

Identifying the Underlying Factors Influencing Sports Entrepreneurship Education of Sports Science Students

Vahid Shojaee

P.h.D in Sports Management, Assistant Professor, Islamic Azad University of Sari, Iran

MehrnazSabzemeidani

P.h.D student in sports management, Islamic Azad University of Sari, Iran

Mohammad Hami

P.h.D in Sports Management, Assistant Professor, Islamic Azad University of Sari, Iran

Abstract

Underlying factors play an undeniable role in sports entrepreneurship education. Therefore, the purpose of this study was to identify the underlying factors affecting sports entrepreneurship education of sports students. The research method was qualitative and the data method was foundation and the data were collected through interviews and review of research backgrounds. The statistical population of the present study includes faculty members of entrepreneurship management faculties of public universities across the country, faculty members of faculties of physical education and sports sciences of public universities across the country with entrepreneurship specialization, members and special teachers selected by the Employment and Entrepreneurship Working Group of the Ministry of Sports and Youth and were the selected sports entrepreneurs of the country. The research sample was theoretically determined and after conducting 15 interviews, the underlying factors affecting sports entrepreneurship education in Iranian universities of sports sciences were identified. It should be noted that data analysis was performed using three steps of open, axial and selective coding. Based on the results of the research, the underlying factors affecting sports entrepreneurship education in sports universities in 5 categories under the headings of team building, government support, educational system, incentive system and cultural factors were identified and extracted. Considering the research findings, in order to teach sports entrepreneurship, there is a need to provide the background conditions. In this regard, universities can act as a facilitator in communication, development, focus and social approaches and provide conditions for sports entrepreneurship education for sports science students. In general, sports entrepreneurship training programs in universities should be directed towards creativity and innovation, and by combining theoretical and practical knowledge related to sports entrepreneurship, they should eventually move from knowledge-based university to entrepreneurial university.

Keywords: Entrepreneurship education, sports entrepreneurship, data theory of the foundation

1.Introduction

The issue of employment and access to the desired job is one of the most basic needs of any society (Khosravipoor and Keykhah, 2013). In fact, the unemployment crisis is a threat to society as a whole; Unemployment of university graduates in particular will have irreversible consequences in social, economic and political dimensions (Shiri et al, 2012). In this regard, the main mission of universities is to make students aware of the challenges they face due to future labor market competition and employment in general. However, universities and higher education institutions still face many problems and challenges in promoting student self-efficacy and employability (Santos et al, 2012). However, according to Clark (1999), universities should change the traditional paradigm of education in order to become an entrepreneurial university to a new paradigm, because the entrepreneurial university is an environment to actively support the application of knowledge and encourage entrepreneurial behavior among all members and structures Creates academia and can integrate professional and managerial values (Sandra and Dubinsky, 2007). According to research, business education and entrepreneurial culture, expansion of entrepreneurship research and development centers, holding digital entrepreneurship training workshops, etc. are strategies to create employment and improve the unemployment crisis in society (Heidari and Yazdan seta, 2015).

Given the role and importance of higher education in the development and promotion of entrepreneurship, several studies have been conducted in this field and the relevant findings reflect the fact that entrepreneurship learning will increase the likelihood of academic graduates succeeding in creating new businesses. Nicholides (2011) states that universities and higher education institutions, as custodians of knowledge production and transfer in society, play a very important role in promoting entrepreneurship and small businesses and consequently the economic development of countries. Wilson et al. (2007) believe that universities play an important role in influencing students' preferences for entrepreneurship; Universities have been encouraged to promote entrepreneurship among students through various formal and non-formal education programs.

Due to the vital role of entrepreneurship, many efforts have been made to improve and promote it, the most important of which is the provision of entrepreneurship education programs in universities and educational institutions in different countries of the world. Many experts believe that one of the main factors determining the level of entrepreneurship in any country is entrepreneurship education (Valerio et al, 2014).

One of the important components of the educational quality of the country's universities is the content of the curriculum of different disciplines. Therefore, the reform of curricula according to the changes of society, the development of science and foresight is essential for the balanced and desirable development of society. Physical education and sports science are no exception, and today more than ever there is a need for continuous planning (Kozechian, 2000). In this regard, higher education institutions should be able to promote entrepreneurship among students by providing innovative educational programs and methods; And the role of universities and higher education institutions in the process of promoting entrepreneurship should promote students' entrepreneurial attitudes, perceptions, competencies, skills and behaviors to empower them in a challenging world (Santos et al, 2012). In the process of developing entrepreneurship, universities and institutions of entrepreneurial higher education must provide various programs to develop students' attitudes, behaviors and abilities that they can create a job for themselves, bring long-term social and economic benefits to society. Bring (Bratianu and Stanciu, 2010). As a result, the higher education system fulfills its main mission, which is to promote entrepreneurship among students in order to change and improve the entrepreneurial

behavior of students in society, and falls into the category of universities and institutions of entrepreneurial higher education (Kilasi, 2013).

Researchers acknowledge that the quality of the country's physical education schools is at a different level in terms of training efficient and skilled manpower in the field of physical education and sports. Koozechian has suggested that there should be a major overhaul of the course titles, number of courses, and practical and theoretical units of the undergraduate physical education course (Koozechian, 2000). According to managers and experts, the proportion of sports courses in the field of physical education is less than average, ie these courses do not meet the needs of the job. Nasr Esfahani states that experts consider the proportion of sports-related courses in the field of physical education to the job needs of graduates to be below average (Alizade and Nasiri, 2000). Currently, society is increasingly in need of a teacher, coach, manager and sports researcher, so it is necessary to provide specialized human resources in various fields of physical education in the country (Kargarfard et al, 2008).

Universities and institutions of higher learning are increasingly forced to improve their capacity with an emphasis on solving knowledge-based problems, establishing broader collaboration for learning, transcending disciplinary boundaries and interdisciplinary promotion, and discovering, exploiting and sharing knowledge in new ways. Therefore, universities and higher education institutions must make fundamental changes in their knowledge creation and production processes to keep pace with recent changes and developments. The challenge for many higher education institutions is how to create appropriate and accessible academic research to solve society's problems. In this regard, public and private research providers are also pressuring higher education institutions to conduct research whose results are readily and quickly accessible (for example, free access via the Internet) (Gibb et al, 2015).

To solve these problems and turn research results into new products and services, game universities need to embrace real-world problems to enable researchers and students to come up with innovative solutions and disseminate them. It all depends on the "entrepreneurial capacity" of universities and higher education institutions. To develop this capacity requires participatory learning and engagement with external stakeholders. This means moving from a limited focus on knowledge transfer to a network based on a knowledge exchange approach. This feature is one of the characteristics of entrepreneurial higher education institutions (Perkmann et al, 2013).

Nowadays, the needs of the labor market are changing rapidly, so that employers are looking for skilled people in business who know the needs of customers, and have skills such as problem solving, teamwork, communication and information technology and accounting. Also, they are looking for people who believe in the slogan "to want is to be able"; In this regard, the requirements of employability overlap with the competencies and skills related to entrepreneurship; Both refer in a broader sense to the capabilities needed to start and run a business (Gibb et al, 2015). Accordingly, improving the employability of university graduates should be considered by higher education planners. In this regard, it should be noted that this requires a synergy between education, research and apprenticeships and stronger network structures between universities and the local and even non-local labor market. However, this requires universities to respond to graduates who have lower risk aversion than others, are more interested in discovering new jobs and businesses, and have better international connections (Etzkowitz and

Klofsten, 2005). Universities and higher education institutions must make fundamental changes in their knowledge creation and production processes to keep up with recent changes (Gibb et al, 2015).

Sports entrepreneurship as a common chapter of entrepreneurship and sports management is an emerging field that is rapidly forming (Hemme et al, 2016). Entrepreneurship in sports can be considered the process of taking advantage of economic opportunities in sports. Opportunities that may seem threatening or lacking or may not be of particular interest, but creating new jobs, innovating sports products and services, turning deficiencies into employment opportunities, or creating new job markets are issues that are important in entrepreneurship. Sports can address them (Saeedi and Mohtadi, 2008). In fact, this type of training is an activity that is used to transfer the knowledge and information needed to start and run new businesses (Jones and English, 2004). The purpose of entrepreneurship education is to train creative and innovative people. Such courses seek to take advantage of the opportunities provided, risk-taking, problem-solving desire, improve motivation and attitudes of individuals (Brich, 1994).

Given the role and importance of higher education in the development and promotion of entrepreneurship, several studies have been conducted in this field and the relevant findings reflect the fact that learning entrepreneurship will increase the likelihood of academic graduates succeeding in creating new businesses (Pooratashi and Mokhtarnia, 2009). In addition, encouraging and promoting the entrepreneurial behavior of students in universities will help them start new businesses (Baharun and Sheikh Ahmad, 2002).

Mousavi (1398) in a study entitled Entrepreneurship Education and its effect on entrepreneurial skills, entrepreneurial intention and hope for employment of physical education students and stated that entrepreneurial intention is a necessary prerequisite for the emergence and development of entrepreneurial behaviors and is an effort It will serve as the best predictor of future behavior. Therefore, before people enter the field of entrepreneurship, entrepreneurial intentions must be formed in them.

AslaniBalsini (1397) examined the effect of university education and personality traits on entrepreneurial intention and stated that students' entrepreneurial intention is mainly influenced by their entrepreneurial attitude, which is formed under the influence of some personality traits in the individual. Personality traits were assessed with risk-taking components and control center. And also found that how students perceive the university environment significantly affects their entrepreneurial attitudes and intentions.

Rafiei et al. (2020) in a study entitled Designing a Content Model of Entrepreneurship Education for Humanities Disclosed their findings in the form of a conceptual model explained in three levels of self-awareness, self-efficacy and self-fulfillment that play an important role in providing targeted education. And will be comprehensive in higher education, especially for the humanities in higher education.

Shamsuddin et al. (2016) reviewed the policies and practices of entrepreneurship education in Malaysia. The findings show that the government has focused on these aspects: improving current entrepreneurship education policies, providing various entrepreneurship programs to increase the number of young entrepreneurs, and the need to empower entrepreneurship education among graduates. Rach and Halsing (2015) examined the effect of entrepreneurship education on entrepreneurial behavior. Findings showed that entrepreneurship education is effective. Students who participate in entrepreneurship courses in particular show a highly perceived attitude and behavioral control.

Other research includes Pixoto (2013), a study entitled "Entrepreneurship Education in Sports Science: Curriculum Development." In his research, he examined the variables affecting the entrepreneurial intention of sports science students. The results showed that the entrepreneurial intention of this sample was satisfactory. Perceptual attitude and control of perceptual behavior had a significant and positive effect on students' entrepreneurial intentions, while mental norms had a negative effect. In addition, no significant differences were found between students in terms of gender and professional experience.

Safari and Samizadeh (2012), with the aim of assessing the need for entrepreneurship education in the humanities despite the unsatisfactory state of entrepreneurship education from the perspective of both professors and students, including topics such as business fundamentals, business plan, communications, management and organization, rules And legal and commercial regulations, accounting, financial management, e-business, business start-up, marketing, strategic management, international business, entrepreneurial skills required to develop students' entrepreneurial knowledge and skills and entrepreneurial awareness.

Therefore, in the present study, the researcher tried to identify the underlying factors affecting the sports entrepreneurship education of sports science students. It is hoped that the results of this study can be used to stimulate the entrepreneurial spirit and promote the knowledge, attitude and skills of sports students in the field of entrepreneurship and also used by higher education, physical education and sports policies to facilitate the transfer of population to the labor market.

2. Research Method

The general approach of the present study is qualitative which has been done using the foundation data method. Semi-structured interviews were used for data collection. And after many studies and studies and using the opinion of experts, the final interview questions and interviews began and continued until the theoretical saturation of the data. During the interview, care was taken not to instill the interviewer's opinions in the participants so as not to influence their opinions. Each interview lasted between 30 and 45 minutes, depending on how attractive and informative the interviewee was. The interviews were implemented on paper. After implementation, the responses were emailed to the interviewee to verify their accuracy. Finally, the data were used for final analysis.

The statistical population of the study is the faculty members of entrepreneurship management faculties of public universities across the country, faculty members of faculties of physical education and sports sciences of public universities across the country with entrepreneurship specialization, members and special teachers selected by the employment and entrepreneurship working group of the Ministry of Sports and Youth. The selected entrepreneurs were sports in the country that snowball sampling method was used to select the research sample. The sample size was determined during the research process, because in qualitative research information saturation is more important than the number of people studied, which means that the researcher should continue collecting information until the information he collects from participants is duplicated and new information is added to the information. Do not add previously collected data, in other words, the collected data should reach theoretical saturation

(Shormeij et al, 2014). Considering the above points, a total of 15 interviews were conducted and recorded in this study.

In order to analyze the interviews conducted and with the aim of increasing the accuracy and correctness of the analysis, all interviews were recorded and then each interview was typed separately, word for word. The researcher read each recorded interview and related notes immediately in the first 24 hours carefully and line by line and wrote down the concepts that came to mind. This step is one of the first steps of data analysis in foundation data theory, which is called coding, and then the collected information was analyzed using the data analysis method prescribed in foundation data theory.

The data analysis method prescribed in the foundation data theory includes three stages of open, axial and selective coding. In the first stage of coding, which is called retrieval, the researcher must repeatedly review the collected data and look at it from different angles and try to identify the implications. The purpose of open coding is to break down the collected data set into the smallest possible conceptual components. The researcher's next task is to categorize and compare the concepts extracted from the data. This step involves determining the patterns in the data and is known as the categorization level. This step requires constant data comparison. The researcher compares the coded data with each other and forms clusters or categories that fit together. In the last stage of coding, which is known as selective coding, the researcher selects and selects the concepts according to the codes and concepts identified in the previous two steps. At this stage, the classes are linked to the central class and form the theory, and finally the researcher sought to discover the processes. The result of this stage was to reach the main class, which was related to the other classes, explaining them, and in fact refining the original codes. (Strauss and Corbin, 1990).

In this study, the agreement method between two coders based on Cohen's kappa coefficient was used to determine the reliability and the results (kappa coefficient: 0.79) indicate the rejection of the assumption of independence of extracted codes and confirmation of their relationship with each other. Therefore, it can be claimed that the coding process was sufficiently reliable.

3.Results

The description of contextual factors in the present study is based on interview data and the results of analysis of 15 semi-structured interviews. Identified and specified. The categories, subcategories and codes (concepts) obtained in this research can be seen in Table (1).

Table 1: Underlying factors affecting sports entrepreneurship education of sports science students

Axial category	Subcategory	Sample concepts
	Team Building	Creating work teams to implement ideas
		Enjoy the benefits of teamwork and networking
		Existence of empathy among students to summarize and present a pure idea in sports entrepreneurship
		Facilitate obtaining facilities for sports entrepreneurs from the government
		Political stability of the state

Communication Approach	Government Support	Ministry of Sports pays attention to the category of sports entrepreneurship
		Construction of technology parks and sports entrepreneurship in the community by the government
		Government support in providing raw materials needed by sports entrepreneurs
		Review of government regulations
		Creating interaction between the government and sports entrepreneurship organizations
		Creating appropriate infrastructure for sports entrepreneurship by the government
		Imposition of low taxes by the government to develop sports entrepreneurship businesses
		Lack of strict and dry government regulations for forming sports entrepreneurship projects
Development and Focus Approach	Education System	The university's relationship with industry and the fields of entrepreneurship
		Existence of codified sports entrepreneurship education programs in the university
		Existence of sports entrepreneurship training courses
		Existence of creativity and innovation groups in universities
		Targeted and effective sports entrepreneurship education for students
		Develop regular and integrated strategies by the university to teach sports entrepreneurship
		Screening for talented students in sports entrepreneurship programs
		Existence of regular rules of sports entrepreneurship in the university
		There is a connection between industry and academia
		Existence of an accelerator growth center in the university
		Use of specialized professors in the field of sports entrepreneurship in the university
		Up-to-date content of entrepreneurship in the university
		Existence of a university that shows students the weaknesses and market opportunities
		Having a university that can give students creative and innovative ideas.
		Holding sports entrepreneurship training workshops at the university
		Proper teaching of the basics of sports entrepreneurship in the university
		Existence of a suitable space for teaching sports entrepreneurship in the university
		Combining theoretical and practical knowledge related to sports entrepreneurship in the university
	Moving from a knowledge-based university to an entrepreneurial university	
	Incentive System	Inviting top entrepreneurs to acquaint students with the process of sports entrepreneurship
		Motivate students in the form of entrepreneurial events
		Entrepreneurship-related support for entrepreneurial organizations in the community
Get advice from entrepreneurs		
		Provide entrepreneurial experience of sports professors to

		students
		Introducing students to technology parks by the university
		Existence of advantages in the market
		Security of investment in sports entrepreneurship
		Introducing community entrepreneurs to students by the university
Social Approach	Cultural	People's views and their acceptance of sports entrepreneurship in society
		Acceptance of sports entrepreneurship from the perspective of society

4. Discussion and Conclusion

The results of the analysis of the interviews led to three central categories under the headings of communication approach, development and focus approach and social approach in order to identify the underlying factors affecting sports entrepreneurship education of sports science students. Also in the communication approach of two subclasses (subclass) under the headings (team building and government support), in the approach of development and concentration of two subclasses (subclass) under the heading (educational system and incentive system) and finally in the social approach of one subclass (Subclass) was identified and extracted under the heading (cultural factors). According to the results of the present study and taking into account what has been expressed so far in the form of research backgrounds, the extracted indicators on the underlying factors affecting sports entrepreneurship education of sports science students have been consistent with other results of the research. This alignment is particularly noteworthy in research focused on entrepreneurship education, Kurd Naeij (2013), Mandalizadeh et al. (2016), Ziviar et al. (2017), Nova (2015), Pixoto (2016) and also (2017), which has emphasized the underlying indicators of entrepreneurship education.

Analyzes of interview data have shown that team building is an important subset of the communication approach in sports entrepreneurship education. This result is consistent with the results of research by Rahimi et al. (2013), Perkeman (2013), Gabe et al. (2015) and (2016). Universities can summarize and present a pure idea in sports entrepreneurship by creating work teams and benefiting from teamwork and networking and creating empathy among students. Having a cohesive and strong work team will help us reach our predetermined goals much faster on the entrepreneurial path. . In addition, we will have more time to focus on creating new competitive advantages through product innovation as well as modern marketing.

On the other hand, the results show that government support is important as one of the sub-categories of the communication approach in sports entrepreneurship education of sports science students. This result is consistent with the results of research by Mandalizadeh et al. (2016), Gip et al. (2015), Shamsuddin et al. (2015) and Colt and Russell (2009). In our country, the centers for supporting entrepreneurs are very limited and the entrepreneur with all the problems, while trying to turn the idea into a product, must bear all the investment risk. Entrepreneurs Support Centers are not able to meet the financial needs of entrepreneurs due to lack of financial support and lack of serious support from relevant institutions. Entrepreneurs enter an economic and industrial movement by creating small businesses with their limited capital and sometimes by

receiving small loans, and in many cases, they lose their lives and facilities in the way of industrial development. Entrepreneurship development is not possible without government support because the experience of other countries that have taken the path of development shows that entrepreneurship development is impossible without government support. If the government finances entrepreneurs, their progress will be faster and many knots in the way of entrepreneurs will be opened. Governments do not produce entrepreneurs but have the task of preparing the environment for the growth of entrepreneurs, government strategies can lead to the creation of a suitable business environment. In the field of sports entrepreneurship education, the government provides space for supporting the success of sports entrepreneurship and creating the necessary infrastructure for sports entrepreneurship and providing the raw materials needed by entrepreneurs and reviewing government regulations, as well as reducing taxes to support sports entrepreneurship and the success of students and science graduates. Facilitate sports in the risky process of sports entrepreneurship education and development.

Also, the analysis of the data obtained from the interviews has shown that the educational system, as one of the sub-categories of the development and focus approach, plays a role in the sports entrepreneurship education of sports science students. This result is consistent with the results of Aslani Clinical Research (2018), Al-Mahdi (2011), Pixoto (2013), Valerio, Parton and Robb (2014), Gabe et al. (2015), Rach and Halsing (2015), Nova (2015). . Educational programs have a significant relationship with the development of sports entrepreneurship. This means that the more entrepreneurship-related training programs and how to start a business, the more people will be interested in entrepreneurship, and ultimately, the more the development of sports entrepreneurship in society. Since training leads to the empowerment of individuals, entrepreneurship training can guide the empowerment of individuals in the field of entrepreneurship. Students need a conducive environment to teach sports entrepreneurship in universities so that they can be given creative and innovative ideas. The knowledge-based university will become an entrepreneur. It is important to note that the content, method, and structure of curricula should be different from current curricula so that students' current theoretical and passive approaches are not duplicated. These methods include real experience, reflective observation, and abstract perception.

On the other hand, the results show that the incentive system has been considered as another sub-category of the development and focus approach in sports entrepreneurship education of sports science students. This result is consistent with the results of Baharun and Sheikh Ahmad (2002), KalatehSeifri and Tandnavis (2012), Kalani et al. (2015) and Ziviar et al. (2015) and Marzban, Movahedi and Nowruzi (2015). The results of this study help the planners and officials of the Ministry of Science and the officials of the physical education faculties to hold programs to encourage and increase the entrepreneurial characteristics of the youth and students along with the main physical education program in order to spread the spirit of self-employment and entrepreneurship among university graduates. . In addition, by reviewing the main courses of the field of study, the courses that lead to increasing and improving the characteristics and ultimately entrepreneurship of students should be emphasized more. Finally, planning, organizing and coordinating various institutions to start a new business for graduates in this field.

Finally, the analysis of the data obtained from the interviews has shown that cultural factors play a role in one of the sub-categories of the social approach in the sports entrepreneurship education of sports science students. This result is consistent with the results of research by Yerij (1994), Atrkvys and Kloftsen (2005), Mohammadi Eliassy

and Notash (1390). The relationship between entrepreneurship and culture is debatable from two sides. On the one hand, it is the results of entrepreneurship that affect society, and on the other hand, the entrepreneurial process and the culture that governs it, which is both influenced by the foundations of society's culture and can bring about fundamental changes in it.

Considering the research findings, in order to teach sports entrepreneurship, there is a need to provide the background conditions. In this regard, universities can act as a facilitator in communication, development, focus and social approaches and provide the conditions for sports entrepreneurship education for sports students. In general, sports entrepreneurship training programs in universities should be directed towards creativity and innovation, and by combining theoretical and practical knowledge related to sports entrepreneurship, they should finally move from a knowledge-based university to an entrepreneurial university. It is hoped that the results of this study can be used in entrepreneurship education to stimulate entrepreneurial spirit and promote knowledge, attitude and skills of physical education and sports students in the field of entrepreneurship and also used higher education, physical education and sports policies to facilitate the transfer of more responsible population to the market.

5. References

1. Alizade, MH., Nasiri, KH. (2001) Occupational Problems of graduates of Physical Education and Sports Sciences. (Persian).
2. Baharun, R., & Sheikh Ahmad, F. (2002). Access to human capital in Entrepreneurship Education: A comparison of male and female students in Technical Discipline. Accountant national, 30-33.
3. Bratianu, C., & Stanciu, S. (2010). An overview of present research related to entrepreneurial university. Management & Marketing, 5.
4. Brich, D. (1994). Dynamic Entrepreneurship and Job Creation. MIT and Cognetics Inc. United States of American.
5. Etzkowitz, H., & Klofsten, M. (2005). The innovating region: toward a theory of knowledge-based regional development. R&D Management, 35(3), 243-255.
6. Gibb, A., Hofer, A. R., & Klofsten, M. (2015). The entrepreneurial higher education institution: A review of the concept and its relevance today.
7. Hemme, F., Morais, D. G., Bowers, M. T., & Todd, J. S. (2016). Extending sport-based entrepreneurship theory through phenomenological inquiry. Sport management review, 20(1), 92-104.
8. Heidari, GH., & Yazdan seta, F. (2015). Comparison of the Effectiveness of Entrepreneurship training courses in Saqez and Sanandaj counties, Educational Management Research, 24, 143-161. (Persian).
9. Jones, C. and English, J. (2004). A contemporary Approach to Entrepreneurship Education. Education and Training, 46(8/9), 416-423.
10. Kargarfard, M., Zolaktaf, V., & Karami, HR. (2008). Perspectives of Exemplary Sports Managers and Teachers on Updating the Undergraduate Physical Education Curriculum, Research in Sports Science. 8, 65-80. (persian).
11. Kilasi, P. K. (2013). The role of higher education in promoting entrepreneurship education: the case of public universities in Tanzania (Doctoral dissertation, University of Pretoria).

12. KhosraviPour, B., & Keikhah, S. (2013). Entrepreneurship education: an effective approach for employment of agricultural students. *Work and Society*, 163(3), 39-
13. Kozechian, H. (2000). Assessing the Educational status of students in Physical education schools in the country. 2, 35-53. (Persian).
14. Kozechian, H. (2000). Assessing the Educational status of students in Physical Education schools in the country. 2, 35-53. (Persian).
15. Pooratashi, M., & Mokhtarnia, M. (2009). Investigating the Factors Affecting the Entrepreneurship of Agricultural Graduates from the Perspective of Faculty Members of the Campus of Agriculture and Natural Resources, University of Tehran, Iranian Economic Research and Agricultural Development. 2, 115-122. (Persian).
16. Perkmann, M., Tartari, V., McKelvey, M., Autio, E., Broström, A., D'este, P., & Sobrero, M. (2013). Academic engagement and commercialisation: A review of the literature on university–industry relations. *Research policy*, 42(2), 423-442.
17. Shiri, N, Mohammadi, D., & Hoseini, S. (2012). Entrepreneurial Intention of Agricultural students: Effects of Role Model, Social Support, Social Norms and Perceived Desirability. *Scholars Research library, Archives of Applied Science Research*, 892-897. (Persian).
18. Santos, F. J., Romero, I., & Fernández-Serrano, J. (2012). SMEs and entrepreneurial quality from a macroeconomic perspective. *Management Decision*.
19. Sandra, S., & Dubinsky, L. (2007). Institution Entrepreneurship for Universities in Transition. *European Journal of Marketing*, 34.
20. SaeediMehrabad, M., Mohtadi, MM (2008). The Effect of Entrepreneurship Education on the Development of Entrepreneurial behaviors, *Entrepreneurship Development Quarterly*. 2, 57-73. (Persian).
21. Shormeij, Z., Sedghi, SH., & Talachi, H. (2014). Identifying the Underlying Factors Affecting Users Information- Finding Behavior in interaction with the Visual Search Option in the Obsco Database: A Grand Theory Study, *Human interaction and information*, 3, 225-234. (Persian).
22. Strauss, A., & Corbin, J. (1990). "Basics of qualitative research", London: Sage publications.
23. Valerio, A., Parton, B., & Robb, A. (2014). Entrepreneurship education and training programs around the world. Washington DC: The World Bank.