

## The Role of Education and Research in Developing Entrepreneurship Culture (From Value and Islamic Perspective)

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**Abstract:** This study examines the impact of education and research on the development of entrepreneurial culture. To achieve this goal, all aspects of education, training purposes and educational resources must be analyzed. The results showed that entrepreneurship has a direct relationship with education. Using the knowledge and experience can help to explore and grow entrepreneurial talents among students and graduates and through education, entrepreneurship can be trained and subsequent jobs can be created, since in the context of academic life, students need to develop their talents for their creative business environment to actualize their abilities and flourish themselves in the scientific, economic and social aspects.

**Keywords:** Entrepreneurship, entrepreneurship education, Islamic value approach, academic life, business environments

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### INTRODUCTION

According to Peter Darker, entrepreneurship is nothing extraordinary and magical and has nothing to do with genes but entrepreneurship is a system that can be learned like any other system. Research on teaching entrepreneurship and small business management skills suggests that entrepreneurship can be taught, or at least reinforced through education. Studies show that entrepreneurship education is the first priority in technical schools. For example, >1,600 higher education centers offer this course in the United States. Although, the areas of entrepreneurship and management greatly resemble each other, entrepreneurship focuses more on the opportunities and management is focused mainly on resources.

Education has a crucial role in development; this means that the spread of cultural background in the long run will realize development and is the driving force for all aspects of development. Entrepreneurship is one of the components of economic development planning and educational planning is one of its subsidiaries. For this reason, the role of universities and higher education institutions is highlighted. To achieve competitive advantages and solve the public problems such as unemployment, developing countries areas required to develop entrepreneurship.

Entrepreneurship leads to economic growth and development, especially in the developed countries. Some contemporary writers talk about the entrepreneurship economy and the role of education is outstanding (Ayatollahi *et al.*, 1999).

One of the strategic measures for the development of entrepreneurship is entrepreneurship education, especially in higher education. In addition, entrepreneurship education can be one of the most effective methods for the easy transfer of graduates to the labor market. In this regard, studies have shown that such training cause people to be more accountable and become entrepreneurs or entrepreneurial thinkers and make them successful in the field of business challenges. As a result, unemployment and business failure rate is lower (Zali and Razavi, 2010).

The most basic question that arises here is the effectiveness of training courses. Hence, given the necessity of this matter, this study examines the role of education in promoting entrepreneurial culture.

**Literature review:** In 1973, for the first time the University of Calgary received a permission to establish graduate course of entrepreneurship as one of the main areas in this regard.

University of Calgary in June 1985 evaluated the results of holding one of its entrepreneurship education courses (from June to December 1984). The results of course were amazing and showed that a relatively small investment (about \$75,000) in training entrepreneurs for small businesses has led to a lot of added value (about \$175,000) and has had a major influence in the creation of employment opportunities and facilitation of capital creation.

In 1990, research on entrepreneurship education as a new scientific discipline was greatly considered, with focus on issues such as the development of research methods to measure the effectiveness of entrepreneurship education, entrepreneurship training content and methods, the people trained in the field of entrepreneurship education, acceptance of entrepreneurship education in schools, the existence and development of a common scientific frame work in the field of entrepreneurship, the effectiveness of other forms of educational methods and training needs of trained entrepreneurs.

Studies have shown that training on entrepreneurship knowledge and skills has a positive effect on increasing the rate of businesses start-up and growth and leads to economic development and improves the quality and quantity of new business creators (Kianpour, 2010). Similarly, the GEM program in 2008 studied teaching entrepreneurship as a special subject of study and the GEM conceptual model considered entrepreneurship education as one of the factors in the entrepreneurial environment. Generally, this factor affects the entrepreneurial trends, activities and enthusiasm and this in turn affects the development of new businesses in the economy.

In addition, to the impact of entrepreneurship education on entrepreneurial intention has been considered in the assessment program. In Iran 50.8% of people who have entrepreneurial intentions have received voluntary training in entrepreneurship while 46% of those who have entrepreneurial intentions have received compulsory education in a business venture and 32.9% have received no training.

According to Sanchez (2011), January 19, 2016 results on the students of economics, social science, engineering, law and health in Spain showed that self-confidence, risk-taking, pioneering and self-employment intentions has significantly increased after education programs on entrepreneurship compared to before training programs.

Moradi (2010) examined the impact of entrepreneurship opportunities identification education on entrepreneurship intention for nursing students and showed that entrepreneurial intention after the educational program had no significant difference from before the implementation of the program. Of the three main factors of intention prediction, only subjective norms showed significant difference compared to before the training program.

Husseini in a study on Tehran University students to evaluate the effect of postgraduate training courses in entrepreneurship and measuring three factors of entrepreneurial intention, perceived feasibility and

perceived desirability in two stages and comparing the results showed that after completing the course, perceived desirability will increase in students but the perceived feasibility and entrepreneurship intention of students does not show significant changes (Anonymous, 2008).

## **MATERIALS AND METHODS**

### **The definition of entrepreneurship education:**

Entrepreneurship education is a systematic, conscious and goal oriented process, during which non-entrepreneur individuals with potential of entrepreneurship are creatively trained. In fact, entrepreneurship education will increase, improve and develop the attitudes, skills and abilities of non-entrepreneurs.

Islam considers a great importance on teaching and research in the world of science, as far it considers pencils of scholars more valuable than the blood of the martyrs and believes learning and seeking knowledge is more valuable than prayer, fasting and pilgrimage and jihad in the way of God. Islam emphasizes hard work and knows entrepreneurs as profitable and “virtuous” and people. As Imam Ali (as) said: “The most virtuous people are most beneficial to the people”. Verses and sayings also focus on culture of self-sufficiency and in order to raise morale of work culture, it uses various cognitive, spiritual, practical and motivating methods, skill-building strategies and cultural patterns.

**Entrepreneurship training goals:** Entrepreneurship education goals include knowledge about entrepreneurship, solving employment and productivity problems, identifying and stimulating talents and entrepreneurial skills, inducing risk taking using analytical techniques, revision in order to adapt to changing attitudes:

- Islamic values consider the goal of business and entrepreneurship as follows
- Providing livelihoods for family
- Development and the opening of life
- The progress of the society
- Doing good things and help the poor
- Increasing in wealth for the legitimate use of it
- Providing unimaginable opportunities for others

**Necessity of training and education:** Organizations need trained and experienced to reach determined mission and objectives. In the past, jobs were simple and technical changes had little impact on the employees need to increase or change their skills. However, the rapid

transformation occurred in the past centuries brought increased pressure on organizations to adapt their required jobs and the skills to the current situation. The purpose of education is teaching action or set of actions that will allow an individual learn skills, knowledge and attitudes necessary to do something (Desenzo and Robins, 1998).

So education can change the skills, knowledge and attitudes and social behavior. Education can create space for change in personality traits, behaviors, attitudes about co-workers and supervisors and organizational goals.

**The framework of entrepreneurship education:** By revealing the importance of entrepreneurship in development of organization and community, there is no doubt in training institutional entrepreneurs towards this large goal. Given that corporate entrepreneurship is known as an engine of development of the organization and community, what is crucial is to start the engine for development. To sustain the activity, it should always be fueled for perfect activity. However, for institutional entrepreneurs to become aware and start their move, it is enough to provide the necessary training in this field. However, for sustainability of this move, they should be provided with appropriate contexts through measures such as management support, strategic thinking and structure and content of the entrepreneurship for institutional entrepreneurs.

**The experiences of some countries in the implementation of training programs:** Today, there are many experiences around the world on programs designed to promote and motivate to help entrepreneurs through training. These programs have been implemented in countries such as India, Singapore, Australia, Philippines, etc. For example, in Singapore, several training courses on entrepreneurship are held by polytechnic universities and institutes. Educational institutions and government agencies also offer short programs in this regard. In Australia, the Department of Technical and Vocational Education is the largest education center for management and entrepreneurship and follows objectives such as capacity building for management development courses, creating incentives to improve the quality, granting certification to trainees and consultants of small businesses, creating in person meetings and providing financial assistance, using advanced teaching aids for training and use of information technology for exchange of information in organizational level and beyond.

**Is entrepreneurship inherent or acquired:** Entrepreneurship is still in the infancy stage, so it is no

surprise that many people are still in conceptual and methodological discussions and do not agree on the nature of entrepreneurship. If someone interpret entrepreneurship literature on the Schumpeterian basis (the imbalance as the main cause), people are born as entrepreneur, instead of being trained. However, according to Kirzner literature, an entrepreneur does not create opportunities, but identifies them, that in this case people are trained as entrepreneur, instead of being born and so it can be said that the entrepreneurship is a behavior not a personal trait and entrepreneurship is found on basis of concept and theory, not intuition and insight.

## RESULTS AND DISCUSSION

**Illusions of entrepreneurship:** The first illusion: entrepreneurship cannot be taught, since entrepreneurs are entrepreneurs by nature. All entrepreneurs have a common trait of "starting up businesses". Entrepreneurs have not acquired entrepreneurship, but have been born as entrepreneurs. Such an attitude in fact reflects the characteristic approach of entrepreneurship. In response, it must be said that entrepreneurship is a behavior, not a personality trait. As 50 year of research in the field of leadership with the aim to find the characteristics and personality traits of leaders failed, we cannot rely on the inherent approach to entrepreneurship to find a scientific knowledge of it.

The second illusion: there is no need to teach entrepreneurship, since entrepreneurs learn experimentally. The response is that if experience is considered without the use of scientific theories, it would be very misleading. Although, experience is a great teacher but if it is not used and implemented consciously and scientifically, it can be very misleading and result in with bitter failures. On the other hand, many experiences of friends and family are personal and an not be generalized to other entrepreneurial opportunities.

The third illusion: it is our duty to protect young people against business failure. According to this view, to set up business activity is risky and often leads to failure. The failure of youth in entrepreneurial activities can bring a fatal blow on them, so that they cannot compensate for this loss during their lifetime. In response, it should be said that the entrepreneur may actually fail but do not get tired. Businesses may ail but entrepreneurs do not fail. More than 50% of entrepreneurial firms continue to operate and only 18% have literally failed.

The fourth illusion: there is no demand for entrepreneurship courses in students. Although entrepreneurship has a great impact on the growth and economic development of societies but in practice, due to uncertainty in entrepreneurship career, students have no interest in participating in entrepreneurship education courses. In response, it should be said that there is an increasing demand from students for participation in entrepreneurship education courses. Young people highly tend to entrepreneurship. In many countries such as the United States, Canada, The United Kingdom and France, a large number of institutions and universities offer entrepreneurship courses. Entrepreneurship education should be so that entrepreneurial beliefs replace illusions with no logical argument.

As entrepreneurial belief in the area of values state, business and entrepreneurship is one of the six pillars of faith test of each individual. Imam Ali (as) says: human religion is tested through six components including business and entrepreneurship, searching for livelihood and proper activity far from extremity. The fundamental and general objectives for entrepreneurship trainings:

- Creating knowledge and awareness of entrepreneurship (entrepreneurship education)
- Equipping people to entrepreneurial perspective (education through entrepreneurship)
- Preparing individuals to become entrepreneurs (education for entrepreneurship)

Entrepreneurial component in the educational system for success in the development of an entrepreneurial culture in society must be considered as following: decentralization and the tendency to decentralization, participatory management, reduced bureaucracy, management stability, quality management and human relations.

**Entrepreneurial learning resources:** Learning techniques are mechanisms and operational procedures used by employees and entrepreneurs to acquire knowledge, skills and new insights by expanding their previous learnings:

- Learning by doing
- Learning from human-social interactions
- Learning from teaching and references
- Learning from mistakes
- Learning by role models
- Learning from instructor or master
- Learning from work experience

**Simulation of entrepreneurial learning:**

- Simulation of creating entrepreneurial learning, including learning resources, learning methods and learning performance is feasible based on subject perspective or entrepreneurial process
- Definition of training tools and techniques to create designed spaces in a synthetic way to engage students with real problems in the field of business is called simulations
- Entrepreneurial simulation program: creating and working in a retail shoes store in a 12 month period where all teams have the same capital and at the end of the game and the store is sold and performance is measured
- Simulating an entrepreneur: selling and buying in a retail clothing store and taking decisions to improve business performance and change seasons
- Simulating creation of a small business: to start, every participant takes 100 thousand dollars to establish a small company in production of a certain type of corn, and sale the products in conditions of ambiguity and risk
- Behavioral simulation: training activities and exercises to teach students a specific behavior and test their attitudes and behavioral skills as the most important training tools and role playing in entrepreneurship and fictitious positions

**The following objectives for entrepreneurship courses in North Georgia Technical Institute:**

- Understanding the characteristics of entrepreneurs
- Ability to recognize business opportunities
- Skills and knowledge to create company based on effective feasibility studies
- Ability to identify strategies for different businesses available
- Recognition of the skills and the means available to collect information
- Assessing the feasibility of starting a new business.

**CONCLUSION**

In current conditions, our society is in great need of innovative entrepreneurship for its development. All institutions of society have a special responsibility to meet this need and ministry of education as a mother institution has a great responsibility in this area: training entrepreneurs and develop a culture of entrepreneurship according to the religious teachings and creative ways of the prophets. This mission is in need of internal revolution in the educational system; a revolution to make a great change in the structure, organization, rules

and programs of educational institutions and provide the ground for training entrepreneurs and develop entrepreneurial culture in society. In the hope of a day when education and higher education institutions realize their entrepreneurial goals and by doing so contribute towards the development of the society.

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