
The Entrepreneurship Competencies: Neglected Curriculum in Teacher Education

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Purpose: The purpose of this paper is to understand of the presence of entrepreneurial competencies in the curriculum of teacher education in Iran.

Methodology: approach – This was a qualitative research with an interview and content analysis approach. The research population consisted of two groups of entrepreneurs with teacher education and the curriculum syllabus a bachelor of teacher education. The research tools included a semi-structured interview, and a content analysis checklist.

Findings: The research findings resulted in the extraction of 42 competencies in the form of three classes of knowledge, attitude and skill. Results also indicated that the presence of entrepreneurial competencies among the syllabus of teacher education curriculum does not meet a suitable level.

Conclusion: Therefore, the officials and curriculum developers should take the necessary steps to revise the curriculum syllabus according to the addition of intended competencies in this area to push teacher students towards entrepreneurship.

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1. Introduction

Since the dawn of the twenty-first century, the importance of entrepreneurship started to be recognized as an element of promoting economic growth, so that the researches for finding how entrepreneurship contributes to the growth have become active (Park, 2017). Entrepreneurship is considered as a phenomenon which has been talked about most in recent times (Anwar et al., 2019). Entrepreneurship is mostly discussed as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks, and receiving the resulting rewards of monetary and personal satisfactions and independence (Tran and Von Korflesch, 2016; Hisrich et al., 2010). Accordingly, policymakers have increasingly addressed entrepreneurship education (EE) as an effective mechanism to increase entrepreneurial activities (Martinez et al., 2014). Since most studies show that entrepreneurship can be fostered through education (Bhattacharyya et al., 2019; Mickiewicz et al., 2019; Sutter et al., 2019; Al Mamun et al., 2019; MalekiPour et al., 2018; Kazumi, 2017; Harris et al., 2008; Merrill et al., 2008; Kuratko, 2005; Henry et al., 2005; Mitra et al., 2004; Gatewood et al., 2002; Kirby, 2004; Falkang et al., 2000). EE is primarily aimed at facilitating economic growth and increasing the pool of entrepreneurial talent within economies (Kirkley, 2017). Meanwhile, helping with economic growth and job creation, EE improves the views, engagement and motivation of students (Surlmont, 2007). In addition, EE plays an important role in empowering individuals and organizations aimed creating social values for the public (MalekiPour et al., 2017; Volkmann et al., 2009) due to social challenges (Rae, 2010). In this respect, many studies have examined which are referred to below:

Bird (1995) believes that the concept of entrepreneurial competencies refers to a set of implicit features such as general and specialized knowledge, motives, qualities, self-concepts, social roles, skills, attitudes, values, beliefs, abilities of specialization (social, technical and managerial), thinking approaches and behavioral attitudes resulting from and manifesting due to the onset of work, resilience or the growth of a risky activity. Kiggundu (2002) also defines the entrepreneurship competencies as a total of the characteristics of the entrepreneurs such as attitudes, beliefs, knowledge, skills, abilities, characters, expertise, and behavioral desires required to succeed and sustain entrepreneurship. Accordingly, the development and improvement of entrepreneurial competencies increase the capacity for more innovative behavior and lead a person to start new businesses and provide new goods or services (Elmuti et al., 2012). Some studies have been conducted in the area of entrepreneurial competencies, which are referred to in the following.

United Nations Conference on Trade and Development (2016) has referred to three clusters of achievement, planning, and power regarding entrepreneurial competencies. Each of these clusters have competencies. The cluster of achievements includes the competencies of adherence to commitments, efficiency and quality, and doing risky activities. The planning cluster also has the competencies of goal setting, searching information, systematic planning and monitoring. In the cluster of power, there are competencies of encouragement, creating network, autonomy and self-reliance.

In research entitled as Entrepreneurship Competencies Framework, Bacigalupo (2016) addressed the competencies of innovation, planning and management, compatibility with ambiguity, teamwork, learning through experience, moral and sustainable thinking, evaluation of ideas, vision, creativity, opportunity of concentration, self-awareness, motivation and decisiveness, equipping resources, economic profit and equipping others. In a study aimed at identifying major competencies for students entrepreneurship performance, Morris et al. (2013) found qualifications and competencies such as identifying opportunities, evaluating opportunities, managing or reducing risk, conducting a persuasive perspective, perseverance, creative problem solving, influence on resources, value creation, maintaining focus and adaptability, flexibility, self-efficacy and networking. In research entitled as "University education for entrepreneurship

competencies: Its impact on business intent and launch", Sanchez (2011) also showed that the self-esteem, risk-taking, leadership and self-employment intention have significantly increased after holding EE programs than before. During research entitled as "Identifying entrepreneurial competencies in entrepreneurship and innovative education at undergraduate level", Deschoolmeester and Izquierdo (2010) identified competencies of decision-making, innovative thinking, problem solving, identifying and evaluating business opportunities, interaction, bargaining and negotiation, and networking.

In his study, Vierhile (2005) designed a multidimensional entrepreneurial competency framework, which has four dimensions as follows: Cognitive dimension (business related to knowledge), Functional dimension (components of target management and action, skill of leadership and human skill), Personal dimension (decisive action, ethical behavior, creation of groups, communication, focusing on results, impact on others, self-perception and searching for information), and Meta-competency dimension (abilities such as ability to learn, adaptability, prediction and creativity).

Gurol and Atsan (2008) have also pointed out the competencies in their study such as self-confidence, the need for success and risk taking as the competencies of entrepreneurs in the field of economics. In a research, Bridge et al. (2003) also found the entrepreneurial competencies of commitment to work, decision-making, targeting, planning, accountability, creativity, creativity and innovation, self-confidence, risk taking, deep understanding and perception, technical capabilities, sensitivity to change, networking, development of interpersonal relations and project management. In another research, Man (2001) mentioned the competencies of entrepreneurs as opportunism, communication, analysis, innovation, launching, human management, strategy, commitment, learning and competencies of personal endurance. McClelland (1961) also described the characteristics of entrepreneurial individuals as motivation for advancement, risk taking, internal control, creativity, and independence.

Given the importance of training entrepreneurial competencies, in recent years, a competency-based approach has been significantly used in the study of entrepreneurship characteristics in leading universities (Sony et al., 2005) and universities have highly focused on acquiring and developing the entrepreneurial competencies of students at the time, they are at the university (Matema, 2014). This approach, due to its emphasis on competencies, is considered as a promising strategy for the realization and development of entrepreneurial competencies since the ultimate goal of higher education is to provide the right opportunities to gain knowledge, skills, abilities, attitudes, beliefs and values in the form of the students' competencies contributing to their individual and social development at the community level. In this regard, Sudsomboon (2007) believes that the effectiveness and efficiency of any educational program is strongly dependent on the philosophy of designing its underlying curriculum. In a competency-based curriculum, maintaining and memorizing the knowledge and behavior are not considered, but raising the skills of students in a particular realm is at the forefront (Kridel, 2010).

Review of evidence available on the status of EE in the curriculum of the BTE field in Iran suggests the undesirable situation of EE in this field (Malekipour et al., 2016), while the position of teacher education (TE) in entrepreneurship and economic development is different in other countries. According to the report by Global University Entrepreneurial Spirit Students' Survey (GUESSS) (2014), the EE is taught in all disciplines. In the meantime, the entrepreneurial intention has increased dramatically in the students of disciplines of management, economics, law as well as the students of TE and behavioral sciences fields (Philipp et al., 2014). According to the above, this research matters for several reasons. First, this research is new and pristine in its kind since all previous studies have limited the identifying of entrepreneurial competencies to the business area of the entrepreneurs without the attention to their disciplines or have done their research merely in the technical fields directly related to the job market. But in this study, the researcher determined

the entrepreneurial competencies based on a TE discipline (as a subset of humanities disciplines), entrepreneurship and entrepreneurial attitude in this field that is novel in Iran and the world, which makes this research quite distinct from previous research. Secondly, the increase in the number of unemployed in the TE field highlights the need for doing such a research more than ever. Thirdly, determining the entrepreneurial competencies and the analysis of neglected education of entrepreneurial competencies in the curriculum of the TE program will lead the and authors of the curriculum of the TE to take the necessary steps for revision of the relevant syllabus. Ultimately, the results of such a research can pave the path of universities to entrepreneurial universities. The purpose of this study is to Identify and analyze neglected education of entrepreneurship competencies in the curriculum a bachelor of teacher education (BTE) in Iran.

Research questions

Question 1: What are the entrepreneurial competencies of the entrepreneurs in TE?

Question 2: What is the status of the presence of entrepreneurial competencies in the syllabus of curriculum syllabus of BTE?

2. Methodology

To do this research based on research questions and the nature of the studied subject, a combined method (qualitative and quantitative) was used in the first part and the qualitative method of content analysis was employed in the second part. In the following, the processes of both methods are discussed.

The research methodology in the first part was a combined one (qualitative and quantitative). The research population consisted of entrepreneurs in TE. For sampling, a targeted methodology with a criterion technique was used. In selecting of samples, three criteria of three years of launching the business for its stabilization, acquiring a national rank and status, and being interested in participating in the interview process were considered. After selecting the subjects, the data were collected through the semi-structured interview tool. The process of data analysis in the semi-structured interview with entrepreneurs was inductive, which was analyzed in three stages of open, pivotal, and selective coding. The methods of reviewing the interviewees and the review of collaborative researchers were used to determine the credibility (validity) of the data. Asking the questions from colleagues and members controlling method was used to ensure that the interpretation of the data reflects the studied phenomenon. An external observer with a history of doing qualitative research and analysis of qualitative data was also used for reliability in the present study. In this way, the research reliability was also fulfilled. To validate the entrepreneurial competencies list, the researcher designed the initial list of entrepreneurial competencies in the form of a 44-item questionnaire. Then, the questionnaires were distributed by a convenience method among 30 entrepreneurship specialists and curriculum planners. After collecting the questionnaires, they were analyzed by Content Validity Ratio (CVR) statistical approach for validation, resulting in the elimination of two competencies and confirmation of entrepreneurial competencies (Figure 1).

The methodology used in second part was a qualitative one of content analysis type. The study population included all the curriculum syllabus of BTE in Iran 2019-2020. The census sampling method was used in this research. Accordingly, all the curriculum of the BTE (research orientation) were examined. The research tool was a content analysis checklist, which was designed based on the answer to the first question of the research, i.e., "The determination of entrepreneurial competencies of entrepreneurs in the SS field". The content analysis checklist involves 6 main categories and 42 sub- categories, including entrepreneurial knowledge competencies (8 sub-categories), entrepreneurial attitudes competencies (12 sub-categories), entrepreneurial knowledge competencies (7 sub-categories), entrepreneurial opportunity creating

competencies (4 sub-categories), entrepreneurial management competencies (9 sub-categories), and entrepreneurial social competencies (Table 1). The content validity was used to determine the validity of the checklist. Thus, checklist was provided to three experts and approved and used after some modifications. The William Scott method was also used to ensure the reliability of the research. Hence, a part of the content of the books was analyzed by the researcher himself and an external specialist familiar with the content analysis method. The agreement coefficient of 82% was obtained. The unit of analysis in this research is thematic. Statistical method in each content analysis was Descriptive statistics.

3. Findings

To explore the entrepreneurial competencies of the TE field, figure 2 shows that entrepreneurial competencies among the entrepreneurs in the SS consist of 6 main categories and 42 sub-categories. Thus, the category of entrepreneurial knowledge includes eight sub-categories of business ethics, business model design, business plan, business internationalization, business startup, business law, entrepreneurial marketing, and the product design. The category of entrepreneurial attitude encompasses 11 subcategories of self-awareness, perseverance, tolerance of ambiguity, internal control, independence, entrepreneurial self-efficacy, creative thinking, critical thinking, spirit of adventure, spirit of risk taking and the dreaming. The entrepreneurial skills include three main categories of entrepreneurial awareness, entrepreneurial opportunity creation, entrepreneurial management, and social competencies. In the category of entrepreneurship awareness, there are six sub-categories of skills in the search for new information, linking new information with previous knowledge, evaluating new information, computer skills, skill in using in research in the business and the futurism. In the category of entrepreneurial entrepreneurship, there are four categories of the use of opportunities, decision-making skills, problem-solving skills, and innovation. The entrepreneurship management category involves 9 sub-categories of business leadership skills, project management skills in business, knowledge management skills in business, strategic planning skills, employees' management skills, financial management, skills in using reverse engineering, crisis management in business and the ability to clear targeting. The category of social competencies also includes four sub-categories of social networking, skills in maintaining relationships with staff, negotiation skills and intercultural skills.

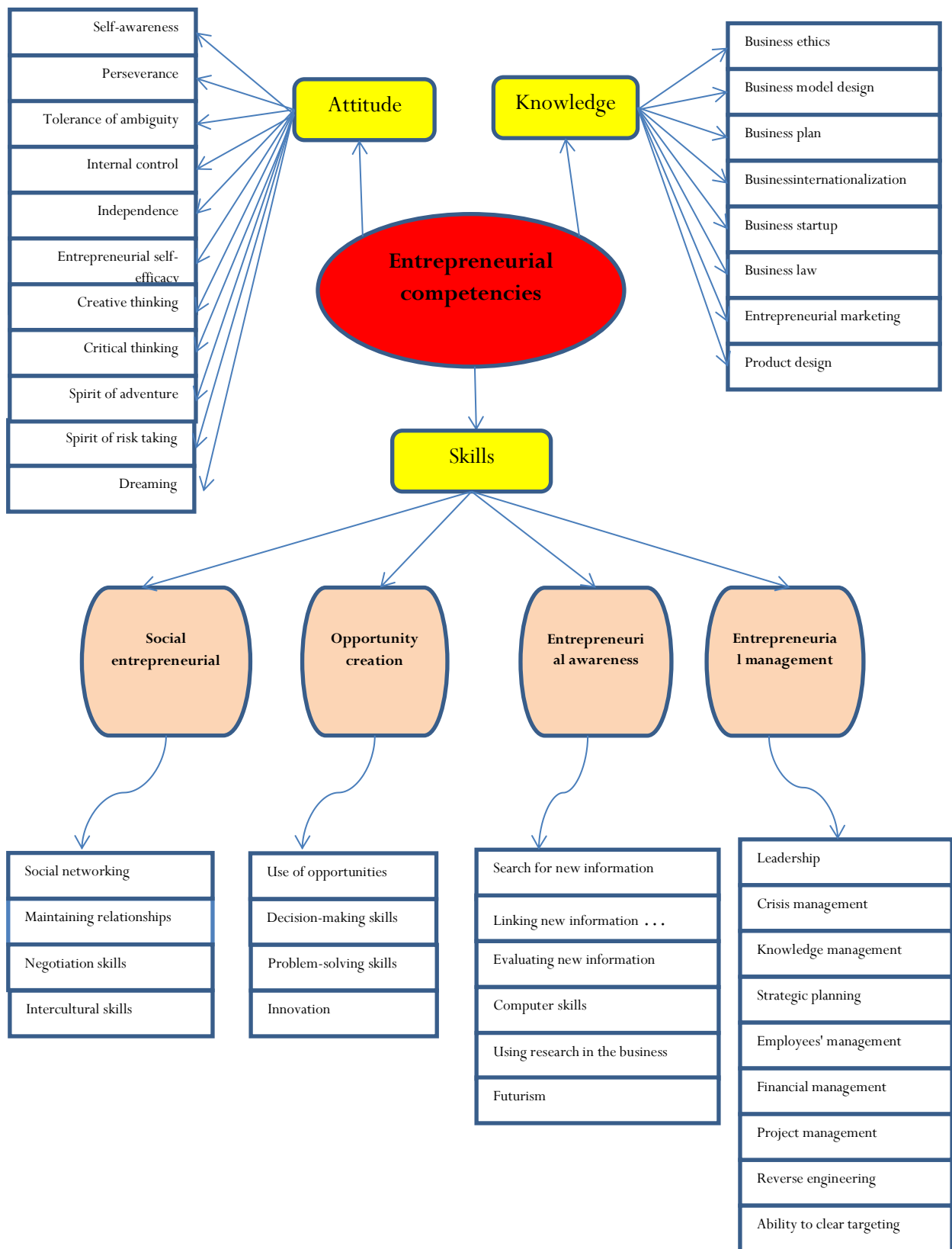


Figure 1: The list of competencies of entrepreneurs in TE field

Table 1: Entrepreneurial competencies checklist

Entrepreneurial Competencies	Entrepreneurial Competency Components
Entrepreneurial Knowledge	Business Ethics - Business Model Design - Business Plan - Business Internationalization - Business Start-up - Business Law - Entrepreneurial Marketing - Product Design
Entrepreneurial Attitude	Self-awareness- Perseverance – Tolerance of ambiguity - Internal Control - Independence - Entrepreneurial Self-efficacy - Creative Thinking - Critical Thinking – Spirit of Adventure - Spirit of Risk Taking – Dreaming
Entrepreneurial Awareness	Skills in Searching for New Information - Linking new information with previous knowledge - Assessing new information – Futurism - Computer Skills- Skills in Using Research in Business
Entrepreneurial Opportunity Creation	Using Opportunities – Decision-making Skills - Problem-solving Skills – Innovation
Entrepreneurial Management	Leadership Skills in Business - Project Management Skills in Business - Knowledge Management Skills in Business - Strategic Planning Skills - Staff Management Skills - Skills in the Use of Reverse Engineering - Financial Management Skills - Business Crisis Management - Clear Targeting Ability
Social Competencies	Social Networking - Skills in maintaining relationships with employees - Negotiating Skill - Intercultural Skills

Table 2: Content analysis of the construct of entrepreneurial knowledge

Statements of Entrepreneurial Knowledge Competencies Construct	BTE
Business Ethics	0
Business Model Design	0
Business Plan	0
Business Internationalization	0
Business Start-up	0
Business Law	0
Entrepreneurial Marketing	0
Product Design	0
Frequency	0

Table 2 shows the status of entrepreneurial knowledge competencies. Based on this table, in the curriculum syllabus of the BTE, all competencies of entrepreneurial knowledge have a frequency of 0. Therefore, one can conclude that the possibility of training the competencies of business ethics, business model design, business plan, business internationalization, business launching, business law, entrepreneurial marketing and the product design has not been foreseen in the BTE.

Table 3: Content analysis of entrepreneurial attitude competencies

Statements of Entrepreneurial Attitude Competencies Construct	BTE
Self-awareness	0
Perseverance	0
Tolerance of ambiguity	0

Internal control	0
Independence	0
Entrepreneurial self-efficacy	0
Creative Thinking	0
Critical Thinking	0
Spirit of Adventure	0
Spirit of Risk Taking	0
Dreaming	0
Frequency	0

Table 3 shows the status of entrepreneurial attitude competencies. Based on this table, in the curriculum syllabus of the BTE, all competencies of entrepreneurial knowledge have a frequency of 0. Therefore, one can conclude that the possibility of training the competencies of self-awareness, perseverance, tolerance of ambiguity, internal control, independence, entrepreneurial self-efficacy, creative thinking, spirit of adventure, spirit of risk taking and dreaming has not been foreseen in the BTE.

Table 4: Content analysis of entrepreneurial awareness competencies

Statements of Entrepreneurial Knowledge Competencies Construct	BTE
Skill in finding new information	0
Linking new information with previous knowledge	0
Evaluation of new information	0
Computer Skills	1
Skills in using research in business	2
Futurism	0
Frequency	6

Table 4 shows the status of entrepreneurial knowledge competencies. Based on this table, in the curriculum syllabus of the BTE, the competency of computer skills with frequency of 1 and the skill in using research in business with frequency of 2 have been paid attention. But the competencies of skills in the search for new information, linking new information with previous knowledge, evaluating new information, skills in transferring the best media for message transfer, computer skills and futurism have been considered with the frequency of 0. Therefore, one can conclude that the possibility of training the competencies of computer skills and the use of research in business have been defined in the BTE, but the possibility of training other competencies has not been foreseen.

Table 5: Content analysis of entrepreneurial opportunity creation competencies

Statements of Entrepreneurial Opportunity Creation Competencies Construct	BTE
Use of opportunities	0
Decision-making Skills	1
Problem-solving skills	0
Innovation	0
Frequency	1

Table 5 shows the status of entrepreneurial opportunity creation competencies. Based on this table, in the curriculum syllabus of the BTE, the competency of skill in decision-making with a frequency of 1 has been paid attention. But the competencies of using opportunities, problem-solving skills and innovation have not

been considered. Therefore, one can conclude that the possibility of training the use of decision-making skills has been defined in the BTE, but the possibility of training other competencies has not been foreseen.

Table 6: Content analysis of entrepreneurial management competencies

Statements of Entrepreneurial Management Competencies Construct	BTE
Leadership Skills in Business	1
Project Management Skills in Business	0
Knowledge Management Skills in Business	0
Strategic Planning Skills	0
Skills for Staff Management	0
Skills in using reverse engineering	0
Financial Management Skills	1
Crisis Management in Business	0
Clear targeting ability	0
Frequency	2

Table 6 shows the status of entrepreneurial management competencies. Based on this table, in the curriculum syllabus of the BTE, the competencies of skills in business leadership and financial management skills with a frequency of 1 have been paid attention. But the competencies of project management skills in the business, knowledge management in business, strategic planning skills, skills in using reverse engineering, crisis management in business and the targeting ability have not been considered. Therefore, one can conclude that the possibility of training the use of skills in business leadership and financial management skills has been defined in the BTE, but the possibility of training other competencies has not been foreseen.

Table 7: Content analysis of entrepreneurial social competencies

Statements of Entrepreneurial Social Competencies Construct	BTE
Social Networking	0
Skills in maintaining relationships with employees	2
Negotiation skills	0
Empathy skills with others	0
Intercultural skills	0
Frequency	2

Table 7 shows the status of entrepreneurial social competencies. Based on this table, in the curriculum syllabus of the BTE, the competencies of skills in maintaining relationships with employees with a frequency of 2 have been paid attention. But the competencies of social networking, negotiation skills, skill of empathy with others and intercultural skills have been considered with a frequency of 0. Therefore, one can conclude that the possibility of training skills in maintaining relationships with employees has been defined in the BTE, but the possibility of training other competencies has not been foreseen.

Table 8: Summary of content analysis of entrepreneurial

Entrepreneurial Competencies Construct	BTE
Entrepreneurial Knowledge Competencies Construct	0
Entrepreneurial Attitudes Competencies Construct	0
Entrepreneurial Awareness Competencies Construct	3

Entrepreneurial Opportunity Creation Competencies Construct	1
Entrepreneurial Management Competencies Construct	1
Entrepreneurial Social Competencies Construct	2
Frequency	7

Table 8 shows the summary of content analysis of Entrepreneurial Competencies Construct. Based on this table, in the curriculum syllabus of the BTE, in order from the highest to the lowest, the competencies of entrepreneurial awareness with construct with a frequency of 3, the competencies of entrepreneurial social construct with a frequency of 2, the competencies of entrepreneurial management construct and entrepreneurial opportunity creation construct with a frequency of 1, and the competencies of entrepreneurial attitudes construct and entrepreneurial knowledge construct with a frequency of 0 have been considered.

At the beginning of the third millennium, the third-generation universities, called as Entrepreneurial Universities, have emerged with the aim of educating the entrepreneur manpower in the community regardless of the type of students' discipline. In this type of universities, students must acquire the abilities, characteristics, behaviors, knowledge, skills, and generally the entrepreneurial competencies adapted to the changes and changes of the Modern-day to play a great role in improving their personal life and the country's immense and comprehensive growth and development. Obviously, the acquisition of these competencies can be generated by using the potential of the official curriculum of universities. Accordingly, this study was designed to identify and analyze the neglected education of entrepreneurship competencies in the curriculum of BTE. The research findings included the extraction of 42 competencies in the form of three categories of knowledge, attitude and skill. The skill category also involved four main categories (entrepreneurial awareness, entrepreneurial opportunity creation, entrepreneurial management and social entrepreneurship competencies). The findings also indicated that the presence rate of entrepreneurial competencies among the curriculum syllabus of the BTE, does not meet a proper condition. In the following, the main categories of entrepreneurial competencies and the presence extent of these competencies in the curriculum syllabus of the BTE were described.

Regarding the competencies of entrepreneurial knowledge among entrepreneurs in the field of teacher education, the findings suggested subcategories such as business ethics, business model design, business plan, business internationalization, business startup, business law, entrepreneurial marketing, and the product design. Mann et al. (2002), United Nations Conference on Trade and Development (2016), Bacigalupo (2016), Gurol and Atsan (2008) and Vierhile (2005) have pointed to findings in their studies, which are consistent with some results of this research. The findings of this research in relation to the presence level of entrepreneurial knowledge competencies in the curriculum syllabus of the BTE showed that the entrepreneurial knowledge competencies have not been predicted in the curriculum syllabus of the BTE. Thus, there is not the possibility of training the components of this competence, including business ethics, business model design, business plan, business internationalization, business startup, business law, entrepreneurial marketing and the product design in the syllabus of this discipline. Hence, one can argue that to create entrepreneurial knowledge competencies in students, the policymakers and curriculum planners in the area of this field need to pay special attention to the inclusion of these components in the curriculum of BTE.

Another category of competencies mentioned in this study involved the attitude entrepreneurial competencies, including self-awareness, perseverance, tolerance of ambiguity, internal control, independence, entrepreneurial self-efficacy, creative thinking, critical thinking, spirit of risk taking, spirit of adventure, and dreaming. McClelland (1961), United Nations Conference on Trade and Development

(2016), Bacigalupo (2016), Morris et al. (2013), Bridge et al. (2003) and Sanchez (2011) have mentioned similar outcomes, which are consistent with the findings of this research. The findings of this research regarding the involvement degree of entrepreneurship attitude competencies in the curriculum syllabus of the BTE, showed that the entrepreneurial knowledge competencies have not been predicted in the curriculum syllabus of the BTE, while the attitudinal components have an irreplaceable role in leading students toward entrepreneurship. Hence, it is necessary to consider the components of attitude such as self-awareness, perseverance, tolerance of ambiguity, internal control, independence, entrepreneurial self-efficacy, creative thinking, critical thinking, spirit of risk taking, spirit of adventure and dreaming in the curriculum syllabus of this discipline.

The skill category also encompasses four main categories (entrepreneurial awareness skills, entrepreneurial opportunity creation skills, entrepreneurial management skills and entrepreneurial social skills), each of which cover a series of sub-categories. In the following, each of these categories and their involvement in the curriculum syllabus of the BTE is addressed. The category of entrepreneurial knowledge skills included six subcategories of skills of searching for new information, linking new information with previous knowledge, evaluating new information, computer skills and the use of research in business, and futurism. The findings of the United Nations Conference on Trade and Development (2016) and Vierhile (2005) on some entrepreneurial competencies are consistent with the results of this research. Assessing the status of the presence of entrepreneurial awareness competencies of in the curriculum syllabus of the BTE, reflected that the ability to train computer literacy competencies and the use of research in business has been defined in the curriculum syllabus of the BTE. However, the training of competencies of skills in search of new information, linking new information with prior knowledge, assessment of new information and futurism skills, computer skills and skills in the use of research in business has been neglected in these syllabuses.

In relation to the category of entrepreneurial opportunity creation competencies, the results represented the four skills of using opportunities, decision-making, problem solving and innovation. The findings by Morris et al. (2013), Mann (2001), Deschoolmeester and Izquierdo (2010) on some competencies are consistent with the results of this research. Also, the status of the availability of these competencies in the curriculum syllabus of the BTE, showed that the possibility to teach the use of decision-making skills has been defined in the curriculum syllabus of the BTE, but the possibility of training other competencies like the use of opportunities, problem solving and innovation has not been foreseen in these syllabuses.

The category of entrepreneurial managerial competencies also includes the subcategories of leadership skills in business, knowledge management skills in business, strategic planning skills, staff management skills, business crisis management, financial management, reverse engineering, project management, and clear targeting. Vierhile (2005), Bridge et al. (2003), and Mann (2001) have also referred to similar results that are consistent with the findings of this study. Assessing the status of the presence of entrepreneurial managerial skills in the curriculum syllabus of the BTE, showed that the possibility to train the use of leadership skills in business and financial management skills has been defined in the curriculum syllabus of the BTE, but the possibility of training other competencies such as project management skills in business, knowledge management skills in business, strategic planning skills, staff management skills, skills in the use of reverse engineering, business crisis management and clear targeting ability are not foreseen in these syllabuses.

The category of entrepreneurship social skills also covers four subcategories of competencies in social networking, skills in maintaining relationships with employees, negotiating skills and intercultural skills. The results of the United Nations Conference on Trade and Development (2016), Morris et al. (2013), Deschoolmeester and Izquierdo (2010), Vierhile (2005), and Bridge et al. (2003) are consistent with a part

of the findings of this study. Assessment of presence of entrepreneurial social skills in the curriculum syllabus of the BTE, suggests that the ability to train skills in maintaining relationships with employees has been addressed in the curriculum syllabus of the BTE, but the training of other competencies, including social networking, negotiating skills and intercultural skills have remained neglected in these topics.

The findings on the status of the entrepreneurial competencies construct within the curriculum syllabus of the BTE indicated that the entrepreneurial awareness competencies construct and the entrepreneurial attitudes and entrepreneurial knowledge competencies constructs have been considered with the highest and lowest frequencies, respectively.

4. Conclusion

In general, one can argue that due to the major role of EE in higher education in enhancing personal development, creativity, self-confidence, innovation, emotional orientation and social skills in addition to the country's economic plans, the decision makers and planners of higher education institutions need to take the necessary measures to reconsider the BTE to acquire entrepreneurial competencies and, consequently, to push the students of this field toward entrepreneurship. In line with this research, the following applied suggestions are presented:

- Reviewing the curriculum of the BTE based on an entrepreneurial competency approach
- Since the main goal of the Competence-Based Curriculum is to promote and acquire entrepreneurial competencies by students, thus, it is suggested to provide the necessary platform for using active teaching and learning strategies such as serious games, participatory learning, group discussion and case studies in the EE.
- It is recommended to establish a specialized council to determine and update the qualifications of the entrepreneurs to review the curriculum in line with the competencies of the entrepreneurs.

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