



RESEARCH ARTICLE

Training Needs Assessment Students at University of Tehran: Entrepreneurial Approach

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Abstract

The aim of this descriptive - survey determine the educational needs of students with entrepreneurial approach has been. Community survey of all college students in Tehran University of and the community and randomly selected. This study was a descriptive survey method of data collection and research instrument was a questionnaire - researcher and the Delphi technique. To answer the research questions and data analysis, descriptive statistics, including frequencies and percentages, and inferential statistics, including nonparametric Friedman ANOVA and chi-square test was used. The research results show on the issues that the students identify opportunities, starting a business, understanding and wisdom, financial management and accounting, business management, personal, organizational behavior, decision making training The need to arrange more is most needed in these areas: business startup, business law, finance, business, accounting and financial management of the business.

Keywords: *Students, Entrepreneurial approach, Training needs assessment.*

Introduction

During the last half century, social, cultural, political and economic world has undergone a transformation that has been so hard to be a little like the relationship between individuals and organizations found in the present and the past. Rapid changes in the organizational and social aspects of life, not only Khamandyshy any of the individuals, organizations and communities denied, but his life has revolved their survival. In such cases, it seems to be one of the most important strategies for coping with the challenges and issues of community development and education of the latter is the entrepreneurial community.

The teaching collection effort planned for facilitating learning organization employees about their job competencies. These competencies, knowledge, skills and behaviors required for successful job performance, crucial, encompasses. The association of human resource services, training to be a planned process to improve knowledge, attitudes and skills through learning experience to achieve effective performance in an activity or a set of practices in one position in order to develop their ability to meet current and future needs of the organization defines.

Educational purpose and practical tasks necessary to obtain information about job roles, knowledge, skills necessary to perform its duties. Thus it can be said that practically needs a data collection tool that, if properly applied, community organizations, and hence from a passive stance and made ambiguous in educational activities outside, in an open position and puts information on explicit and implicit organizational needs are met with education, is collected. It is in this context that the conduct of a training needs assessment, what is important is the recognition of educational needs. Deficiency educational needs talents, knowledge and attitudes of individuals undergoing training. Educational needs include: skills, knowledge and abilities that individuals can not do for it to work successfully, it is necessary.

Considering the above and accept the fact that undergraduate courses and curriculum development in universities, considering the role of entrepreneurship in business and entrepreneurial perspective should be reviewed, promotion and development of entrepreneurship in university think about.

Therefore, the following question is proposed:

- Students with an entrepreneurial approach to business skills training they need to do?
- Students with an entrepreneurial approach to the business of what training they need?
- Students with an entrepreneurial approach to business attitudes on what training they need?

Review of Literature and Background Research

Conceptual Framework

In general we can say that the identification of training needs assessment (between what is and what ought to be), and rank them in order of preference and choice needs that should be reduced to delete

Background Research

Research that emphasizes special education process can alter the perception and attitude of the people and equipping them with the knowledge and skills specific to a potential entrepreneurial actual entrepreneurial to convert .

Human physical environment, social and cultural impact of new cases and their opinions and feelings about the new features that are ready and willing to find a special way of dealing with their behavior and thus of his views are. With the development of thinking and decision making requires new attitudes and behavior towards these small, regular, and predictable format is. It is thus clear that the beliefs and attitudes that govern individual behavior It is believed that beliefs and attitudes are learned, and when the training

Family and social environment has been created it can be to make changes in their teaching and learning. The amount and type of entrepreneurial attitudes about entrepreneurial activity by individual. Research results indicate that educational interventions, entrepreneurial attitude have a direct effect on the increase in certain aspects. The previous studies in this field show that entrepreneurship education can change

attitudes towards entrepreneurship and entrepreneurial skills to enhance individual.

The importance of entrepreneurship, the world's great universities, training and development of entrepreneurial thinking in their agenda. The best reason of this "Summary Declaration on university education", which was issued in October 1998 under the auspices of UNESCO in Paris as "the development of entrepreneurial skills and initiative should be a major concern among university education"

Generally associated with the role and impact of entrepreneurship on employment and economic growth in developed countries, efforts intensified training and generalization of knowledge and entrepreneurial spirit. The report of the Industrial Management Institute Training Center in 1387, is one of the ways to promote entrepreneurship in the country's education system, especially higher education, is presented. Experts believe that entrepreneurship education should be directed to the courage and brave decision to have grown to take risks. Our colleges and universities need to review the system to be used directly or indirectly to the subject of entrepreneurship, so that graduates become entrepreneurs.

With regards to the role of education and relationship building skills and entrepreneurial entrepreneurship education in particular, the role of education, especially education in community development is increasingly evident. Practical knowledge in the field of higher education through employment, skills and abilities required in the context of entrepreneurship, and cultural infrastructure development and support of entrepreneurship research, the concepts of entrepreneurship and the knowledge, skills and attitudes of students towards entrepreneurship and Entrepreneurs are pushing.

S.No.	As R	Year	Materials and Methods	The results
1	Entrepreneurship Education in Europe - needs assessment / Henry Colt, Sean Hill	2,006	Data collection is descriptive	Effectiveness of entrepreneurship training entrepreneur training is
2	Problem-based learning approach in entrepreneurship education / HK Neo, Linda Will	2,004	Data collection is descriptive	Singapore Polytechnic School for entrepreneurs to students, their curriculum has changed to be fully

3	Entrepreneurship training on how Boston University doctoral students affected? / William Baygryv	2,007	The method is applied to data collected using a survey questionnaire is used collect	Results showed 80% of those who have participated in research doctoral degree and to have been in their jobs for them to be useful in teaching courses that have been.
4	Renewed interest in entrepreneurship education in personnel / A. Vspr	2,008	Data collection is descriptive	Can be increased through training, entrepreneurial attitude and willingness of people to be more entrepreneurial actions
5	Social learning about entrepreneurship education / R.. Vyyrr him. Mai Field	1,990	The method is applied to data collected using a questionnaire survey and data collection is	Using the principles of social learning theory to training Entrepreneurship payment. Their research results showed that the impact of education on entrepreneurial attitudes are.

Method

This research study was descriptive-survey. Statistical population includes all students that the population is infinite. The sample population was selected by simple random sampling of 400 students are. Data collected in this study is both descriptive and navigation. Start gathering information in the field of theoretical research libraries, centers of national documents, websites, books, articles and dissertations were used. Then, using the Delphi method and the final questionnaire, data collection, and data analysis.

The researcher made questionnaire measuring instrument is based on the Delphi technique. The Delphi technique to determine the attitudes and judgments of individuals and groups, questionnaires or other tools can be applied. The conclusion of the agreement between the views and opinions of individuals, as a result, and according to a set of preferences is obtained, which can be the basis of the plan, or any other the decision-making [1,2,3]. Students in this study also uses the perspective of their business needs in the areas of primary data is collected through the questionnaire and then using these ideas, needs are specified in the form of the questionnaire and made prioritize it in the sample are located. The questionnaire analysis, how to prioritize its needs and are marked. The reliability of the questionnaire, the number of tests alpha was 0.957, indicating good reliability of it. Validity of professors and teachers in this field were reviewed and revised, and eventually became well known.

To answer the research questions and data analysis, descriptive statistics, including frequency distributions, percentage of net cumulative percentages, graphs, and inferential statistics, including nonparametric Friedman ANOVA and chi-square test was used to. Data analysis software spss Is used.

Analysis of the Data (findings)

- Students with an entrepreneurial approach to business skills training they need to do?

To investigate this question questionnaire was designed to provide the first phase of the sample analyzed. After collecting the questionnaires, preliminary data obtained were coded set. Based on these findings (basic needs), phase II questionnaire and the sample design was used. The questionnaire contains items that were introduced in the first stage as required and students must now chose it. After collecting the questionnaires, the second phase, students respond to the needs identified in Table 1 were selected based on the number and percent of participants is based on the schedule, business skills training needs of its students in the cloak Rrnd

Table 1: Approach to the educational needs of students with entrepreneurial skills

S.No	Needs	Percent
1	Planning and setting goals	3.57%
2	Decision	12.50%
3	Human relations and negotiation	12.50%
4	Marketing	12.50%
5	Financial and management accounting skills.	14.29%
6	Project Management	17.86%
7	Development Management	17.86%
8	Supply chain providers and suppliers	21.43%
9	Sales Management	25.00%
10	Control and monitoring	26.79%
11	Verbal communication or verbal communication	28.57%
12	Monitoring and evaluation	28.57%
13	Management business	30.36%
14	Management of Technology	30.36%
15	Interpersonal skills	32.14%
16	Writing Skills	32.14%
17	Listening Skills	32.14%
18	Ability to organize	35.71%
19	Networking skills	37.50%
20	Mentoring skills	44.64%
21	Team-building skills.	44.64%

- Students with an entrepreneurial approach to the business of what training they need?

To investigate this question questionnaire was designed to provide the first phase of the sample analyzed. After collecting the questionnaires, preliminary data obtained were coded set. Based on these findings (basic needs), phase II questionnaire and the sample design was used. The questionnaire contains items that were introduced in the first stage as required and students must now chose it. After collecting the questionnaires, the second phase, students respond to the needs that were identified on the basis of the results in Table 2 is based on this table, the educational needs of students with knowledge and include

Table 2: Educational needs of students with an entrepreneurial approach

S.No	Needs	Percent
1	Previous knowledge (failure and success in business process simulation)	3.57%
2	Previous knowledge (Experience)	7.14%
3	Mental models	14.29%
4	Special Knowledge (Education)	17.86%
5	Courses and Workshops	17.86%
6	Knowledge (Career Awareness)	17.86%
7	Individual Study	19.64%
8	Individual measures	19.64%
9	Business knowledge	19.64%
10	Knowledge of the market and business environment	19.64%
11	Previous knowledge (failure and success in business process simulation)	19.64%
12	Previous knowledge (Experience)	21.43%
13	Mental models	21.43%
14	Special Knowledge (Education)	23.21%

- Students with an entrepreneurial approach to business attitudes on what training they need?

To investigate this question questionnaire was designed to provide the first phase of the sample analyzed. After collecting the questionnaires, preliminary data obtained were coded set. Based on these findings (basic needs), phase II questionnaire and the sample design was used. The questionnaire contained items that had been required in the first stage and the directors would have chosen it. After collecting the questionnaires, the second phase, students respond to the needs that were identified in Table 3 based on the number and percentage of the electorate that it is the attitude of the needs of the entrepreneurial approach is

Table 3: Training needs attitude with an entrepreneurial approach

S.No	Needs	Percent
1	Feel and understand the need for product	1.79%
2	Product profitability	7.14%
3	Product value	7.14%
4	Entrepreneurial alertness	8.93%
5	Advantage of opportunities	8.93%
6	Doing things the unconventional way	8.93%
7	Speed to market	8.93%
8	Processing of different ideas and create new opportunities	8.93%
9	Hard Target	10.71%
10	Effort and perseverance to achieve goals	10.71%
11	Determine the purpose of your own business	10.71%
12	Business of your own choice	10.71%
13	Consult the Experts	10.71%
14	The fascination	12.50%
15	Responsibility	12.50%
16	Voluntary acceptance of additional responsibilities	12.50%
17	Moderate risk	12.50%
18	Feedback on business	12.50%
19	Quick knowledge of business valuation results	14.29%
20	What they think about their	14.29%
21	What we do	14.29%
22	We understand that your attitude towards others.	14.29%
23	Sense of personal control or lack of it on his own life (the life)	14.29%
24	Think about the people who are responsible for their own misfortune in life (responsibility)	16.07%
25	Beliefs about the role of luck in determining individual achievement (good luck)	16.07%

Prioritize the educational needs of students with business skills in the context of how they are? To investigate this question questionnaire The first phase was designed to sample data. After collecting the questionnaires, preliminary data obtained were coded set. Based on these findings (basic needs), phase II questionnaire and the sample design was used. The questionnaire contains items that were discussed at the first stage as the need to prioritize the students who need them. After collecting the questionnaires, the second phase, students respond to the priority needs were identified. In order to prioritize the needs of the non-parametric Friedman ANOVA was used. In this analysis, the following assumptions have been looking for evidence of:
H0 Of respondents are equally important needs for training.
H1 Of respondents are equally important needs for training.

Table 4: Chi-square test

Chi	93.922
Degrees of freedom	23
Significance level	0.000

The chi-square statistic to show one of the above hypothesis with degrees of freedom equal to 93.922 23 and the significance level is 0.000. Because Type I error rate at the 0.05 level of significance is lower, so the assumption of equal importance needs to be rejected and therefore need not have the same importance. Table 5 Average Rating based requirements are:

Table 5: Educational priority skill needs

S.No.	Needs	Average Rating
1	Financial and management accounting skills.	9.68
2	Project Management	9.96
3	Development Management	10.38
4	Supply chain providers and suppliers	11.09
5	Sales Management	11.12
6	Control and monitoring	11.38
7	Verbal communication or verbal communication	11.45
8	Monitoring and evaluation	11.58
9	Management business	12.04
10	Planning and setting goals	12.46
11	Decision	12.47
12	Human relations and negotiation	12.50
13	Marketing	12.59
14	Financial and management accounting skills.	12.63
15	Project Management	12.63
16	Development Management	12.65
17	Supply chain providers and suppliers	12.75
18	Sales Management	12.79
19	Control and monitoring	13.11
20	Writing Skills	13.70
21	Listening Skills	14.46
22	Ability to organize	14.98
23	Networking skills	15.29
24	Mentoring skills	16.29

Prioritize the educational needs of students related to their attitudes about the issues business people? To investigate this question questionnaire was designed to provide the first phase of the sample analyzed. After collecting the questionnaires, preliminary data obtained were coded set. Based on these findings (basic needs), phase II questionnaire and the sample design was used. The questionnaire contains items that were discussed at the first stage as the need to prioritize the students who need them. After collecting the questionnaires, the second phase, students respond to the priority needs were identified. In order to prioritize the needs of the non-parametric Friedman ANOVA was used. In this analysis, the following assumptions have been looking for evidence of:

- H0 Of respondents are equally important needs for training.
H1 Of respondents are equally important needs for training.

Table 6: The chi-square test

Chi	105.358
Degrees of freedom	28th
Significance level	0.000

The chi-square statistic to show one of the above hypothesis with degrees of freedom equal to 105.358 28 and the significance level is 0.000. Because Type I error rate at the 0.05 level of significance is lower, so the assumption of equal importance needs to be rejected and therefore need not have the same importance.'s Needs based on the average rating is 7 Table;

Table 7: prioritizing the needs of the educational approach

S.No.	Needs	Average rating
1	Feel and understand the need for product	11.82
2	Product profitability	12.27
3	Product value	12.81
4	Entrepreneurial alertness	12.98
5	Advantage of opportunities	13.04
6	Doing things the unconventional way	13.38
7	Speed to market	13.49
8	Processing of different ideas and create new opportunities	13.69
9	The fascination	13.79
10	Responsibility	14.01
11	Voluntary acceptance of additional responsibilities	14.34
12	Moderate risk	14.44
13	Feedback on business	14.55
14	Quick knowledge of business valuation results	14.66
15	What they think about their	14.71
16	What we do	14.73
17	We understand that your attitude towards others.	15.66
18	The fascination	9.15
19	Responsibility	15.96
20	Hard Target	16.13
21	Effort and perseverance to achieve goals	16.19
22	Determine the purpose of your own business	16.55
23	Business of your own choice	16.63
24	Consult the Experts	16.63

Prioritize the educational needs of students with business knowledge in their field of business and how? To investigate this question questionnaire was designed to provide the first phase of the sample analyzed. After collecting the questionnaires, preliminary data obtained were

coded set. Based on these findings (basic needs), phase II questionnaire and the sample design was used. The questionnaire contains items that were discussed at the first stage as the need to prioritize the students who need them. After collecting the questionnaires, the second phase, students respond to the priority needs were identified. In order to prioritize the needs of the non-parametric Friedman ANOVA was used. In this analysis, the following assumptions have been looking for evidence of:

H0 Of respondents are equally important needs for training.

H1 Of respondents are equally important needs for training.

Table 8: chi-square test

Chi	64.161
Degrees of freedom	22
Significance level	0.000

The chi-square statistic to show one of the above hypothesis with degrees of freedom equal to 64.161 22 and the significance level is 0.000. Because Type I error rate at the 0.05 level of significance is lower, so the assumption of equal importance needs to be rejected and therefore need not have the same importance. Requirements in Table 9 are based on the average rank [4-6].

Table 9: Prioritization of educational needs of students

S.No.	Needs	Average rating
1	Special Knowledge (Education)	9.74
2	Courses and Workshops	9.78
3	Previous knowledge (failure and success in business process simulation)	10.59

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4	Previous knowledge (Experience)	10.62
5	Mental models	11.29
6	Business knowledge	11.29
7	Knowledge of the market and business environment	11.35
8	Knowledge (Career Awareness)	4.11
9	Individual Study	11.43
10	Individual measures	11.45

Recommended for: The following suggestions are given for meet is helpful:

- Conversion training programs for their immediate educational needs of students.
- Using assessment results when planning education for new entries.
- Conducting training needs assessment before holding any course.
- Assessment conducted every few years due to rapid changes in technology, methods and strategies.
- Optimal use of research to improve the quality of student learning.
- Hdalamkan that needs to be identified and resolved before they escalate, and escalation.
- Training needs have been identified so old, soon to be converted to its educational goals to the good plan.
- Based on the needs and priorities of priority, is acting.
- Planning and selection of course content is based on needs assessment.
- When planning training courses to fit the needs of their student status, place, time, manner, time and conditions to be considered.
- The planning and improvement of cooperation and collaboration to their professional managers, superiors and subordinates also be used [7-9].