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University Students Entrepreneurial intention: Perception of Commerce Students at Tehran Region

Mohammad Shirazi Pour^{a*}, Mohammad Hosein Nooriaee^b, Jafar Heydari^c

^aPayame Noor University, PO BOX 19395-3697, Tehran, IRAN

^bPayame Noor University, PO BOX 19395-3697, Tehran, IRAN

^cPayame Noor University, PO BOX 19395-3697, Tehran, IRAN

Abstract

Iran's entrepreneurial Total Early-Stage Acuity (TEA) among the 51 countries that Global Entrepreneurship Monitor (GEM) has studied in 2009 is increased dramatically (GEM Iran, 2010). It is up to the country's higher education to sustain and enhance this position through development and implementation of an entrepreneur focused curriculum while improving current programs to include entrepreneurial courses and or flavor. Research about attitudes of university students toward entrepreneurship is rare in the Iranian environment; while students Perceptions has potential to improve university entrepreneurship education and consequently provide support for economic develop of the country. Therefore, this research examines the attitudes of students about impediment and stimulation of entrepreneurial activities in one hand and their perceptions about the component of an appropriate university entrepreneurial curriculum and importance of sources for their future job selection on the other hand. Age, gender and major are considered as independent variables in this study. A sample of 227 accounting, management and economic students from three higher education institutes located at Tehran region responds to the questionnaire survey. Results indicate that gender, age and major of students are not significantly related to their perception about the importance of barrier, motivation, component of an appropriate entrepreneurial university curriculum and Sources of future job selection. They believe that loan and credit and government regulations are the most important barriers while connecting job with passion/hobby and realizing their idea/vision are most important motivation factors. Communication and marketing are considered as the most important component of a university entrepreneurial curriculum while other component of the curriculum such as management, finance and accounting gained a high level of importance as well. When it comes to job selection the most important sources for students are personal experience and background university study.

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1. Introduction

Today many organizations are following the data and information and faced with massive amounts of data that in many cases, proper management and exploitation of them is another matter. Today, organizations increasingly are separated based on their knowledge and knowledge in the organization's competitive advantage in the global economy. Intellectual capital as a powerful force is being replaced rather than physical assets. So the topic of workforce learning and development today is a particularly important issue like e-learning [5]. In the age of

* Corresponding Author: Mohammad Shirazi Pour . Tel.: +98-938-736-1525

E-mail address:kishbahar88@yahoo.com

informatics and IT, changes are not limited only to teaching-learning process, but it also changes educational structures, behavioural paradigms, and even instructional content and education organization is expected to play role in solving educational, social, cultural, and economic problems and grow people independent, flexible, and proportionate to specific needs and keep the step with individual and pluralism in the society and it presupposes a special approach in educational system, because as students see IT they can attain much information in a short time.

1. Guide The Review of Literature

1.1. Knowledge management:

Knowledge management is a systematic approach to manage people, groups and organizational knowledge using appropriate tools and technologies [9].

One of the primary goals of knowledge management is facilitating efficient and effective process of sharing knowledge among the members of the organization [2].

Therefore, such a definition would be appropriate that knowledge management is a process of discovery, acquisition, development, sharing, storing, evaluating and applying the appropriate knowledge, at the right time, by the right person in the organization through the link between human resources, information and communication technology and organizational structure for achieving occurs [1].

The most important assistance that can be made is to identify the types of knowledge management and show the differences of them. Using knowledge management by individuals, organizations and nations to improve their efficiency and effectiveness of systems of knowledge, it seems absolutely vital [10]. The general policy is the integration of knowledge management in e-learning [4].

1.2. E-learning:

Today, E-Learning has different definitions, each of which consists of conceptions, attitudes and training philosophy of its presenters. Therefore, considering the nature of E-Learning system, without any intention to explain and criticize other definitions, it can be said that E-Learning includes organizing the training process – Learning through an institute (and not a teacher) by selecting proper solutions to apply educational technologies, organizing multimedia and IT, to provide educational self-assessment independent learning facilities, and establishing mutual connection between trainer and trainee are separate from time and place viewpoint [6].

Open and remote Education includes organizing Training-Learning process-Learning and Educational evaluation by a reflexible institute, or giving equal opportunities to everybody and removing access obstacles, in particular geographical distance of society members to the required training and independent learning in all levels and taking proper strategies to apply educational technology, multimedia and IT [3]. Thus, we are facing with a type of educational system, organizing training elements in a manner that the trainer in his/her desirable time and place, with his/her proper speed but with maintaining organizational relationship, cooperates with assistance of development or teacher and/or a learning group [8].

The terms distance education, open education, tele education are ambiguous terms, for which numerous meanings have been offered [7]. In Cambridge encyclopaedia distance education is defined as below (educating people at home or workplace)

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