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Identifying the Impact of Entrepreneurship Education on the Attitude of Students toward Business (Case Study: Kermanshah's Kar-Danesh Schools)

Saba Amiri [a], Saman Fathi [b], Nader Naderi [c], Sohrab Delangizan [d]

[a] *Corresponding Author, MA Student of Entrepreneurship in Kermanshah, Razi University.*

[b] *MSc Gradute of Industrial Engineering in Tehran, Iran University of Science and Technology.*

[c] *Assistant Professor and a Faculty Member of College of Social Sciences in Kermanshah, Razi University..*

[d] *Assistant Professor and a Faculty Member of College of Social Sciences in Kermanshah, Razi University.*

Abstract

Nowadays entrepreneurship is considered as interdisciplinary pedagogical knowledge. Its valuable outcomes appear when it is learned in early ages. The aim of the present study is to determine the effect of entrepreneurship education and its components on students' attitude toward business in Kermanshah's Kar-Danesh schools. Therefore, this study is based on a main hypothesis as well as nine lateral hypotheses. The study uses a descriptive-correlation method, along with two researcher-made questionnaires. The validity and reliability of the questionnaires are approved by panel of experts and Chronbach's Alpha respectively. The participants are 260 male and female students from conservatories mentioned above. The statistics are analyzed using linear regression, mean comparison, multivariate general linear model and structural equation modeling. The results shows that all analyzed entrepreneurship education's components have significant effects on students' attitude toward business. "The upbringing pattern of students in family" and "educational content", with regression indexes 0.412 and 0.206, have the most and the least effects on the dependent variable respectively. It is also shown that there is no significant difference between attitudes for male and female students.

Keywords: : Entrepreneurship Education, Students, Kar-Danesh, Skill, Attitude toward Business.

Introduction:

Nowadays entrepreneurship is known as a variable with a key role in the economy (Mobaraki et al., 2012, 7). Often the experts of this major have accepted its educability over its inherency (Thurmond, 2003, 47) and the most of the studies about entrepreneurship express that entrepreneurship is educable and is a scientific major (Kuratko, 2005, 580). Entrepreneurship education programs have a significant positive effect on indices of entrepreneurship such as entrepreneurship goals and utility of access to a variety of entrepreneurships (Peykarifar and Mahnegar, 2012, 3). It is essential to note that, merely spending entrepreneurship training courses will not make you an entrepreneur, but there should also be a positive attitude to the business.On the other hand, the establishment of educational institutions is the result of revealing the need to combat ignorance and superstition and the transmission of doctrine with different points of view (Sharifzadeh and Asadi, 2010, 22). Undoubtedly, the waves of current global developments has penetrated in social systems too and bounded sub-systems to sync with its peripheral processes.in the mean time the sub systems, specially the educational system keep in their mind that requirement of their existence is providing new services and diverse products and It is not possible except with the help of creativity and innovation that lies in the shadow of entrepreneurship education (Zinabady and Parand, 2013, 8). Therefore, the Ministry of Education as a fundamental part for training human resources, strengthen entrepreneurial spirit as a value proposition which gives special attention and provides guidelines for its development and institutionalization. One of the examples of implementation of these strategies is growing and development of technical and work-study or in other words is the academic educations that entrepreneurship is characteristic of this kind of training (Saharkhiz et al., 2013, 10). The main objective of entrepreneurship education in the vocational training schools is that students gain self-confidence and capacity for self-declaration and practice the knowledge that they have learned and learn how to identify and exploit the opportunities (Peykarifar and Mahnegar, 2012, 6). However, many shortcomings and gaps in the process of entrepreneurship education is felt that including not using the knowledge of professional and young educators, ignoring the experience of entrepreneurs, employing improper traditional teaching methods, the lack of experienced entrepreneurship consultants, lack of laboratory space and workshops, etc.. These problems have caused the effectiveness of entrepreneurship education in the countries educational system to be faced to serious problems.

Despite the vocational training establish and development, in our country higher education centers are the main entity in charge of entrepreneurship education which have prepared programs with the aim to develop manpower with entrepreneurial characteristics, while the education system should nurture the talented, educated, creative and independent forces from youngster and early ages. Therefore, changing the location of the entrepreneurship education from university to the schools is important, since primary and secondary levels are the most decisive levels of formal education in development of entrepreneurship behavior and attitudes in students'. Accordingly, this article aims deal with identifying the impact of entrepreneurship education and its components on the attitude of students toward business in vocational schools of Kermanshah and providing strategies for improvement of entrepreneurship education components, development of entrepreneurial attitudes and behaviors among the trainee teenagers.

A Review of the Theoretical Foundations and Literature Backgrounds

Definitions

A) Elements of Entrepreneurship Education: Each training set is shaped like a system of interacting elements that if its elements are not well organized, quality outcomes will not be achieved (Haji Mirrahimi and Mokhber, 2009, 72). Relying on systemic approach and moving towards all of educational elements improvement, is of particular importance in the educational system (the same, 75). The total of educational element variables, individual elements, educational and job factors of the trainees is called educational elements (Khosravipoor et al., 2007, 207). Every educational system contain six main element which are closely and multilaterally interrelated with each other and is strongly influenced by

cultural, economic, social, political and technological activity. These elements include: Foundations educational system (philosophy, principles and objectives) Organization, instructors, Learners, program content, and Teaching methods (Mohammad Zadeh and Pezeshki Rad, 2004; Eskandari, 2005; Mahnegar et al., 2013). Also learning components for adults include:

Principles and purposes of education, educational programing and curricula, teaching-learning approaches, teaching methods, educational content, management training courses, skills of instructors, educational environment, qualifications of learners and evaluation system (Ebrahimzadeh and Mohammad davodi, 2009, 9). According to Salehi (2005) the educational elements in the "work-knowledge" are divided Into three categories: inputs, processes and outputs which input elements include : students, instructors, dean, support and services employees, Equipment and facilities, budget and education space, Process elements include: Student activities and the activities of instructors, school management activities, extracurricular activities, support and services staff activities, research activities and human relations, And output elements include: Graduates, goals and entrepreneurship (Salehi, 2005, 150).

The three elements of teachers, students and content are respectively of particular importance and priority and in related studies of learning elements; they should not be ignored because "teacher-centered", "student-centered" and "content-centric" educations have always existed throughout history. Teacher can be axis in the training process because he is the main agent of the process. Hence that disciple is the main axis of all activities and all activities of the teachers will be provided to bring educational content to him. Also the content, because it contains information, knowledge, skills and values in which, the teaching-learning process is transmitted. Furthermore, the method of teaching is the result of interaction between content, teacher and student (Ebrahimzadeh, 2003, 4). In addition to these four components, space and training facilities also in most of the relevant studies have considered as the educational element, the two elements that all teaching-learning processes is done within it, influence on teaching and learning process (Fathi Vajargah, 2009, 131). Considering that in this study, the emphasis is on entrepreneurship education, the other three variables of school management in the form of 'transformational leadership style, academic and career consulting, and student training patterns in family, have been added to educational elements.

Because, according to the reviewed studies, among transformational leadership style and organizational entrepreneurship, among educational and career consulting and future education and career of students, and also among the behavior of parents and their upbringing methods, and attitudes of children, there is a direct and positive correlation.

According to studies, although there are elements among these elements but eight variable "personality traits of students" with regard to indicators of internal control, independence, risk-taking and need for achievement, "instructors features" Considering the indicators of creativity and entrepreneurial training experience, ability to motivate and convey the concepts to their students, and education of managers, "Space and training facilities" With regard to indicators varsity, quality and the availability of space for classes, workshops, laboratories and library space and indicators for quality and quantity of teaching aids and how up to date laboratory and workshop for training facilities are, "Transformational Leadership" taking into account the considerations of individual indicators, inspirational motivation, intellectual stimulation, and idealized influence, "educational and Career counseling " Considering the indicators of psychological and counseling services to the students in the field of recognizing the dimensions of their personality, talents and abilities, helping multilateral growth of students potential and flourishing their latent talents in the field of entrepreneurship, familiarizing students with the needs and opportunities of the market and employment opportunities at the national provincial and regional level, and career and providing counseling services to the students using appropriate tools, such as visits and career brochures, "educational content" Considering the indicators of creative content review, challenging and proportionate to the needs of the labor market and society, "Teaching methods" Considering the

indicators of entrepreneurial and active teaching methods, and "the students upbringing patterns in the family" indicators with regard to the type of relationship the students have with their parents, the extent of students dependency on the family (bodily spiritual), and educational values in the family environment for the study were selected as an important component of entrepreneurship education.

B) Attitude to the Business and its Relationship with Entrepreneurship Education: In studies that have been done so far about entrepreneurship education, the dependent variable mostly has been entrepreneurial attitude, entrepreneurial intention or entrepreneurial behavior. But in this study, we tried to use interesting and new concept called "business attitude" as the dependent variable, used to measure the students' perspectives.

About the people Entrepreneurship education faces two options: First, attempting to "create" entrepreneurial spirit, features, and skills in students and the second, for "training", directing the features and entrepreneurial skills (Barani et al., 2009, 75). An important point that in this field is ignored is that in general, such courses causes a high percentage of new businesses succeed in the beginning, while many people haven't still taken any decision to be an entrepreneur, Because setting up a business primarily is an individual decision. Clearly, before setting up business, there is decision-making stage and it is at this stage that a person among various career options decides to, choose entrepreneurship (Moriano and Gorgievski, 2007, 12). Adoption of attitudes in entrepreneurship research is so that, in view of person, to what extent the creation of new business, looks attractive (Mohseni et al., 2013, 66). Attitude is the psychological state based on experience which in a dynamic way impacts on the individual and his actions, and prepares him to react in such an especially way, against some of the objects and situations (Amiri and Moradi, 2008, 52). In other words, it is said that attitude is preparedness to particularly respond to a person, object, thought or situation (Rezaeian, 2012, 202) and the psychological preparation to set up the business, is called attitude to business (Asgaripoor et al., 2013, 4). According to these studies, dimensions of business attitude in universities include: Entrepreneurial intention, attitudes to competition, attitudes to money, attitudes to change, attitudes to entrepreneurship, the perception of the university environment, environmental protection and environmental barriers (Moghimi and Ramazan, 2013, 196). In this study, regarding the selected educational components as the independent variable and concepts that will be studied and examined, total dimensions of Entrepreneurial intention, attitudes to money, attitude towards competitiveness, attitudes To change and perceptions of the school environment, form the variable of attitude to business among the students, that can be positive, negative or neutral.

Studies show that certain processes and training programs, with changing in the outlook and attitude of people and equipping them with knowledge and specific skills, convert a potential entrepreneur to an actual entrepreneur (Kia and Ahmad Zadeh, 2007, 42). Entrepreneurship educations cause the people attitudes subjected to change and this by itself is a pivotal point that by these trainings strengthens the attitudes of the people through entrepreneurship and directs them through entrepreneurial behavior (Mohseni et al., 2013, 66).

C) Branch "Work - Knowledge": "work - knowledge" Branch, is referred to a subset of the high school education system which have been planned and implemented in order to promote practical knowledge and skills in students and also flourish their latent talents. The purpose of this branch is preparing much of the required manpower in industrial, agricultural and the services (Hamze Loui Kahrizi, 1996, 1). It has three branches of industry, agriculture and animal husbandry, and services, and each field has one or more groups, and each group includes one or more major skills. The purpose of this branch, is training of the semi-skilled and skilled levels of manpower, craftsman and supervisor required by industrial, agricultural and services based on the economic, social and cultural needs of country, So that each employed person or applicants for job in the society, acquire sufficient knowledge and skills for what they are doing or

volunteering (Hosseini Birjandi, 2012, 300). Educational units of this branch are called "academy" and the students as "art students," and its specialized teachers as "instructor".

Research Background

In this section, an overview of the results of some studies and researches related to entrepreneurship, education, research variables and attitudes to business, inside and outside of the country will be discussed (Table 1 and Table 2). Of course it should be noted, regarding that elements and unique and novel markers were chosen as independent and dependent variables in this study and So far, no research has been done on "work - knowledge" academies (vocational) in Kermanshah to verify the status of entrepreneurship education, no study according to this subject has been found. Also, because the work - knowledge academy is particularly for Iranian education system, the number of the external studies related to this area is very small.

Table1. Summary of Domestic Background on the Subject of Research

Researcher (year)	Research Subject	Results
Kamaei (1998)	Review of effective factors that increase the efficiency of technical training in the province of Khuzestan using the experiences of workshop staff	Strengthening the motivation of the students, using educational and career guidance, improving the quality of staff, and scientific and proper management of the Academy will improve efficiency of the students
Kavoosi (2001)	the Investigation of the relationship and the appropriateness of training skills of the "work - knowledge" branch, with labor market needs in terms of the employers and trainees of Miyane city	Level and the extent of the submitted education in the "work - knowledge" branch, have not been suitable for the required skills of manufacturing and service sectors as it should and the equipment and training facilities proportionate to the required skills are not found in the region market.
Dorani and Salehi (2006)	Evaluation of work - knowledge academies using CIPP model and proposing a framework for improving the quality of "work - knowledge" academies (vocational schools (work - knowledge academies of district 2 of Tehran)	Evaluation of work - knowledge academies using CIPP model shows that the situation in each of the three sections of input, process and output is undesirable.
Amiri and Moradi (2008)	Students' entrepreneurial attitudes and its obstacles	Internal factors, including management style, course contents, instructors' characteristics, features of the administrative-financial system, staff performance, and characteristics of students, influence on entrepreneurial attitude And Two factors of equipment and training facilities and teaching space have no significant relationship with the entrepreneurial attitude.
Ahmadi et al. (2009)	Identification of the factors associated with the cultivation of entrepreneurship among the higher education students in the of	Features of ambition for achievement, creativity, risk-taking, independence movement, instructors, content and teaching methods, have positive and significant relationship with variable of

	Agricultural Sciences and Natural Resources Faculty of Tehran branch Science and Research	entrepreneurship cultivation.
Karimzadeh et al. (2012)	Investigating the attitude to Business (students of Islamic Azad University of Najafabad)	Type of students' attitudes toward business, will have effects on their behavior to take the risk on launching entrepreneurial activity. Findings of the research indicate that, 7/61% of the students have positive attitudes, 3/38 percent of them have neutral attitudes towards business, and none of the study participants have a negative attitude.
Asgaripoor et al. (2013)	review of the effect of attitude toward business on the entrepreneurial skills of students (non-medical universities of Chabahar)	Attitude toward the business will have effects on entrepreneurial skills directly and significantly. This result is seen in every dimension except the perception of universities environment and the environmental support.

Table2. Summary of Foreign Literature about the Subject of Research

Researcher (year)	**Research Subject**	**Results**
Hisrich and Brush (1983)	Entrepreneur women :management skills and the business problems	There are differences Between the entrepreneur men and women from various dimensions such as personality characteristics, educations experiences and acquiring financial resources. Also the family backgrounds will have effects through providing a supportive and conscious environment and entrepreneur parents will have effects on the choice of their children prospect career.
Brown (2003)	Entrepreneurial planning :homely and small businesses	Educations should be started from the high school so that the youngsters choose their appropriate career path. Teaching entrepreneurship for the youngsters is an investment for the future that introduce them with new positive decisions which help them take better decisions for their occupations.
Pittaway and cope (2006)	Entrepreneurship training: a systematic review on National Council of Entrepreneurship Graduate	Entrepreneurship training will effect on the students' tendency on launching business.
Bager (2006)	Training of Entrepreneurship and entrepreneurial skills training	The entrepreneurships professor and instructor measures for proper teaching include requirement for passing the course of entrepreneurial teaching special for the professors and the instructors and having enough personal entrepreneurial experience
Woods (2008)	The review of the technical and vocational trainings of the youngster s in Australia	The youngsters who have the experience of taking part in the skills training courses, will have better outputs than they who haven't

		passed these courses
Tam (2009)	How and to what extent the entrepreneurial trainings will make the students more entrepreneur? (California Technology Management Program)	Entrepreneurship trainings has effect on the entrepreneurial attitudes of the students and an enormous change in the entrepreneurial attitude of them before and after the training course has been brought about.
Kuttim et al. (2014)	The entrepreneurship training at the university level and the entrepreneurial intension of the students	What, as the content and method of entrepreneurship education has been offered in 17 investigated European countries is not appropriate and the training of the entrepreneurship requires more participation of the students in the teaching process and the skill and knowledge of the instructor because participation of the students will have positive effects on their entrepreneurial intentions.
Ben-Nasr and Boujelbene (2014)	The investigation of entrepreneurship training effects	The entrepreneurship trainings have positive effect on the entrepreneurial intentions of the students and They've been able to find a good job.

Theoretical Framework and Conceptual Model

The total framework development of variable and markers has been designed with adaption from the existing experiences, literature, and background and by using the Organizational element patterns (Mashayekh and Bazargan, 1995), the systemic pattern of university (Amiri and Moradi, 2008), and the conceptual model of the evaluation of "work - knowledge" academies (Dorani and Salehi, 2006) and developing some of the required variable and new markers. Regarding to the main goal of the research, that is identification of the educational effect of entrepreneurship and its elements on the students' attitudes towards the business in "work - knowledge" academies, the conceptual model has been drawn as the figure1. The variables of "the students personal characteristics", "the instructors characteristics" and "the space and the educational facilities" as the input, the variables of "the evolutionary leadership style", educational and career consulting"," the educational content" and the "teaching methods" as the process and the variable of "attitude to business" has been regarded as the output of the educational system. Since the variable of "students upbringing patterns in family" does have a significant importance in the entrepreneurship training process and is not included within inputs or training system process, its impact is studied directly on outputs.

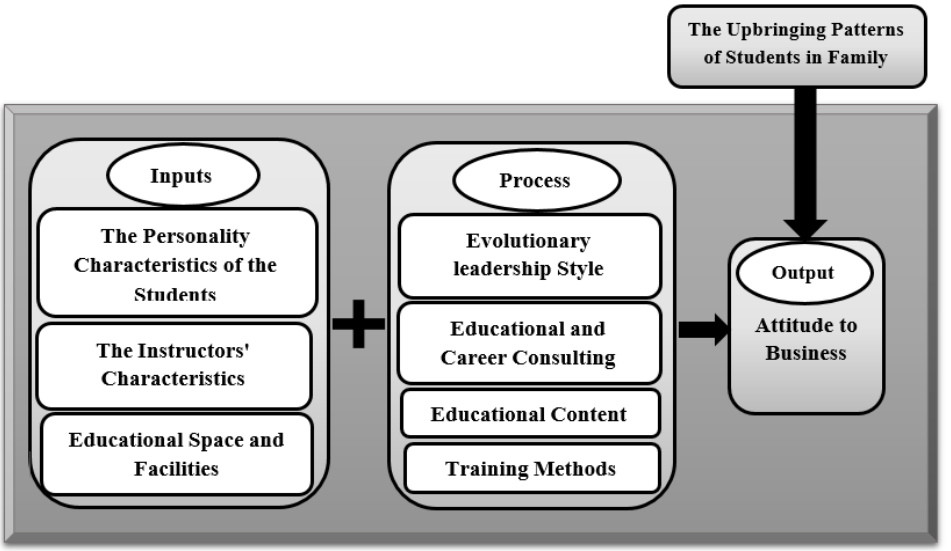

Figure1. The conceptual model of research: the impact of entrepreneurship training elements on the students' attitudes to business

Methodology of Research

This research in terms of the quantitative nature, practical purpose, and method of data collecting, is descriptive-correlational. The statistical community of this research is 761 female and male students of "work - knowledge" academies (conservatory) of Kermanshah in the third grade of education that two units of entrepreneurships is taught to them as one of the skill complementary lessons. According to Krejcie and Morgan table (1970), 260 students were selected as the statistical sample. To access the samples, categorized random sampling method, with the appropriate assignment was used; Due to the heterogeneity (large variance) the statistical sample based on gender, it is divided into two classes of homogeneous female and male students. Then each category was divided into three educational areas, based on three educational areas of Kermanshah. Eventually number of samples for each category and each area was calculated using the appropriate assignment method (Table 3).

Table3. Summary of Research Sampling Data

The number of samples in district one	The number of samples in district one	The number of samples in district one	The number of samples in each category	Category division	Categories
41 persons	26 persons	24 persons	91 persons	Female Students	**Category One**
45 persons	46 persons	78 persons	169 persons	Male Students	**Category Two**
86 persons	72 persons	102 persons	260 persons	Entire Students	**Total**

Because, the research is quantitative, and acceptable-standardized questionnaires that can properly assess the relevant markers and elements, were not found, the researcher-made questionnaires, with the whole 5-point range of Likert was used, to collect data. For this purpose, a combination of standard items of

questionnaires, as well as exquisite items which were exclusively designed for markers of this research, were used. Content validity of questionnaires was confirmed by experts and professors. And to confirm the reliability, the method of Questionnaires implementation on a group of thirty people (15 female students and 15 male students) and Cronbach's alpha indicator calculation was used. Results showed that the Cronbach's alpha for 47questions of "entrepreneurship training elements "was equal to 0.922, and the 18 questions of "attitude to business," has been calculated equivalent to 0.750 which shows the reliability of the questionnaires. Finally, to test goodness of fit of the structural models, various fitness indicators were used and data analysis was performed with SPSS 20 and AMOS 23 software.

Findings

Demographic Descriptions

According to the results, 91 female of students (35% of sample) and 169 of the boy students (65% of sample) were tested That male students from the fields of mechanics (50 persons), industrial (31), electronics (29 persons) Computer (27), engineering (17) and accounting (15) and female students in the fields of accounting (n = 24), sewing design (n = 23), architecture (18) computer (n = 15) and management family (11 people) were selected. Also on the basis of proportionate assignment, 102 persons from district one (24 females and 78 males), 72 people from the district two (26 females and 46 males) and 86 people from the district three (41 females and 45 males) were tested.

Structural Model of Research

Statistical analysis results for determining the adequacy of (fitting) the model showed that on the basis of the optimal values and the reported values for the indicators of Chi-square tests (X2), Comparative Fit (CFI), Normalized Fit (NFI), and Root Mean Square Error of Estimate (RMSEA), the structural model good ness of fit was in an acceptable and desirable level.

Table4. Results of Structural Model Compliance Rate with the Goodness of Fit Indicators

Reported quantity	Desirable measures	Acceptable level	indicator
significance level of 0.07 And the amount of 36.201	Significance level of > 0.05 and the amount of <47.464	Zero to positive infinite (depends on Error level and degrees of freedom)	**X2**
0.962	0.90 <	Zero (not fitted) to one (perfect fit)	**CFI**
0.911	0.90 <	Zero (not fitted) to one (perfect fit)	**NFI**
0.054	0.08>	Zero (perfect fit) to one (not fitted)	**RMSEA**

It is noteworthy that prior to the implementation of structural models and hypothesis testing, the normal distribution of the random variable of "attitude to business" was discussed by the Kolmogorov-Smirnov test which The results showed that in the level of 5%, Kolmogorov-Smirnov coefficient is calculated equal to 0.944 That because, it is located in the range of -1.96 and +1.96, being normal distribution of random variables assumption is confirmed.

Hypothesis Testing

The results of the research hypotheses are presented in Table 5. For this purpose, linear regression, univariate variance test, mean comparison test for two independent communities, and multivariate general linear model was used.

The results showed that, at the level of 5%, the components of entrepreneurship education have had significant effect on attitudes of students to business in "work - knowledge" academies of Kermanshah, And all eight independent variables, have a significant impact on the dependent variables. However, the ninth hypothesis is rejected, That is, the attitude of male and female students on business has no significant difference. In addition, the standardized regression coefficient (Beta) shows the effectiveness extent of each of the independent variables on the dependent variable. The results showed that the variable of "students' upbringing patterns in the family" with 0.412 beta had the greatest impact on the dependent variable; this means that, with an increase in this variable, the variable of "attitude to businesses will be increased to the size of 0.412. In contrast, the variable of "educational content" with Beta of 0.206 will have the lowest forecast power (Table 5).

Table5. The Results of the Research Hypotheses

hypotheses	Beta	Significance level	Test result
Personality traits of the students will have significant effects on their attitude to business, in "work - knowledge academies" of Kermanshah.	0.294	0.000	Confirmation of hypotheses
Personality traits of the instructors will have significant effects on students' attitude to business, in "work - knowledge academies" of Kermanshah.	0.238	0.000	Confirmation of hypotheses
Space and training facilities will have significant effects on students' attitude to business, in "work - knowledge academies" of Kermanshah.	0.234	0.000	Confirmation of hypotheses
The evolutionary style of leadership will have significant effects on students' attitude to business, in "work - knowledge academies" of Kermanshah.	0.308	0.000	Confirmation of hypotheses
The educational and career consulting will have significant effects on students' attitude to business, in "work - knowledge academies" of Kermanshah.	0.309	0.000	Confirmation of hypotheses
The educational content will have significant effects on students' attitude to business, in "work - knowledge academies" of Kermanshah.	0.206	0.000	Confirmation of hypotheses
The training methods will have significant effects on students' attitude to business, in "work - knowledge academies" of Kermanshah.	0.233	0.000	Confirmation of hypotheses

The upbringing pattern of students in family will have significant effects on students' attitude to business, in "work - knowledge academies" of Kermanshah.	0.412	0.000	Confirmation of hypotheses
there is significant differences between attitudes of female and male students toward business	----	0.215	Rejection of hypotheses
The educational elements will have significant effects	0.429	0.000	Confirmation of hypotheses

Multivariate general linear model test shows that independent variables through which dependent variable of "attitude to business", have had significant effect on it (Table 6).

Table6. Multivariate General Linear Model Analysis to Investigate the Effect of Independent Variables on the Dependent Variable Separated By Dependent Variable Dimensions

Independent Variable	the dimensions of dependent variable by which the independent variable have had significant effect on variable of "attitude to business"
The personality traits of students	"Attitude to money", "attitude to change", "attitude toward competition" and "entrepreneurial intention."
instructors features	"Perception of the academy environment."
Space and facilities	"Perception of the academy environment."
Evolutionary leadership style	"Perception of the academy environment."
Educational and career consulting	"Attitudes toward competition", "perception of the academy environment" and "entrepreneurial intention."
Educational content	"Attitude to money."
Training method	"Attitudes toward competition"
The upbringing patterns of students	"Attitude to money", "attitude to change" and "perception of the academy environment."

Discussion and Conclusion

Nowadays entrepreneurship is something that is strongly developing, so that it is accepted by most of the counties in recent years and they have done a special effort to promote innovative capabilities. The importance of this issue becomes even more evident when, with the help of this tool, the very large population of educated young people, manifest what they have passed as the name of different courses during their academic years, by their creativity and support of the government and the private sector. Therefore, this study was conducted with the aim to identify the impact of entrepreneurship education and its elements on the business attitude of students in male and female "work - knowledge" academies of Kermanshah. Results of statistical analysis showed that all elements of entrepreneurship education have significant impact on the variable of "attitude to business", and there was no significant difference between attitudes of male and female student to business. The results of this study is consistent with the results of Kamaei (1998), Kavosi (2001), Dorani and Salehi (2006), Amiri and Moradi (2008), Ahmadi et al. (2009), Karimzadeh and colleagues (2012), Asgaripoor et al. (2013) research within the country and Brown (2003), Pitvy and Cop (2006), Baker (2006), Woods (2008), Tom (2009), Kotim et al. (2014) and

Bennasr and Boujalbin (2014) outside of the country and is in the conflict with parts of the Hisrich and Brush results (1983) in relation to the difference between the views of entrepreneur men and women and Amiri and Moradi research (2008) in relation to the variable of "space and training facilities". In general, in the obtained results, a few important and joint things can be seen: First, one of the most important target groups of entrepreneurship education are children and young people that they should not be ignored. Second, entrepreneurial characteristics in people are considered as a positive point, which prepare the context to be an entrepreneur. Third, any entrepreneurial instructor, should master sufficient and according to the time needs knowledge, and foster a creative attitude in himself, and eventually exhibit their entrepreneurial behaviors. Fourth, the quality and updated laboratory and workshop facilities, has a great impact on students' attitudes. Fifth, all aspects of the learning process are under influence of the management set so that if management is unfavorable, all efforts to improve them will be useless. Sixth, an experienced consultant helps students to recognize their potential talents, become familiar with the needs of the labor market, identify different occupations and choose appropriate educational and career path. Seventh, we must provide grounds for entrepreneurial learning by formulating appropriate framework for entrepreneurship education content, such as practical issues, financing skills, marketing skills, and familiarity with the sources of the idea. Eighth, in entrepreneurship training, using Educational approaches which are implemented innovatively and in combined form, is necessary. Ninth, if parents provide a creative family environment and regard entrepreneurship as a value-creating activity, it is expected that this type of attitude, influence on the children decision to plan for their educational and career future. Students, regardless of their gender, have needs to reform the educational system from various aspects such as instructors, space and training facilities, content and teaching methods, management style, consultants and others.

Suggestions

1. Entrepreneurship education (theoretical and practical) be included into the curriculum of primary schools to universities.
2. In order to improve the learning process, it is proposed to use instructors who have educations associated with entrepreneurship and experience to start entrepreneurial activities. These instructors should understand different methods of teaching and depending on the type of content and audience should apply them.
3. In the educational environment of the academies, there should be a place for creative and entrepreneurial ideas of the students, as a permanent exhibition and a competition among the top ideas be held.
4. Fund of the better ideas be placed in the academy (conservatory), and the students, instructors, and other officials be responsible to provide an idea that helps to improve entrepreneurship condition, every week in academy, until ultimately the best ideas with the help of the students become practical.
5. In addition to the normal consultants, an entrepreneurship consultant, be present in the academies, who students can consult with him about their entrepreneurial ideas.
6. Each student in the period of his education, such as an mandatory course, present an entrepreneurial idea, and as much as possible with the help of the academy make it happen

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