem is the most important issue.

Q7: Lack of a standard method for training entrepreneurship and shortage of resources

Another important factor determined in interviews was lack of a standard method, and also shortage of resources. Currently, educational methods of different trainers are so different. This causes that in many cases concepts are taught incompletely to trainees. Therefore, there is a need to codify a standard educational framework for entrepreneurship training.

Q2: Shortage of trained and educated professors

Since entrepreneurship is a new concept in Iran, there are a few trained and educated professors. Most of those who work in

Categories Responder	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	0	-0.128	0	-0.121	0	-0.143	-0.130
2	0	-0.128	-0.172	-0.121	0	-0.143	-0.130
3	-0.159	-0.128	-0.172	-0.121	0	-0.143	-0.130
4	-0.159	-0.128	-0.172	-0.121	0	0	-0.130
5	-0.159	-0.128	0	-0.121	0	-0.143	0
6	-0.159	-0.128	0	-0.121	-0.164	-0.143	-0.130
7	0	-0.128	0	-0.121	0	-0.143	-0.130
8	-0.159	0	-0.172	-0.121	0	-0.143	0
9	0	-0.128	-0.172	-0.121	-0.164	-0.143	-0.130
10	0	-0.128	-0.172	-0.121	0	-0.143	0
11	0	-0.128	0	-0.121	-0.164	-0.143	-0.130
12	0	0	-0.172	-0.121	0	-0.143	-0.130
13	-	0	-0.172	-0.121	-0.164	-0.143	-0.130
	0.159						
14	-0.159	-0.128	0	-0.121	-0.164	0	-0.130
15	-0.159	0	0	-0.121	-0.164	-0.143	0
16	-0.159	-0.128	-0.172	-0.121	-0.164	0	-0.130
17	-0.159	-0.128	-0.172	-0.121	-0.164	-0.143	0
18	-0.159	-0.128	-0.172	-0.121	0	-0.143	0
19	0	-0.128	-0.172	-0.121	-0.164	-0.143	-0.130
20	-0.159	-0.128	-0.172	0	-0.164	-0.143	-0.130
21	0	-0.128	0	0	0	0	-0.130
22	0	0	-0.172	0	0	0	-0.130
23	-0.159	-0.128	-0.172	-0.121	0	-0.143	-0.130
24	0	-0.128	0	-0.121	-0.164	-0.143	-0.130
25	0	-0.128	-0.172	-0.121	-0.164	-0.143	-0.130
26	-0.159	-0.128	0	-0.121	-0.164	0	-0.130
27	-0.159	-0.128	0	-0.121	-0.164	-0.143	-0.130
28	-0.159	-0.128	0	-0.121	-0.164	0	-0.130
29	-0.159	-0.128	0	-0.121	-0.164	0	-0.130
30	-0.159	-0.128	0	-0.121	-0.164	-0.143	-0.130
Total	-2.86	-3.2	-2.75	-3.42	-2.78	-3	-3.12
Lack of assurance	0.841	0.941	0.808	1	0.817	0.88	0.917

Table 4: Lack of assurance obtained from each category.

Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Importance coefficient	0.13	0.15	0.13	0.16	0.13	0.14	0.15

Table 5: Importance coefficient.

entrepreneurship training field are individuals who have not sufficient experience. So, more attention should be paid on training those who work in this field.

However only three items out of seven items, mentioned by professors, were reviewed in this study; but as mentioned before, it is essential to pay attention and eliminate such problems for higher efficiency of training courses. Because of young and educated population and very diverse natural resources of Iran, there is a very good opportunity to move toward a more developed society. Entrepreneurship training is a tool which helps us on this route, and maximizes the speed to reach to this target. At the end some solutions and recommendations, extracted from interviews, are presented.

- Performing the present study in a wider volume and by using quantitative methods

- Eliminating the main obstacles of entrepreneurship training
- Inclusion of entrepreneurship and innovation in educational program of all educational levels
- Assigning sufficient time and facilities for entrepreneurship training
- Training professional and experienced teachers
- Using successful experiences of other countries
- Promotion and development of entrepreneurship and innovation concepts in society through magazines, newspapers and national media
- Presenting and introducing successful samples of Iran and codification of their experiences

- Creation of growth and technology centers for supporting newcomers
- Providing and codifying a standard training framework proportional to Iran country
- Providing a comprehensive guide to employment in all provinces
- Codification and translation of books, and other resources regarding entrepreneurship and innovation
- Reviewing and evaluating all courses of entrepreneurship training after completion of course
- Paying attention to after-training supports
- Governmental support from entrepreneurship plans and projects.

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