

The effect of teaching the entrepreneurial skill on changing the attitude of male students of Farhangiān University (Ahvāz Campus)

towards the internship course

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Abstract

Successful implementation of the internship courses needs having positive attitude towards this course. Hence, developing such attitude through training skills such as the entrepreneurial one to the students is a necessity which needs reflection. In this regard, the purpose of this study was to investigate the effect of training skills such as entrepreneurial skill on changing the attitude of Farhangiān University (Ahvāz Campus) male students towards the internship course. It was a semi-experimental study of pre/post-tests with control group design. The research population included all male students of Ahvāz Rasool Akram Campus (N = 103) who were taking the internship course in October of the 2019 Academic year. The research sample consisted of 40 students who were selected using simple random sampling method and they were assigned into two groups of experimental and control groups. After selecting the samples and randomly assigning them into two groups (experimental and control groups) and conducting the pre-test, the interventions in the experimental group were conducted through training the entrepreneurial skills during 13 sessions of 90 minutes, two sessions per week, in addition to teaching the internship topics. Internship course was taught to the experimental group. To collect the data, after studying the theoretical foundations and literature, a researcher-made questionnaire was prepared. To collect the data, a researcher-made questionnaire with 34 items in a five-point Likert scale (very high, high, medium, low, very low) was used. The reliability of the questionnaire was calculated using Chronbach Alpha ($\alpha = .86$) and the data was investigated using covariance analysis. The results showed that training the entrepreneurial skill has been effective in changing the general attitude of students and the cognitive, behavioral and emotional subscales of attitude toward the internship course.

Keywords: Entrepreneurial Skill, Students' Attitude, Internship Course, Farhangiān University, Semi-experimental Research

Introduction

Training expertise and committed workforce is the ideal of any education system, and an efficient education system leads to the promotion of the economic, social, and political growth of society. In other words, the society needs an efficient education system to nurture the competent individuals who can achieve the desired goals of the education system in the best way possible by properly using the components and elements of the curriculum. In the meantime, the teacher education system has an important and fundamental role in educating student-teachers to prepare them to carry out this serious responsibility.

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To enter this high responsibility profession, teacher candidates must have the professional qualifications or competencies. Accordingly, much research on what and why of professional qualifications or developing criteria for these qualifications has been done. In this regard and with the aim of gaining these qualifications, the educational structure of teacher training centers has changed since the establishment of Farhangīān University. In the meantime, and as a result of the change in the educational structure, the structure of the internship course has also changed. The internship program provides an opportunity to test what has been learned and a dialogue to modify and deepen the experiences and, consequently, to develop professional competencies. This process begins with reflective observation and ends with lesson study at the school and classroom level to acquire lifelong learning skills and be in the continuous professional development cycle (Ghādermarzi, ۲۰۱۷).

Internship discourse with a scientific-research approach seeks to create a new trend in theory and practice domains in training the teachers with efficient knowledge, skills, and insight (Hejāzi and Bakhtiyāri, ۱۳۹۷). In other words, the University internship is a kind of experiential learning that combines the academic knowledge and theory with application and skill in the workplace and it establishes a link between the academic and the workplace environments (Ruhanen et al., ۲۰۱۳). Accordingly, at the end of the second year of the University, student- teachers should have the practical experience of a teacher through the internship curriculum (Zāre' Sefat, ۱۳۹۶). Teaching based on the macro design of the teacher training curriculum at Farhangīān University is equivalent to gaining the necessary capabilities to make the right decisions in the changing and diverse educational situations. Musāpour (۲۰۱۶) believes that based on the recent developments and new approach, internship at Farhangīān University has outstanding and distinctive feature. compared to the previous courses among which we could mention the following ones: focus on being a process, focus on training thoughtful teacher, providing a real experience of the classroom for the student-teacher, paying attention to the influential role of educational measures, paying attention to the "fundamental role of the tutor" in guiding the student-teacher, "playing the leading role" by the tutor who has two leadership responsibilities: first selecting and training the supervising teachers and secondly, taking care of the implementation of the internship program, as well as the feature of linking the domains of theory and practice, which represents the domain of action, the supervising teacher and the domain of theory and the supervising teacher. Internship could be considered a simple and practical process of becoming a teacher. Another feature which could be considered for the new internship is "the coverage of different educational stages." Student-teachers who have entered the University whether to serve at the primary education level or to serve at the secondary school level must pass the internship program. And the last feature is that this new plan requires double seriousness in the implementation. It should be noted that the internship program is as much at the risk of negligence as it could be the cause of change in the teacher education. If this curriculum is not taken seriously by its operators, all that should be achieved will be wasted (Ahmadi et al., ۲۰۱۵).

Also, to succeed in doing a task and focus all their efforts on learning and empowering in doing it, people need to have a positive attitude towards that task. Attitude is a combination of beliefs and emotions that prepare a person in advance to look at others, objects, and groups positively or negatively. Attitudes take over predicting or guiding future actions or behaviors. Developing a positive attitude towards the subject under study is one of the educational goals in the education systems. Teachers and parents believe that students' attitudes toward the

subject affect students' success at school (Hosseinzāde Nabāti et al., ۲۰۲۰). Attitudes include three components: cognitive, emotional, and behavioral. The cognitive component of attitude is the information that a person has about the topic of attitude. The emotional component of attitude includes the emotions that the attitude creates in the person, which could be pleasant or unpleasant and it has a motivating role on the behavior. The behavioral component refers to a person's practical readiness to act or avoid a subject. It prepares the person so that when dealing with the issue of attitude, he/she shows a behavior (Karimi, ۲۰۱۴).

Since internship program is the same classroom teaching that students do with the help of a supervising teacher, its successful implementation requires a positive attitude towards this course and, therefore, it entails the necessity of creating such an attitude. Creating a positive attitude towards the internship course requires training skills to students, and it seems that one of the skills that could make the attitude more positive is the entrepreneurial skill. Entrepreneurship is the set of values, attitudes, norms, and behaviors that form the identity of entrepreneurial individuals. In fact, entrepreneurial and creative people try to engage in entrepreneurial activities with a different view to the surrounding phenomena and their distinctive behavior when facing with the phenomena around them and provide a new product and service to the society (Hosseinzāde Nabāti et al., ۲۰۲۰).

Entrepreneurship is the driving force of the economic and social development and the creator of wealth and values. An entrepreneur is a person who has the high perceptual power and the ability to identify opportunities and he/she could create value by cultivating an idea and turning his/her thought into a new product. This value could be an economic, political, social, and even cultural value. In this regard, the entrepreneurial teachers are people who dare to change the patterns of traditional education. They think of new ways and develop and use new teaching aids to improve students' education and learning. Entrepreneurial knowledge and skills lead to better performance of teacher, more effectiveness of teaching, using creative strategies, and improving students' learning. Teachers' entrepreneurial behavior also promotes creativity, innovation and it accelerates entrepreneurship among the other teachers, students, and society (Toghrāei et al., ۲۰۱۸). Wang & Wong (۲۰۰۴) acknowledge that the entrepreneurship education is one of the determining factors in helping people to understand and inspire the entrepreneurial theory. Therefore, the entrepreneurship educational texts could be used in shaping entrepreneurial education.

Entrepreneurial education has a systematic nature and seeks to transform the whole education system, including educators, learners, goals, content, teaching and evaluation methods, technology organization, and the integration of entrepreneurship in the foundation of the education system. This action could help the education system to have the required capabilities and requirements for different functions, including education, research, management, social services, etc., with an entrepreneurial nature (Lackéus et al., ۲۰۱۳). Entrepreneurship education is a combination of experiential learning and familiarity with the skill structure and, most importantly, it provides a change of attitude (Bager, ۲۰۱۱). When entrepreneurship enters education, the education system also needs to change over the time. In entrepreneurship education, people could be very motivated and they could create value for the others based on the knowledge they acquire (Toghrāei et al., ۱۳۹۷). This could lead to the proper education and, in practice, it could demonstrate the relevance of the elements of the knowledge in question (OECD, ۲۰۱۶).

Accordingly, the researcher in this study seeks to investigate the effect of entrepreneurship education on the students' attitudes toward internship course and he intends to answer these questions: Does training the entrepreneurship skill lead to changing the students' attitude toward internship course? Does training the entrepreneurship skill lead to changing the sub-scales of students' attitude toward internship course?

Research methodology

The present study was applied in terms of purpose and quasi-experimental of pre-test and post-test with the control group, in terms of the research procedure. The statistical population included all ۱۰۳ male students of the Ahvaz campus of Farhangīān University who were engaged in internship course ۳ in the first semester of the ۲۰۲۰ academic year. First, the researcher-made attitude scale toward internship course ۳ was distributed among the participants. Finally, ۶۱ students whose attitude score toward this course was low (their score in the attitude test was lower than the mean score of them) were considered as the research sample. Then, to prevent the decrease in validity due to the participants' drop-out, ۴۰ students were examined in two equal groups (i.e. ۲۰ students in each group) in the following way: ۲۰ students in the field of educational sciences, ۱۰ students in the field of Persian literature, ۱۰ students in the field of Arabic literature were randomly selected and then they were assigned randomly and equally in the control and experimental groups. All in all, ۴۰ students in the two equal groups (N = ۲۰) were examined. This study has been conducted in the time interval between September ۲۰۱۹ up to the early January ۲۰۲۰.

After randomly dividing the participants into experimental and control groups and conducting the pre-test, the interventions started in the experimental group. The entrepreneurship skill was trained to the experimental group in ۱۳ sessions of ۹۰ minutes, two sessions per week, in addition to teaching the internship topics (internship skill's training was done in the afternoon of the day of having internship course at the schools, i.e., at the students' leisure time). After each session of training the entrepreneurship skill, discussions were held on the raised issues in the experimental group. The control group was taught only the topics of the internship course. Then, the post-test was conducted in both experimental and control groups.

Table ۱. Training Program of Psychological Dimension of Entrepreneurial Skill

Sessions	Objective	Content
First	Introduction and familiarity with the rules of group	Discussion about the concept of entrepreneurship and the benefits and necessity of learning this skill and its effect on how to work and the pleasure that people get out of the job using it
Second	Training the communication style	Training the communication styles: passive, aggressive, and courageous
Third	Training the effective factors and	Investigating the effective factors including family, social and educational ones, examining the barriers including the environmental and individual barriers. The environmental and

Sessions	Objective	Content
	barriers to creativity	external barriers are related to the situations in which a person is in contact with others. Individual barriers to the creative process are: the lack of motivation, skill or inexperience, inflexibility, external motivation, and lack of social skill.
Fourth	Training the six thinking hats technique (creative thinking)	This method uses the "six thinking hats technique" in an innovative and creative way. This method teaches individuals and groups how to organize their thoughts when making decisions, examine the materials and issues from different aspects, and find appropriate solutions creatively. This technique leads the group in an orderly manner with thoughtful management.
Fifth	Brainstorming technique	When the group members think about a problem, various solutions are presented spontaneously and orally. The group leader accepts any idea and writes it on the board for others to see. Raw and ill-considered ideas are encouraged. First is quantity, not quality.
Sixth	Intellectual writing technique	Participants who sit together write their ideas on a piece of paper to solve a certain problem and give it to the person next to them. That person also writes his/her idea on a piece of paper after spending some time reviewing other people's opinions, and submits it to the next person. Here, the goal is to help create opinions based on the opinion of others or, in other words, to improve the opinions of their predecessors.
Seventh	Training the problem-solving	Training: What does problem-solving skills help us with? A variety of problem-solving strategies Problem-solving process (having a positive attitude towards the problem, defining the issue or problem, producing a solution, choosing the right solution)
Eight	Definition of critical thinking and its models	Explaining the definition of critical thinking, its characteristics, stages, and models
Ninth	Critical thinking training	<p>١- Be more sensitive and careful about the affairs and phenomena around you.</p> <p>٢- Analyze what you have seen, heard, and studied</p> <p>٣- Obtain more information about any topic with proper and relevant questions.</p> <p>٤- Analyze the biographies of critic, useful and effective people.</p> <p>٥- Never get emotional, excited, hasty judgment, prejudice, and being opinionated about the issues under discussion.</p>

Sessions	Objective	Content
		٦- Before answering the questions, think and then decide and act.
Tenth	Training the positive thinking	Self-talk training, interactive behavior analysis
Eleventh	Training the positive thinking	Attributional Style training and muscle relaxation
Twelfth	Training the oratorical and eloquence skills	Oratorical and stress management skills Oratorical skill and volume control technique (voice-throwing technique) Choosing the right speed to express words and sentences
Thirteenth	Training the technology skills in the classroom	Familiarity with technological skills (computer, tablet, and smartphones), using search engines
Fourteenth	Training the technology skills in the classroom	Benefits of using educational movie, how to make educational movie, introducing useful and educational websites
Fifteenth	summing up and exchanging experiences	Examining the amount of /individuals' learnings from educational materials

After studying the theoretical foundations and literature, a researcher-made questionnaire was developed, including ٤٢ items, to collect the data. Eight of its items were removed after reviewing the experts' opinions. Finally, a questionnaire with ٣٤ items (items ١ to ١٠ for cognitive subscale, items ١١ to ٢٢ for the behavioral subscale, and items ٢٣ to ٣٤ for emotional subscale of the internship attitude scale) based on the five-point Likert scale was prepared (very high = ٤, high = ٣, medium = ٢, low = ١ and very low = ٠). Before the main study, its reliability was evaluated in a sample of ٣٠ people, and an acceptable value of ٠,٨٩ was obtained. Five internship experts confirmed the face and content validity of the questionnaire, and its final reliability was obtained using Cronbach alpha coefficient ($\alpha=٠,٨٦$).

Research Findings

The mean and standard deviation of the data have been presented in Table ٢.

Table ٢. The mean and standard deviation of the internship attitude scale variable

Variable	Pretest	Post test
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		Mean	Standard deviation	Mean	Standard deviation
Attitude Scale	Control group	79	2,40	82	3,43
	Experimental group	78	2,67	81	3,40

As it could be seen in Table 3, the mean and standard deviation of the control and experimental groups in the pre-test were 79 (2,40) and 78 (2,67), and the mean and standard deviation of them in the post-test were 82 (3,43) and 81 (3,40), respectively.

Kolmogorov-Smirnov test was used to examine the normality of the distribution of the variable of the attitude scale scores on the internship course. The results have been presented in Table 4 below.

Table 3. The results of Kolmogorov-Smirnov test on the normality of the distribution of the dependent variable scores

Variable	Statistics	Df	Sig.
Attitude Scale towards the internship course	0,128	40	0,098

As it could be seen in Table 3, the value of Kolmogorov-Smirnov test is 0,128, which is not significant ($p = 0,098$) and it shows that the distribution of scores in the dependent variable is normal.

Table 4. ANCOVA on post-test scores of the dependent variable in the experimental and control groups (their mean score of the internship course)

Dependent variables	Sum of squares	Df	Mean of squares	F value	Sig. value	ITA
General Attitude Score	043,88	1	043,88	36,28	0,001	0,41
The Cognitive subscale of Attitude	721,94	1	721,92	44/39	0,001	0,46
Behavioral subscale of attitude	609,41	1	609,41	38,32	0,001	0,44

Emotional subscale of attitude	۶۸۳,۲۹	۱	۶۸۳,۲۹	۲۷,۱۴	۰,۰۰۱	۰,۳۴
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As it could be seen in Table ۴, the F-ratios of univariate MANCOVA in the general attitude variable for the internship course ($F = ۳۶,۲۸$) is significant at the level of ۰,۰۰۱. The F-ratios of univariate MANCOVA in the cognitive subscale of attitude for the internship course ($F = ۴۴,۳۹$), is significant at the level of ۰,۰۰۱. Also, the F-ratios of univariate MANCOVA in the behavioral subscale of attitude for the internship course ($F=۳۲/۳۸$) is significant at the level of ۰,۰۰۱. Also, the F-ratios of univariate MANCOVA in the emotional attitude subscale for the internship course ($F = ۲۷,۱۴$) is significant at the level of ۰,۰۰۱. Therefore, the entrepreneurship skill training has been effective in changing the students' attitude and its subscales towards the internship course. Consequently, the research hypotheses were confirmed.

Discussion and conclusion

Considering the Fundamental Reform Document of Education (FRDE), educating competent and capable teachers for the country's education system has been entrusted to Farhangian University. Therefore, Farhangian University took on the task of educating competent and capable teachers for the country's education system and sought to reform teacher training programs with the aim of educating motivated, reflective, creative, and thoughtful workforces. Farhngian University offers educational content in the form of three areas of specialized, general, and educational courses to student-teachers, so that as a result of encountering this content, they can acquire the necessary qualifications and competences to become a teacher. Such an achievement is gained when the context for integration would be provided, and this background is provided by the internship courses (Asghari, ۲۰۱۶). The internship is a bridge between theoretical courses and the teacher's job. The stronger the quality of the internship education is, the closer the theoretical content is to the teacher's job. As a result, the quality of the teacher's job (interest in teaching, job motivation, job commitment and satisfaction, and job gratification) would increase. Also, people's attitude towards the internship course is closely related to its quality, so it is important to teach skills that make people's attitudes towards this course more positive. Accordingly, the purpose of the present study was to investigate the effect of the entrepreneurial skill training in changing students' attitudes toward internships. The results showed that the entrepreneurial skill training has been effective in changing students' attitudes toward internship course. Findings also showed that the entrepreneurial skill training has effectively changed the cognitive, behavioral, and emotional subscales of attitudes toward the internship course. The results are in line with Toghrāee et al. (۲۰۱۸), Wang & Wong (۲۰۰۴), and OECD (۲۰۱۶).

Internship is an opportunity for a variety of thinking and getting educational and professional experiences, which help student-teachers change into teachers who could have a positive and strong impact on the students' education. Also, passing the internship courses could improve their communication skills with others and colleagues, designing appropriate teaching methods, participatory morale, initiative, classroom management, increasing their interest and motivation, increasing speaking skills, their complete mastery of how to use new teaching methods, creating new methods, identifying students' characteristics and problems.

Also, the factors influential on reducing the quality of internship are lack of proper admission of student-teachers at schools, type of students' reasoning, low level of creativity and innovation of students, and having a negative attitude towards the internship course.

Also, since attitude refers to the readiness for specific reaction to a person, an object, a thought, or a situation, it is a latent mechanism that guides one's behavior. It has a serious impact on contextualizing and forming the behaviors and satisfying the needs. Among the most important functions of attitude, we could mention identity, self-esteem, self-defense, and motivation. Because attitude has three dimensions, i.e., behavioral, cognitive, and emotional, and a positive attitude toward a lesson will guide one's actions intellectually, emotionally, and behaviorally to learn it. Also, if student teachers have special abilities such as creativity and innovation, they will have a higher acceptance at schools (Asghari, ۲۰۱۶).

Also, one of the dimensions of entrepreneurial teachers is their creativity. Creative teachers try to pay attention to all the thoughts, positive points, unusual and strange questions of students, and answer all their questions. They do not limit themselves to stereotyped teaching methods and learning strategies and they are creative in their choice of teaching-learning mechanisms. They create a friendly atmosphere in the classroom and help the student to develop innovative and new thinking. They do not manage the class but direct it, so that students take responsibility for their learning. They make the most use of the available facilities and use all kinds of appropriate technology and teaching aids, including the written and unwritten resources in education. The creative teacher encourages and motivates students' spontaneous learning. Another dimension of entrepreneurial teachers is their communication skills. Much of the success of entrepreneurial teachers depends on a wide range of communication skills, including active listening, negotiation skills, and the ability to create an open and free learning environment. Creating such an environment not only leads to students' success and their sense of self-confidence and security, but also increases their ability to access financial resources and the support of the school principal and colleagues. Strong communication skills guarantee teachers' more success and their brighter job future. Bresler (۲۰۱۱) claims that the ability of listening to the other teachers and students is one of the characteristics of entrepreneurial teachers. Another dimension of entrepreneurial teachers is having the problem-solving thinking. Problem-solving is an ongoing process in which we use what we know to discover what we do not know. This includes overcoming obstacles, hypothesizing and ~~proposing~~ suggesting the solutions, testing them, predicting the results, and achieving satisfactory solutions. Teachers with high problem-solving skills seek to identify and find the cause of students' behavioral problems such as disinterestedness and motivationless, slow learning and lack of learning, lack of discipline, hyperactivity, and family problems. To improve the situation, they gather information and discover the appropriate strategies. They first find the cause of the problem and then work on the solution. They try to consider the whole situation and use reciprocal thinking.

Since internship course ۳ involves attending school and teaching with the help of supervising teachers, the students need the ability to communicate with students and teachers, try new teaching methods, and increase the analytical and creative abilities. Therefore, promoting the analytical and creative ability of students could give them a new view and the power of reasoning, inventing solutions to solve new problems, correct judgment, avoiding one-dimensional viewing, examining the problem from different aspects, respecting different

viewpoints, avoiding certain viewing, and finally, improve the critical thinking in students, which is considered a high level of thinking. Creativity techniques also help the individual to achieve critical thinking, for example, in re-proposing the problem, which is one of the ways to cultivate creativity. We should know that an important part of creativity and its analytical part involves recognizing the existence of a problem, and this problem, if examined from another viewpoint, will bring creativity to a peak. In redefining the problem, one must examine the problem from different aspects and dimensions. When we face a problem, we have to consider it from all aspects and look at it from different angles. This allows us to come up with creative solutions. Training these skills will enhance critical thinking skills and prepare the person for life with critical thinking. Conveying the experiences of supervising teachers at schools to students allows them to use the experience of others to go through a tortuous path of education at no costs and to build the belief that he/she is ready to face the classroom and all its necessities. Bringing student-teachers to a level of creative thinking keeps them prepared to come up with ideas for classroom and job issues, so that they could take action when needed. In addition, enhancing the student's practical ability reminds teachers how to act and do the right thing to make their attitude positive in managing and controlling the real classrooms. Therefore, because the entrepreneurial skill training method has different cognitive and intellectual dimensions, this training method has been effective in changing the general attitude and cognitive, behavioral, and emotional subscales of students' attitude.

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