Original Article

IEEPJ Vol. 4, No. 4, 2022, 260-274

http://ieepj.hormozgan.ac.ir/

Iranian Evolutionary and Educational Psychology Journal

IEEPJ

Investigating the Current and Desirable State of Business Education for Students: A Case Study of High School Students in the Education Department of Hormozgan Province

Mahmoud Mehtarpour[1], Mehdi Bagheri[2]*, Nadergholi Ghorchian[3], Kolsum Nami[4]

1- PhD Student in of Educational Management, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran

2- Associate Professor, Department of Educational Management, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran

3- Professor, Department of Educational Sciences, Research Sciences Branch, Islamic Azad University, Tehran, Iran

4- Assistant Professor, Department of Educational Management, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran

* Corresponding author's Email: bagherim@gmail.com

Abstract: The primary aim of the research conducted in this study was to compare the existing condition of business education for high school students in the branches of theoretical and technical-vocational studies in the Education Department of Hormozgan Province with the desired state. In order to achieve this objective, a quantitative research design was employed, specifically utilizing a descriptive survey method. The statistical population encompassed both male and female high school students who were pursuing studies in the aforementioned branches within the Education Department of Hormozgan Province. To gather the necessary data, a questionnaire was administered as the research instrument. The data obtained from the survey were subsequently analyzed using the one-sample t-test statistical approach. The outcomes of the analysis revealed a notable discrepancy between the current state of business education for students and the desired state. Furthermore, the findings prompted an exploration of strategies to prioritize students' education in the field of business within the school setting, encompassing both theoretical and technical-vocational branches. Additionally, practical recommendations for enhancing the quality of business education for students were provided.

Keywords: Business Education, Current and desirable state, High-school students, Theoretical and technical-vocational branches

Introduction

A significant portion of the developed countries' economy relies on small enterprises, to the extent that a substantial number of activities in these countries are comprised of small and medium-sized enterprises. Consequently, small businesses serve as the primary safeguard for entrepreneurial and business endeavors (Golalizadeh, 2008). Knowledge stands as the key factor in knowledge-based economies. The growth and development of entrepreneurs without the incorporation of business education and teaching methods aligned with the current required skills falls short of expectations (Kamikak et al., 2012). Business education cannot be excluded from the equation; it is a field that is progressively maturing and exerting influence. It is imperative to recognize and leverage today's technology to enhance the educational system in this field, as it has the potential to revolutionize it in various ways (Sharma, 2015).

Article information: Received: 2021/10/28 | Accepted: 2022/10/10 | Published: 2022/12/1. https://doi.org/10.52547/ieepj.4.4.260

As indicated by Kim (2000), one of the factors contributing to South Korea's success has been the appropriate selection of education policies commensurate with the level of industrialization. Consequently, these policies facilitated the rapid and widespread implementation of basic and classical education, which in turn ensured the provision of a skilled and high-quality workforce for businesses (Chaharband, 2011). The significance of training entrepreneurs is such that international organizations like the Organization for Development and Economic Cooperation, the World Economic Forum, and UNESCO not only advocate for business training, but also include it as one of the responsibilities of governments and formal education in recent years (Mehrabi, 2016). Together, cultural and economic variables exert a significant influence in establishing favorable environmental conditions for entrepreneurship across different countries (Nepert and Dawn, 2003). Cultural norms indirectly impact investment formation, meaning that community-level cultural norms (performance-based culture and institutional norms of social support) influence key supply-side variables (entrepreneurial self-efficacy and entrepreneurial motivation), which in turn affect the success of new entrepreneurs in generating operational investment (Stefan and Hope, 2012). Engaging in investment and initiating a business typically entails a lengthy process and demands substantial effort. The knowledge that one is not alone and can rely on social support and resources when needed serves as a source of strength for entrepreneurs, motivating them to redouble their efforts in creating investment. Moreover, the institutional environment of social support can bolster new entrepreneurs by fostering entrepreneurial self-efficacy in them. Research in the field of organizational behavior demonstrates that cultural environments characterized by social support enhance individuals' self-efficacy beliefs (Chang and Choi, 2009).

With the existence of numerous studies that have demonstrated the correlation between education and the success of entrepreneurs, there has been an increased focus on the importance of education in training individuals for the purpose of establishing new businesses. This emphasis on education has become particularly prominent since the early 1970s. As a result, entrepreneurship training courses have not only been incorporated into university curricula, but have also garnered significant attention and emphasis in various educational programs ranging from elementary to high school levels. According to Karilski and Elsted (1985), these training programs should ideally commence during high school, enabling young individuals to select a career path that suits their aptitudes and interests. In developed countries, this notion has become deeply entrenched and widely accepted within the economic fabric of society. Consequently, every young person aspires to avail themselves of the opportunity to transform their aspirations into thriving businesses, thereby generating and providing goods and services, ultimately attaining the status of a revered entrepreneur within the social sphere (Abedzadeh, 2011).

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

Entrepreneurs possess a set of characteristics that include drive for progress, independence, inclination towards creativity, willingness to take risks, and internal control (McKland, 1961; as cited in Mohseni & Shafizadeh, 2011). The task of motivating students is a complex and challenging one. Students require strong and robust motivations for their work and activities. If they question the nature and significance of education, harbor doubts about its ability to secure their future, or even lose faith in the value and practicality of lessons, it will lead to varied problems for schools, teachers, and parents in terms of motivational issues (Abedzadeh, 2011).

Not long ago, researchers and experts shared the belief that these characteristics are innate and that entrepreneurs are not developed through education (Zabihi & Moghadisi, 2005). However, education in the business field is an ongoing and continuous process that facilitates the identification and effective utilization of all internal and external resources within the educational system. Simultaneously, it creates fresh opportunities for teaching and learning. Through planning and organization, education should establish the foundation for the growth of students' intellectual traits in order to foster an entrepreneurial spirit (Yacoubi Najafabadi, 2019). The traits of entrepreneurs include self-control, work interest, optimism, problem-solving determination, risk-taking, foresight, responsibility, cooperation, precision, creativity, innovation, perseverance, insight, spontaneity, adaptability, and capability (Ahmedpour, 2009). Developed countries have placed entrepreneurship and business education at the core of their programs, effectively instructing their graduates on how to apply scientific knowledge in practice (Hadad Adel, 2007, as cited in Bagheri, 2019).

Hence, the education system, particularly at the secondary level, presents a valuable opportunity to prepare students for the job market and business environment. It should base its strategies on the principles of teaching and learning, implement income-generating operational plans, and provide services that empower students to enhance their status in a competitive setting. Additionally, the education system assumes the responsibility of educating the future builders of society, contributing to the cultural, intellectual, and economic growth of the nation. In practical terms, education, especially at the secondary level, reduces information acquisition costs by producing knowledgeable individuals. Consequently, with lowered transaction costs, the business environment improves, leading to accelerated economic growth and development (McDowell et al., 2015).

Based on theoretical foundations and numerous research findings, it is crucial to prioritize business education in schools. Thus, the objective of this study was to address the question of whether there exists a significant difference between the current and desired state of business education for students.

[DOR: 20.1001.1.25884395.2022.4.4.24.0]

[DOI: 10.52547/ieepj.4.4.260]

[DOR: 20.1001.1.25884395.2022.4.4.24.0]

[DOI: 10.52547/ieepj.4.4.260]

Material and Methods

To collect information in the field method, a researcher-made questionnaire of "level of business education" was used, which is descriptive in terms of its implementation; Because it has described the current and desired situation of business education to the studied students without manipulating the variables and considering that the data collected was based on the views and opinions of the students, it is of a survey type.

The statistical population of this research included two groups: the first group: all male and female students of the second secondary level of education in Hormozgan province in the academic year 2017-2018 (37,000 people) in the academic fields of the theoretical branch: experimental sciences, humanities and mathematics. - Physics; The second group: all male and female students of the technical-professional branch (25,000 people); Based on the latest statistics of 2018, their population was considered (based on the accurate statistics of Hormozgan Education Organization).

Statistical sample using the cluster-random sampling method and through the Cochran formula, the first group: students of the theoretical branches of study: experimental sciences, humanities and math-physics of the second secondary level of education in Hormozgan province by gender. 300 people were selected. The second group: 300 male and female students of technical-professional education were selected using the cluster-random sampling method by gender.

Table 1. Statistical sample of secondary school students of Hormozgan province by gender

Academic fields of experimental sciences, humanities and math-physics	
Gender	N
Girl	170
Boy	130
Technical-professional field of study	
Girl	150
Boy	150
Total	600

The researcher-made questionnaire was designed in two parts: a) checking the level of business education b) prioritization. A) The first part of the questionnaire: It was designed in order to examine the status of business education in secondary schools; which includes 59 items that examine 9 components (innovation, attitude, willingness to take risks, family, creativity, nurturing morale, education, environment and curriculum); And it is designed based on the Likert scale (I completely agree, I agree, I have no opinion, I completely disagree, I disagree). b) The second part of the questionnaire: it is designed in order to prioritize 10 effective components in optimizing the level of business education, which the student should take into consideration that: if we want business education in school to have the best results, It is better for the educational system (teachers, administrators, etc.)

to consider which of the following items respectively? In order, the components of the following table were prioritized from number 1 to 10.

Table 2. Prioritizing the implementation of business education in school

Prioritize	Education type
1	Teaching communication and social skills
2	Management skills training (finance, business, accounting, marketing)
3	Training to get familiar with commercial electronic tools and computers
4	More communication between the school and the family and local culture of the region
5	The attention of the educational system to the economic status of the society, family and student
6	Teaching methods of increasing self-confidence, interest, motivation, increasing risk-taking power and concentration and mental skills to start and continue business.
7	Holding various training workshops on various jobs and businesses
8	Strengthening the content of textbooks in the field of business education
9	The attention of government institutions to increase the budgets and incomes of families
10	More communication between the school and universities and centers of higher and scientific-applied education

Validity and Reliability: Due to the fact that the expert and corrective opinions of professors and experts in the fields of educational sciences and psychology and curriculum were used in the construction of this questionnaire, it has face validity. For more certainty, content validity was calculated using item analysis method from 28 experts and faculty members. The lowest and highest correlation coefficient of the items was in the range of 0.58-0.79, which was significant at the 0.01 level. Cronbach's alpha method was used to calculate the reliability of the tool, and the coefficient of 0.89 indicated the appropriate reliability of the questionnaire items.

To describe and analyze the questionnaire data from descriptive statistics indices (mean, standard deviation, skewness and skewness) and inferential statistics tests (exploratory factor analysis, one-sample t-test to determine the current situation, dependent t-test to compare the current situation and desired (with SPSS software), was used.

Results

To examine the research question: Is there a significant difference between the current and desired conditions of business education for students? Answers were given in two parts: a) Comparison of the current and desired situation of business education for students by theoretical and technical-professional branch; b) Prioritization of students in the field of better education in business and work in school, separated by theoretical and technical-professional branch.

A) First, the current status of business education in secondary schools in Hormozgan province was investigated; Then, using the independent t-test, the current status of 9 components: innovation, attitude, willingness to take risks, family, creativity, fostering morale, education, environment and curriculum,

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

with favorable status, separated by theoretical and technical fields of study. Professionals were compared and the results of their statistical analysis are given.

b) Prioritization of students in the field of better education of business and work in school, separated by theoretical and technical-professional branches.

A) Comparison of the current and desired situation of business education for students by theoretical and technical-professional branches:

Table 3. One sample t-test to compare the current and desired situation of business education for students of theoretical fields

Variable	Mean	SD	Std. error	Expected Average (3)		
				Mean difference	T value	p
Innovation	1	0.53	0.005	2	4.31	0.001
attitude	1.75	0.70	0.013	1.25	1.03	0.09
risk taking	0.9	0.37	0.065	2.10	4.02	0.001
Family	2	0.38	0.005	1	1.2	0.19
Creativity	1	0.72	0.021	2	3.2	0.01
Cultivating morale	1.25	0.80	0.006	1.75	2.09	0.01
Education	1.15	0.76	0.007	1.85	2.01	0.001
Environment	1.95	0.59	0.033	1.05	1.90	0.11
Curriculum	1.09	0.67	0.013	1.91	3.85	0.001

Considering the calculated t-value of 4.31 in the innovation component in the current and desirable state of business education and the significance level of 0.001, the null hypothesis is rejected with 99% confidence. There is also a significant difference (2) between the obtained average (1) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the innovation component.

According to the calculated t value of 1.03 in the attitude component in the current and desirable state of business education and the significance level of 0.09, the null hypothesis is confirmed with 95% confidence. There is no significant difference (1.25) between the obtained average (1.75) and the expected average (3). Therefore, it is concluded that there is no significant difference between the current and desired situation of business education in the attitude component.

Considering the calculated t-value of 4.02 in the risk-taking component in the current and desirable state of business education and the significance level of 0.001, the null hypothesis is rejected with 99% confidence. There is also a significant difference (2.1) between the obtained average (0.9) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the risk-taking component.

According to the calculated t-value of 1.2 in the family component in the current and desirable state of business education and the significance level of 0.19, the null hypothesis is confirmed with 95% confidence. There is no significant difference (1) between the obtained average (2) and the expected

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

average (3). Therefore, it is concluded that there is no significant difference between the current and desired situation of business education in the family component.

According to the calculated t value of 2.3 in the creativity component in the current and desirable state of business education and the significance level of 0.01, the null hypothesis is rejected with 99% confidence. There is also a significant difference (2) between the obtained average (1) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the creativity component.

According to the calculated t value of 2.09 in the morale development component in the current and desirable state of business education and the significance level of 0.01, the null hypothesis is rejected with 99% confidence. There is also a significant difference (1.75) between the obtained average (1.25) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the morale development component.

According to the calculated t value of 2.01 in the education component in the current and desirable state of business education and the significance level of 0.001, the null hypothesis is rejected with 99% confidence. There is also a significant difference (1.85) between the obtained average (1.15) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and the desired situation of business education in the education component.

According to the calculated t-value of 1.9 in the environment component in the current and desirable state of business education and the significance level of 0.11, the null hypothesis is confirmed with 95% confidence. There is no significant difference (1.05) between the obtained average (1.95) and the expected average (3). Therefore, it is concluded that there is no significant difference between the current and desired situation of business education in the environment component.

According to the calculated t-value of 3.85 in the curriculum component in the current and desirable state of business education and the significance level of 0.001, the null hypothesis is rejected with 99% confidence. There is also a significant difference (1.91) between the obtained average (1.09) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the curriculum component.

As it is clear from the data in the table, the gap between the current situation and the desired situation is high in the components of willingness to take risks, innovation, creativity, curriculum, education, morale development, respectively.

Also, the distance between the current situation and the desired situation is moderate in the components of family, environment and attitude, respectively.

[DOR: 20.1001.1.25884395.2022.4.4.24.0]

[DOI: 10.52547/ieepj.4.4.260]

Table 4. Independent t-test to compare the current and desired state of business education for students of technical-professional education

Variable	Mean	SD	Std. error	Expected Average (3)		
				Mean difference	T value	p
Innovation	1.80	0.63	0.008	1.20	1.88	0.39
attitude	1.95	0.80	0.009	1.05	1.03	0.18
risk taking	1	0.52	0.009	2	3.48	0.001
Family	1	0.78	0.008	2	3.09	0.001
Creativity	1.15	0.70	0.051	1.85	2.98	0.01
Cultivating morale	1.50	0.75	0.004	1.50	3.14	0.001
Education	2	0.57	0.009	1	2.25	0.08
Environment	2	0.43	0.006	1	2.03	0.25
Curriculum	1.15	0.40	0.030	1.85	2.02	0.01

According to the calculated t-value of 1.88 in the innovation component in the current and desirable state of business education and the significance level of 0.39, the null hypothesis is confirmed with 99% confidence. There is no significant difference (1.20) between the obtained average (1.80) and the expected average (3). Therefore, it is concluded that there is no significant difference between the current and desired situation of business education in the innovation component.

According to the calculated t value of 1.03 in the attitude component in the current and desirable state of business education and the significance level of 0.18, the null hypothesis is confirmed with 95% confidence. There is no significant difference (1.05) between the obtained average (1.95) and the expected average (3). Therefore, it is concluded that there is no significant difference between the current and desired situation of business education in the attitude component.

Considering the calculated t-value of 3.48 in the risk-taking component in the current and desirable state of business education and the significance level of 0.001, the null hypothesis is rejected with 99% confidence. There is also a significant difference (2) between the obtained average (1) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the risk-taking component.

According to the calculated t value of 3.09 in the family component in the current and desirable state of business education and the significance level of 0.001, the null hypothesis is rejected with 99% confidence. There is also a significant difference (2) between the obtained average (1) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the family component.

According to the calculated t value of 2.98 in the creativity component in the current and desirable state of business education and the significance level of 0.01, the null hypothesis is rejected with 99% confidence. There is also a significant difference (1.85) between the obtained average (1.15) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the creativity component.

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

According to the calculated t-value of 3.14 in the morale development component in the current and desirable state of business education and the significance level of 0.01, the null hypothesis is rejected with 99% confidence. There is also a significant difference (1.50) between the obtained average (1.50) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the morale development component.

According to the calculated t-value of 2.25 in the training component in the current and desirable state of business training and the significance level of 0.08, the null hypothesis is confirmed with 95% confidence. There is no significant difference (1) between the obtained average (2) and the expected average (3). Therefore, it is concluded that there is no significant difference between the current and desired situation of business education in the education component.

According to the calculated t value of 2.03 in the environment component in the existing and desirable state of business education and the significance level of 0.25, the null hypothesis is confirmed with 95% confidence. There is no significant difference (1.05) between the obtained average (2) and the expected average (3). Therefore, it is concluded that there is no significant difference between the current and desired situation of business education in the environment component.

According to the calculated t value of 2.02 in the curriculum component in the current and desirable state of business education and the significance level of 0.01, the null hypothesis is rejected with 99% confidence. There is also a significant difference (1.85) between the obtained average (1.15) and the expected average (3). Therefore, it is concluded that there is a significant difference between the current and desired situation of business education in the curriculum component.

As it is clear from the data in the table, the distance between the current situation and the desired situation is high in the components of willingness to take risks, family, creativity, curriculum, morale development, respectively.

Also, the distance between the current situation and the desired situation is moderate in the components of education, environment, attitude and innovation, respectively.

b) Prioritization of students in the field of better business education in school, by theoretical and technical-professional branches:

To answer this part, the descriptive statistics method was used and the results are shown in the graphs below.

[DOR: 20.1001.1.25884395.2022.4.4.24.0]

[DOI: 10.52547/ieepj.4.4.260]

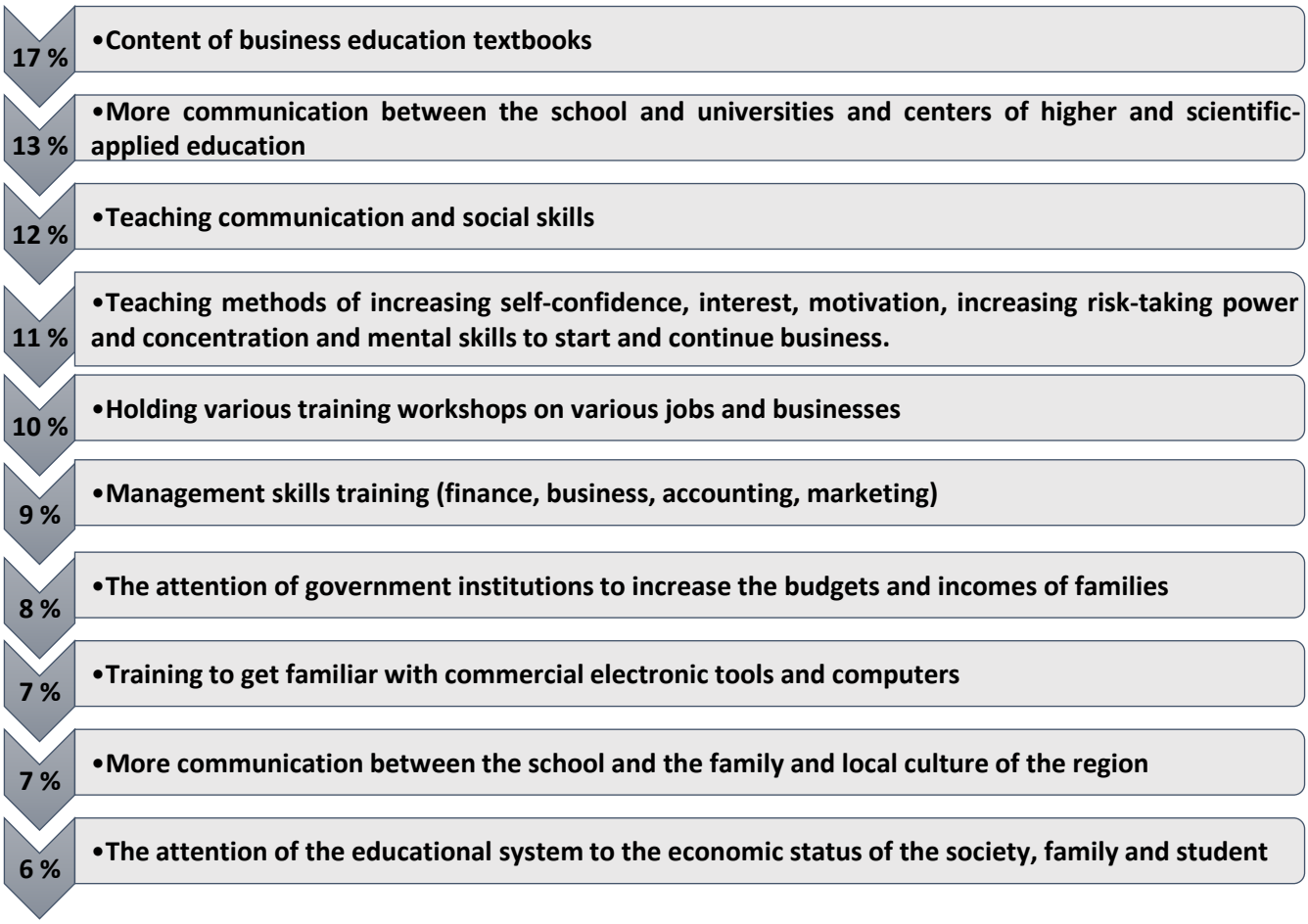

Figure 1. Prioritization of students in the field of better business education at school (theoretical branch)

According to the data obtained from the prioritization of students in the field of better business education in school, in the theoretical branch, students chose the following priorities:

17% of students, the component of strengthening the content of textbooks in the field of business education as the first priority, 13% of the students, the component of greater communication between the school and universities and higher and scientific-applied education centers as the second priority, 12% of the students , the component of training communication and social skills as the third priority, 11 percent of students, the component of training methods of increasing self-confidence, interest, motivation, increasing the power of risk-taking and concentration, and mental skills for starting and continuing business as a priority Fourth, 10 percent of students consider the component of holding various training workshops on various jobs and businesses as the fifth priority, 9 percent of students consider the component of training management skills (finance, business, accounting, marketing) as the sixth priority. 8% of the students, the component of attention of government institutions to increase the budgets and incomes of families as the seventh priority, 7% of the students, the component of training

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

familiarity with commercial electronic tools and computers as the eighth priority, 7% of the students, the component 6% of the students chose more communication between the school and the family and the local culture of the region as the ninth priority, and the component of the education system's attention to the economic status of the community and the family and the student as the tenth priority.

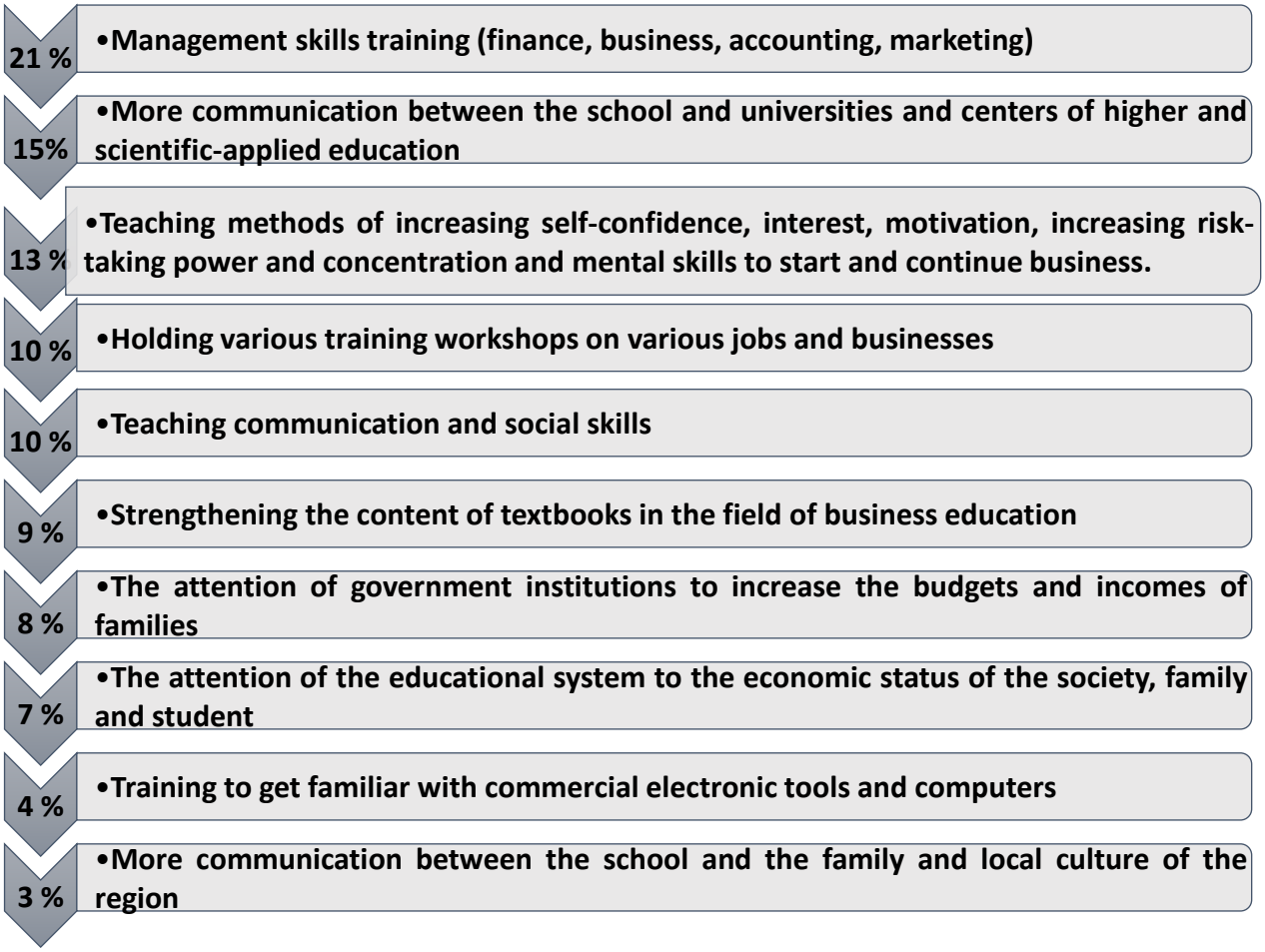

Figure 2. Prioritization of students in the field of better business education in school (technical-professional branch)

According to the data obtained from the prioritization of students in the field of better business education in school, in the technical-professional branch, students chose the following priorities:

21% of the students, the component of teaching management skills (finance, business, accounting, marketing) as the first priority, 15% of the students, the component of greater communication between the school and universities and higher and scientific-applied education centers as the second priority, 13% of the students, The component of teaching methods of increasing self-confidence, interest, motivation, increasing the power of risk-taking and concentration and mental skills to start and continue business as the third priority, 10% of students, the component of holding various training workshops on various types of business and business and work as the fourth priority, 10% of students, the component of communication and social skills training as the fifth priority, 9% of students, the component of

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

strengthening the content of textbooks in the field of business education as the sixth priority, 8% of students, the component Government institutions' attention to increase the budgets and incomes of families as the seventh priority, 7% of the students, the component of the education system's attention to the economic status of the society and the family and the student as the eighth priority, 4% of the students, the component of teaching familiarity with electronic tools Business and computer as the ninth priority, 3% of the students chose the element of greater communication between the school and the family and the native culture of the region as the tenth priority.

Discussion

As evidenced by the data presented in the tables, it is apparent that there exists a notable disparity between the current state and the desired state of business education for students in theoretical branches. This discrepancy is particularly evident in the areas of risk-taking propensity, innovation, creativity, curriculum, and educational ambiance. Furthermore, a moderate gap is observed in the components of family, environment, and attitude.

Similarly, for technical-professional students, there is a substantial divergence between the existing situation and the desired state of business education. This divergence is most pronounced in the domains of risk-taking propensity, family, creativity, curriculum, and morale development. Moreover, a moderate gap is observed in the components of education, environment, attitude, and innovation.

In terms of prioritization, when students were asked about their preferences regarding enhanced business education in both theoretical and technical-professional branches, it was found that students from the theoretical branch considered strengthening the content of textbooks in the field of business education as their foremost priority. Conversely, the students' ultimate priority was the education system's attention to the economic status of society, family, and students. On the other hand, students from the technical-professional branch deemed training in management skills (finance, business, accounting, marketing) as their primary priority, whereas their final priority was the establishment of a strong connection between the school and the family and local culture of the region.

To effectively implement business education for students, it is imperative to develop a strategic operational plan and overarching policies. There is a need to bolster the belief system, moral compass, and professional competencies of managers and teachers. Furthermore, instruction in idea generation and problem-solving techniques should be provided. Emphasis should be placed on imparting life skills, business acumen, and fostering the creation of a viable market. The education systems in all provinces, including Hormozgan province, must first identify the specific needs of their respective communities and formulate plans accordingly, taking into account the existing capacities of the region. Special

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

attention should be given to individual differences, with a particular focus on gender identity and disparities between urban and rural areas.

In order to provide business training, collaboration between the technical and professional organization and the General Department of Education is imperative. Additionally, coordination with the labor department, governorate, and provincial banks should be established. Students residing in disadvantaged areas, villages, outskirts of cities, nomadic communities, and bilingual regions with special needs should be empowered through the creation of diverse and high-quality educational opportunities. It is crucial to equip students with at least one practical skill that can ensure a halal livelihood. This way, if they are separated from the formal education and training system at any stage, they will possess the capability to provide for their own livelihood and manage their family affairs. The education system should also extend economic support to viable student ideas, in conjunction with business training.

Emphasis should be placed on local enterprises, with a focus on the local market for goods and the introduction of profitable ventures. Counselling and educational services should be provided at all levels of education to enhance the desire to acquire business knowledge. The subject matter of entrepreneurship and business should be incorporated into textbooks across various disciplines and educational levels. The content of different courses should align with the principles of business education. Training should be conducted at both the local and national levels. The technical and professional organizations should provide rigorous and practical business training. Following the training, policies and conditions should be implemented to enable the government to attract talented students directly or indirectly. Training should prioritize practical activities related to business instead of teacher-centered instruction, allowing students to gain practical experience and involvement. Schools should be equipped with vocational and practical laboratories and workshops. Schools should also conduct applied and project-based assessments, emphasizing the productivity of tests, research-based examinations, and individual and group projects. Group evaluations and experimentation should also be emphasized. Incorporating new technologies into education is essential.

Research limitations include limited access to articles, databases, and relevant research from other countries in the field of business education. Additionally, there is a lack of comprehensive information and research on the specific topic of business education that encompasses all related areas.

It is recommended that the business education curriculum be developed with a gender-focused approach. There should be a separate curriculum for business education at the elementary and secondary levels. Educational workshops, seminars, and conferences should be organized for teachers, administrators, and students from various disciplines within the field of business education. Recognizing the significance of curriculum elements in business education, measures should be taken to review and update the curricula.

[DOR: 20.1001.1.25884395.2022.4.4.24.0]
[DOI: 10.52547/ieepj.4.4.260]

Conflict of interest: The authors state no conflict of interest in the study.

Financial sponsor: The authors acknowledge that they have not received any financial support for all stages of the study, writing and publication of the paper.

Acknowledgements: The researchers wish to thank all the individuals who participated in the study.

References

Abedzadeh, Ishrat, (2012). Managers and students' entrepreneurship reflecting the opinions of the teachers of secondary schools for girls in Ray city. Education Development, Volume 8, Number 2, pp. 42-49.

Ahmadpour, Mahmoud (2010). A one-minute entrepreneur in a thousand entrepreneurial tips, Tehran: Mihrab Qalam Cultural and Publishing Institute

Bagheri, Bahram (2018). The role of the family in the development of entrepreneurship. Vista magazine. Women entrepreneurs

Chaharband Farzaneh, Momeni Farshad (2012). Challenges and prospects of knowledge-based development in Iran: a view from the perspective of basic education. Researches on economic growth and development: Volume 1, Number 4, pp. 112-

Cheng M, chan W, Mahmod A. (2009). "The effectiveness of Entrepreneurship education in Malaysia "Tournal: education + Training. V. 51. Issu. 7, 555 – 566.

Golalizadeh, Mohammad Reza (2007). Providing a systematic solution to create institutions to provide financial support for new knowledge-based enterprises in Iran. Campus Technology Park. Research Institute of Humanities and Cultural Studies

Kim, Y. (2000). "Concurrent development of education and industrialization strategies in Korea (1945-95)". Journal of Education and Work, Vol 13, Iss 1, pp 55-83.

Kmieciak, Roman; Anna Michna & Anna Meczynska, (2012). "Innovativeness, empowerment and IT capability: evidence from SMEs". Industrial Management & Data Systems, Vol. 112, Iss 5, pp.707 – 728.

McDowell, C.W. & Voelker, A.T. (2015). "Information, resources and transaction cost economics: The effects of informal network centrality on teams and team performance". Journal of Behavioral and Applied Management, Vol 9, Iss 2, pp 134-147.

Mehrabi, Omid (2016). Entrepreneurship in schools. Teacher's growth, volume 36, number 1, pp. 28-30.

Mohseni, Hoda Sadat. Shafizadeh, Hamid (2012). Investigating entrepreneurial personality traits of students of Tehran state universities. Social and cultural strategy quarterly. First year, number four. pp. 133-155

Neupert & Baughn, C. (2003). Entrepreneurship education and challenges to Nigerian Universities. Journal of Education and Practice, 4(3), 51-56.

Sharma, Ajay & Dua, Sapna, (2015). "Micro Enterprise Develooment And rural Women Entrepreneurship: Way for Economic, Empowerment". Journal of Economics and Management, Vol.1, Iss 6, pp 2278-0629.

Stephan, U., & Hopp, L. M. (2010). Performance-based vs socially supportive culture: A cross-national study of descriptive norms and entrepreneurship. Journal of International Business Studies, 41(8), 1347–1364. http://doi.org/10.1057/jibs.2010.14

Yacoubi Najafabadi, Ashraf, (2010). The necessity of entrepreneurship education in all educational levels. School consultant, fifth period, number 4, pp. 30-35.

Zabihi, Mohammadreza and Moghdisi, Alireza (2015). Entrepreneurship from theory to practice. Mashhad, Jahan Farda Publishing House.