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TÍTULO: Explicación y análisis de la cultura del trabajo como currículo oculto en el plan de estudios de emprendimiento del sistema educativo de Irán.

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RESUMEN: En el artículo se estudió y analizó el currículo de emprendimiento y producción basado en elementos como metas, contenido, y métodos de enseñanza y evaluación con respecto a las dimensiones cognitivas, afectivas y psicomotoras. Después de estudiar los componentes básicos de la cultura laboral en opiniones de académicos nacionales y extranjeros, así como textos teóricos e investigaciones, los resultados indican que el currículum oculto consiste en un mensaje implícito de los centros educativos; además, los componentes de la cultura laboral pueden enseñarse a los estudiantes con un currículo oculto en las escuelas secundarias de Irán.

PALABRAS CLAVES: Currículum, emprendimiento, currículum oculto, cultura laboral.

TITLE: Explanation and analysis of work culture as a hidden curriculum in Entrepreneurship Curriculum of the Iran's Educational System.

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ABSTRACT: The article studied and analyzed the entrepreneurship and production curriculum based on elements such as goals, content, and teaching and evaluation methods regarding cognitive, affective and psychomotor dimensions. After studying the basic components of the work culture in opinions of national and foreign academics, as well as theoretical texts and research, the results indicate that the hidden curriculum consists of an implicit message of the educational centers; In addition, the components of the work culture can be taught to students with a hidden curriculum in Iran's high schools.

KEY WORDS: entrepreneurship, hidden curriculum, work culture.

INTRODUCTION.

Today, young people of society need variety of competencies for employment. One of the major concerns of policy makers and planners of educational systems in all countries is transition of students from school to work market and employment.

In most developed and developing countries, entrepreneurship has been considered as the main source of development (Abbaszadeh, 2015; Gena and et.al, 2015; Akbari, 2008). To extent the process of facilitating, the passage is facilitated, and graduates can gradually and without stress in the job market complete their education at various educational levels, which adds to the efficiency of the educational system (Shariatzadeh, 2013). In this condition, young people need diverse cognitive, affective, and psychomotor skills to enter the job market (Neck & Greene, 2011).

The range of competencies that required for employment is greater than the simple skill of a job. The competencies include a wide range of communication skills, intellectual, personal behaviors and responsibilities, teamwork skills, flexibility, creativity and innovation, negotiation, leadership, patience, learning English language, ethics, and many other things (Navidi and Mahmoudi Kahriz, 2012).

The need to place entrepreneurship education in formal education is a concern for many decision-makers and researchers. This is due to the skills and attitudes necessary for the lives of young people, which are taught by entrepreneurship. Entrepreneurship education brings young people into entrepreneurial skills and enables them to enter the world of work with confidence and create self-esteem in them (Nkirina, 2010).

The study of the process of economic and social development in developed countries indicates that the economy is under the influence of entrepreneurship, and entrepreneurs have a significant role in economic and social development (Mahmood et al., 2015 and Rajput, 2015).

In the educational system, schools have two important tasks: first, transfer of knowledge, skills and the fostering of students' talent for prosperity; and second, contribute to their socialization. Students acquire skills and expertise through different academic courses that the result of these specialties is the service for her/himself; and gradually serves the community and promotes the exaltation of her/him and others social life. With a decline in employment opportunities in the public sector and an increase in the number of graduates at different levels, the supply of job seekers has been multiplied by the demand for the labor market. Therefore, it is essential that students are directed to a place where they will be better off for work and entrepreneurship, instead of hiring and gaining employment in their careers. In addition to providing the services and goods needed by the community, there will be generous and productive jobs.

Today, curriculum is one of the most important components for realizing the goals and missions of educational systems in the world. The hidden curriculum, which consists of implicit messages from the educational centers, is not written, but it is felt by everyone.

In 1968, Philip Jackson used the term "Hidden Curriculum" in the book "Living in the Classroom". Jackson noticed that the characteristics of classroom life are inseparable from school social relationships. During his observation, he found that in class there are certain values, personalities

and social expectations that are associated with rewards. He observed that the learning of these expected policies is part of the hidden curriculum (Eskandari, 2004). Work culture as a lifestyle has a fundamental role and infrastructure in promoting the dynamism of societies. Compared to concepts such as organizational culture, general culture, and so on, the concept of working culture is less defined. Providing the possibility of decision-making based on intellect and tact in all stages of life, especially from childhood, is one of the most important and influential foundations for the creation and strengthening of work culture.

Studies by Iranian social experts indicate that the working culture in Iran is lower than that of advanced societies. However, in the advanced world, it has become increasingly important to take on the role of the strategic force of manpower and its attitudes toward work and the concept of working culture. When the culture of work is institutionalized, work is regarded as a value, and all people at different levels of work consider working as a balanced development of the community and through proper work they contribute to economic development (Jafari & Habibi, 2002).

The culture and ethics of work are defined by the set of beliefs, values and principles that influence the subjectivity and action of individuals on their tasks and their performance in the field of work. Therefore, in this study, the factors or components of work culture in the entrepreneurship curriculum in the formal education curriculum that can be taught as hidden curriculum to students. So, the main research question is: “How can the components of work culture be taught to students as a hidden curriculum in entrepreneurship curriculum?” and sub-questions of research are:

- What are the general goals of entrepreneurship lessons in formal education?
- What are the cognitive, affective, and psychomotor dimensions of an entrepreneurial lesson in formal education?
- What are the components of the culture of work?
- How is it possible to teach work culture as a hidden curriculum?

DEVELOPMENT.

Methodology.

According to the references of this study, the nature of the subject matter of the research is qualitative research and descriptive-analytic method. Descriptive research includes a set of methods which purpose is to describe the circumstances or phenomena under investigation. "In the descriptive method, the researcher seeks to describe objective and regular characteristics of a position or subject" (Naderi and SeifNaraghi, 2016).

Performance of descriptive research can only be used to better understand the existing conditions or to assist in the decision-making process (Sarmed et al., 2016). On the one hand, the purpose of analytical research is to understand and improve a set of conceptual concepts or conceptual structures in which they interpret the experience, express purpose, construct the issues and implement research. In other words, the purpose of analytical research is to clarify the concepts and to give a detailed and informative imagine of the nature of the concept (Short, 2009).

Findings.

One of the goals of entrepreneurship education is to acquire knowledge about entrepreneurship, to determine and strengthen the capacity, talent and entrepreneurial skills, to induce riskiness, and to strengthen attitudes toward acceptance of change (AhmadpourDariani, 2013).

The general objectives of "Entrepreneurship Lessons" are to train entrepreneurship students through which, in their future career, instead of looking for employment and remuneration, themselves as business paths, in addition to creating jobs for themselves and others, increasing welfare and wealth in the community. It is not expected that all students will become entrepreneurs through this lesson, but by recognizing the role and importance of entrepreneurs in the community; in the role of those who will take different roles in society in the future, the necessary supporting resources for them.

Based on this, an entrepreneurial curriculum seeks to achieve such goals that can be achieved at three levels:

1- Cognitive objectives.

- Recognition of success and factors affecting it.
- Entrepreneurship as a job.
- Understanding the features of entrepreneurs.
- Understanding the business and setting it up.
- Understanding the way business is managed.
- Obtain knowledge about the business plan.

2- Affective objectives.

- Create an interest in success and a desire to achieve it.
- Interested in entrepreneurial jobs.
- Interest and willingness of entrepreneurs.
- Creating a business inclination and setting it up.
- Create interest and attention to business management.
- Create an interest in writing a business plan.

3- Psychomotor objectives.

- Ability to plan for success.
- Ability to plan entrepreneurial career paths for yourself.
- Ability to identify entrepreneurship and entrepreneurs.
- Ability to set up a business.
- Ability to manage business.
- Ability to design a business plan.

Therefore, education should provide an opportunity through which students, with their capabilities, strengths and weaknesses in identifying business opportunities as players; play an important and responsible role in their lives.

Students are on the path to various business stages, such as the formation of the idea of entrepreneurship and the recognition of the needs of society for goods or services, or the provision of resources, the organization of the workplace, the marketing of services, and ultimately by designing a business-oriented. At each stage, students are encouraged to discover how to develop their skills and to flourish in meeting the needs of society. In this program, autonomy is encouraged through creativity and innovation, and the benefits of working group and cooperative are shown from the dash of selected topics and activities. For high school students, entrepreneurship training helps to transfer knowledge and skills learned at school to the world of work and the market. In addition to enhancing and developing entrepreneurial skills, their economic self-esteem has increased and by playing an important role in society leads to reduction of poverty and inferiority (Azizi and Ahmadpour, 2002).

Undoubtedly, educational systems have goals and objectives that the interaction and integration of all its components and elements are essential for achieving those goals. Effective learning and favorable changes in learners are considered as the result of the efforts of all parts of the educational system, which is not possible to achieve those goals through the planning and implementation of the program. Nevertheless, it is expected that students will achieve high values as the main audience of learning based on interaction with the set of social, cognitive and physical factors of the educational environment, but this is about paying more attention to educators and has specially curriculum planners as educational engineers.

The curriculum as a specialized field is limited to a set of experiences and activities to learning, both predetermined and formal, and there are other factors inevitably associated with the formal curriculum. In many aspects, more broadly, sustainably and penetratingly act in the formation of experiences, transfer of thoughts, attitudes, values, practices and behavior of students, affect influence on the whole process of education. Such lessons learned and understood during school and classroom education, are not part of a curriculum, are the hidden curriculum.

Skleton (2005) states hidden curriculum as a collection of messages related to the knowledge, values, and behavioral norms and attitudes that the learner implicitly experiences during educational processes. This message may be contradictory, non-linear, emphasizing that any learner will receive them in a particular way. When these attitudes and beliefs are inconsistent with the formal goals of education, it will create a negative attitude in students and will disrupt and prevent them from learning (Maleki, 2008).

Teachers will adapt the official or observed syllabus according to the classroom conditions during the teaching and prior knowledge of the students and each student has a Personal impressions based on previous knowledge and experience, and also interaction with teachers and other students, the school environment and the community are learning many of this curriculum, which hidden curriculum is a generic concept that encompasses the implications of the implementation of the formal curriculum (FathiVajargah, 2009).

What students learn at school in terms of the purpose and content of textbooks is merely a series of simple and abstract information and skills transmitted to students by teachers and directed by the school, but our curricula must respond to the changing conditions of society, and create initiative, creativity, flexibility and competence in students and acquire them, in order to obtain the concept of science, scientific phenomena and understanding of relations (Yarmohammadian, 2007). Although another aspect of the curriculum that focuses on the educational system and without the knowledge

of teachers and students in the form of a set of expectations and values, and less attention to knowledge, is hidden curriculum that plays a pivotal role in curriculum studies (Mehrmohammadi, 2009).

The importance of the hidden curriculum is, to a large extent, that most scholars and peer educators all agree on its effectiveness in achieving educational goals and some of its importance are more and some less so. The implicit messages of this curriculum are relative and depending on the location, time, and learner; there are different scenarios, and it may be hidden curriculum at a specific time as an obvious function in another school. This hidden curriculum refers to those educational activities and outcomes that are not explicitly mentioned in the curriculum, but it seems that the systematic and effective use of experiences educational at school (FathiVajargah and Talebzadeh, 2003). In the planning process, content selection is always special sensitivity and importance, since the first step in the effort to grounding is the realization of objectives (Maleki, 2007).

In addition, decision making on content should be made according to available goals and resources and its various aspects are reasonable and rational (FathiVajargah, 2009). A set of behaviors, attributes and competencies for entrepreneurship requires that the formal educational system should be provided to students by formal and informal curriculum. In general, various methods can be used to learn and train entrepreneurship. Here are the most important ones:

1. Conversation and discussion of teaching and learning process.
2. Listening to a person's speech in relation to business.
3. Presentation of lectures by learners on various issues of entrepreneurship.
4. Watching a movie and discussing it.
5. Experimental works in various fields of entrepreneurship.
6. Writing and compiling research by students.

7. Computer simulation programs.
8. Study of real case studies in group.
9. Visit of business and report presentation.
10. Play various entrepreneurial roles.
11. Providing consulting services for learners by professionals.
12. Work students internally in the real business environment.
13. The solution to the problem of business and entrepreneurship.
14. Writing a report by students about entrepreneurship.

In all of the above methods, the emphasis is on the active participation of students. Therefore, in accordance with the goals, conditions and target audience, these methods can be used in learning situations (Azizi and Ahmadpour, 2002). In evaluating the lesson of entrepreneurship, it is also expected that instead of memorizing, they will understand the subject and find solutions. Therefore, carrying out continuous activity and evaluating it will play an effective role in this way. In the continuous and final evaluation, various aspects can be measured:

- Cognitive Domain: Cognitive objectives are relevant to what the learner must understand. In this domain, objectives are set from the simplest levels of cognition to the most complex, and from tangible, intuitive to non-existent subjects; and in general, include the objectives, which addresses the knowledge and development of mental abilities. Measuring and evaluating this domain with different questions can be measured.

-Affective Domain: Those are educational objectives that deal with attitudes, emotions, interests and values. The objectives of this domain show the changes in interest, attitudes and values, the growth of aesthetics and consistency. Interest evaluation is usually presented as an indirect question; for example, in a work planning lesson, instead of asking if it is interested in setting up a business? We should ask this question: What kind of work does she/he like in the future?

- Psychomotor Domain: This domain includes practical skills in communication, buying and selling, technical and professional, and so on. Any activity, in addition to the psychological aspect, has a physical and skillful aspect, is in this area; for example, to measure the sales and marketing ability of an individual, a sample of products could be given to him and asked him to sell them. The skill of communicating and selling successfully results from the use of all the salesperson's intellectual and verbal abilities. In the final evaluation of entrepreneurship lesson, in addition to knowledge and theoretical issues, also ends to the business plan. In general, the outcomes of this course, along with the knowledge and concepts learned in relation to business, are the business plan. Students should write a business plan based on their ideas, abilities, field of study and interest, which can be implemented (Azizi and Ahmadpour, 2012).

On the one hand, the "culture of work" in the country is also raised. Persian dictionary has given culture the meaning of science, knowledge and decoration. Also, culture is defined as follows: "The complex phenomenon of customs, thoughts, art and lifestyle that is formed during the historical experience of the tribes and can be transferred to later generations". In another dictionary "Culture is a set of beliefs, thoughts and intellectual traces of mankind in history which has been the basis and continuation of human growth and excellence and the formation of a particular identity for him".

The culture of the collections is interchangeable and is a subset of the collections and records of human societies that can be considered as transferable capital from generation to generation, yet it is one of the most common, and at the same time, it is one of the most complicated and the most ambiguous concepts (Jafari and Habibi, 2002). Also, in this dictionary, work is defined as: "What is happening to someone, practice, and other that the activity that a person is busy on a daily basis and usually receives for that salary".

Work culture as a lifestyle plays a fundamental role in promoting the dynamism of societies. Compared to concepts such as organizational culture, general culture, and so on, the concept of working culture is less defined. Providing the possibility of decision making based on intellect and tact in all stages of life, especially from childhood, is one of the most important and influential foundations for creating and strengthening the work culture.

Studies by Iranian social experts indicate that the working culture in Iran is lower than that of advanced societies. However, in the advanced world, the concept of working culture has become increasingly important with a greater emphasis on the strategic role of manpower and its attitudes toward work and production. When the work culture is institutionalized, work is considered as a value, and all people in the community at different levels of work are considered to be the path to balanced development of society and through proper work, they help to promote economic development (Jafari & Habibi, 2002). The culture and ethics of work are defined by set of beliefs, values and principles that influence the subjectivity and action of individuals on their tasks and their performance in the field of work.

The basic question is: what factors or components constitute the culture of work? The subject of work culture in the theoretical and research literature of different countries has been wide and diverse. In this research, after the basic study of the components of work culture were done in the views of domestic and foreign experts, as well as the study of theoretical literature and research. components of work culture in thirteen components; hard work, group collaboration, participation and counseling in activities, discipline, responsibility, empathy and mutual respect, willingness to learn, flexibility, Organizational commitment and loyalty, interest and attachment to work, creativity in affairs, knowledge and expertise in work, observance of occupational safety and health principles, were identified as the main focus of this research.

In this regard, Miyajiri (2011) in the study "Attention to the Attitude of Work Culture in Secondary School Textbooks" (the field of work and knowledge), with the aim of analyzing the attention paid to the high school curriculum of the field of work and knowledge to work culture components, and three dimensions (cognitive, affective and psychomotor), three main questions have been investigated. The research method is descriptive and content analysis. The research community has been all textbooks in high school. Of the above-mentioned society, three books of work health and safety, work law, and entrepreneurship law have been selected through targeted sampling. The main findings of the research indicate that the attention to the components of work culture and the three dimensions of the above-mentioned books were mainly cognitive and direct reference. Therefore, in designing and compiling the books, the three dimensions of the work culture's attitude are not appreciably high.

SalehiOmran et al. (2009), in a research entitled "A Comparative Study of Components of Work Culture in Elementary School Textbooks and Teachers' Teaching Method", aimed at examining the importance of the components of work culture in the textbooks of the elementary course of Iran as well as the relationship between teachers' teaching methods and development of components of work culture in students, the research was carried out in two ways of quantitative (content analysis) and qualitative (interview). The research community included all elementary textbooks and 25 teachers who were purposefully selected, and the data were collected using content analysis and semi-structured interviews.

The results of the content analysis revealed 31 textbooks show that there are balanced and comprehensive attention to all elements and components of untrained culture. So, elementary school lessons have pointed to the components of work culture, but teaching methods used in the teaching-learning process are not such that the components of work culture in the knowledge enhance and educate the students.

Arabi and Sheikhiyani (2010) evaluated some of the most important factors affecting it among the youth of Qom in a study entitled “Investigating the Components of Work Culture”. The results show that the youth's attitude toward work culture was very good. Also, the most important factor affecting the work culture is the religious orientation of the youth. In addition, findings indicate that attitudes of young people regarding the work with Islamic culture and the requirements of the country's vision document are consistent and aligned. Therefore, the best suggestion to maintain and enhance the culture of work among young people is to pay attention to their religious and spiritual tendencies.

Rahimi Dehsouri (2013) explores “Ways and Barriers to promoting the Culture of Work and Endeavor in Islamic Society by referring to the Holy Qur'an, the Infallible Tradition and the Beings of Elders”. The results indicate that factors such as insecurity, lack of protection for workers and producers, compulsory work, disregard for needs and priorities, extremism, oppression, corruption and injustice, disappointment, denial, fear, making work, ignorance and companionship with the ignorant, trying to do frivolous work, not being cunning and coordinating with the poor people, cause reduce blessings; and on the other hand, seeking God, security, faith in God and righteous deeds, the acceptance of supreme authority, courage, contentment, dedication to self-determination, self-esteem, respect for real values, justice, and failure to abandon and inappropriate actions, cause boost blessings.

Azimi Hashemi (2009) explores the “Work Culture among the Children of Martyrs of Khorasan Razavi province”. According to findings, younger people and those with less education are more interested in external motivations. 75% of people have relatively good job self-concept and 10% have very poor self-concept. Among individual factors, the impact of skills on one of the components of the work culture, which is self-concept, was confirmed and its impact on other components of work culture was not significant. At the job level, there is no evidence that the type

of occupation can affect the work culture, but experience and career records depend on the meanings and work requirements. At the level of social expectations, the view of the offspring is also influenced by the expectations of the community about the work and expectation of the community and the expectation of the organization of the martyr foundation on some components of the culture of work.

A review of the research collections carried out in other countries also states that, at first glance, it is possible to distinguish the available researches in this field according to the role that researchers have considered in their research for culture. In this regard, a diverse range of research can be considered, in which culture is considered as a factor influencing organizational management outcomes, such as organizational performance and employee attitudes, and the constructive role of culture has been proven in creating such results. From another view, we can mention research that aimed to provide a model for measuring the ideal culture of work or organization; for example, Peterman and Kennedy (2003) have found in their research that entrepreneurship experiences of students during training have been reinforcing their desire to create new businesses. Therefore, it is important that entrepreneurship is promoted to create an entrepreneurial culture, and this will be done through new and effective entrepreneurship education (Bejerk, 2008).

CONCLUSIONS.

Entrepreneurship education in formal education courses is a special lesson to provide knowledge and an entrepreneurial mentality model for business start-ups that complements other courses for students who have special technical and vocational skills. With a decline in employment opportunities in the public sector and increase in the number of graduates at different levels, the supply of job seekers has been multiplied by the demand for work market. Therefore, it is essential that students be guided to a place where they will be better off for work and entrepreneurship rather than hiring and remunerating them.

In addition, to providing the services and goods needed by the community, there will be productive works. From the viewpoint of planners, the route is difficult enough, so passing through it without perseverance, interest and frequent practice is not possible. The content organization is activity-oriented and students move up the content of the learning path. This path involves simple to complex activities. Many activities will be conducted in the school learning environment, and some will be carried out in the outdoors and at home. As much as open learning and placement of students are associated with innovation, learning environment becomes more flexible, and the speed of realization of goals of empowerment will be further.

Effective learning and desirable changes in learners are considered as the result of the efforts of all parts of the educational system of Iran, which is not possible to achieve those goals through the planning process and its results. The curriculum as a specialized field is limited to a set of experiences and activities leading to learning and is prescriptive and formal, and there are other factors inevitably associated with the formal curriculum, which in many more broadly, more sustainably and penetratingly, in the formation of experiences, the transfer of thoughts, attitudes, values, and practices and behavior of students, and its influence on the whole process of education affects. Mortaza Nejad and colleagues (2017) show that entrepreneurship education is provided in the majority of countries in an integrated, indirect way through informal and advanced study programs to learners. It can be said that entrepreneurship education is an interdisciplinary and multidimensional problem that cannot be trained with direct teaching methods in the classroom.

The development of behavior tends to be entrepreneurship in students as a kind of change in attitude towards business, occupation and life. An entrepreneur needs sophisticated cognitive analyzes, a deep insight and a high level of learning that must be done through complex interactions, profound cognitive activities, simulations, listening to the narratives of successful entrepreneurs, observing entrepreneurs in developed real situations and interaction with different

stimuli in students. Performing such activities, the university requires interaction and collaboration between the educational, research, management, cultural and extraordinary areas. The content of the entrepreneurship curriculum in the general secondary school has three cognitive, affective and psychomotor dimensions. If dimensions be more complete, individual readiness will be greater for the objective appearance of attitude-related behavior.

The cognitive aspect of attitudes represents any kind of opinion, knowledge, and belief in the subject of attitude as well as information, knowledge, and facts. This collection is the first category of readiness for practical implementation of the attitude. Affective dimension as attitudes, emotions belong to attitude, negative and positive feelings that arise when thinking or imagining. The third dimension is the readiness and tendency to practical action on the attitude that creates a functional and behavioral dimension of attitudes (Eisen, 1995; Bloom, 1999).

It should be noted that work culture as a lifestyle plays a fundamental role in promoting the dynamism of societies. Compared to concepts such as organizational culture, general culture, and so on, the concept of work culture is less defined.

Providing the possibility of decision-making based on intellect and tact in all stages of life, specially from childhood, is one of the most important and influential foundations for creating and strengthening the work culture. Therefore, the thirteen components of work culture. which include hard work, group collaboration, participation and counselling in the conduct of activities, discipline, responsibility, empathy and mutual respect, the desire to learn, flexibility, commitment, and organizational loyalty, interest and attachment to work, creativity in affairs, having knowledge and expertise in work, observance of occupational safety and health principles, can be taught to students in hidden curriculum in three dimensions: cognitive, affective, and psychomotor.

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