A Survey of Teachers' Cognitive-Skill Competencies to Stimulate the Entrepreneurship Spirit of Technical and Vocational Students from the Perspective of Educational Experts and Experts in the Field of Entrepreneurship

1Hassan Maleki and 2Somayeh Nasirzadeh

1Faculty member, Allameh Tabataba'i University, Tehran, Iran.
2M.A in Educational Planning, Allameh Tabataba'i University, Tehran, Iran.

ABSTRACT

Background: In a country, the consistent development requires to student's learning and educating as a qualified future workforces which will be fulfilled by competent teachers, because the important role of educating a qualified and competent expert and provident generation, is on the shoulders of teachers. Objective: The aim of this paper is to survey and determine teachers cognitive- skill competencies to educate the entrepreneurship's technical and vocational student from the perspective of educational experts and experts in the field of entrepreneurship. Results: Through researching of one by one importance of competency, effectiveness of each component is determined. Among cognitive competencies, the highest average of competency belongs to the students with the best rate, and the lowest average of competency belongs to lecture's method of teaching. Conclusion: Among skill competencies, the highest average of competency belongs to the tendency toward positive changing which is devoted the highest rate to itself and the lowest average of competency is familiarity with collections of rules and regulations in order to begin a business that is devoted the lowest rate to itself. Also through ideas of educational and entrepreneurship experts, in respect of determination and Prioritization of competencies, no significant difference has been found.

INTRODUCTION

Nowadays information disseminates through the world and development becomes consistent and fast, hence accessibility to a high level of development or in other words accessibility to a consistent and comprehensive development and becoming a model for countries of world is not possible except by respecting to education and also paying an excessive attention to the high position of teacher, because teachers, as forrunners of development and as propagators of entrepreneurship are really precious. In a country, the consistent development requires to student's learning and educating as a qualified future workforces which will be fulfilled by competent teachers, because the important role of educating a qualified and competent expert and provident generation, is on the shoulders of teachers (Navidi and barzegar, 2002, p58). One of the effective factors of Entrepreneurship's Development is paying particular attention to the educational system's strengthening and also schools - a source of all kind of transformation in society -should be initiator. so before all, expectations, goals and school politics in educating entrepreneurshipes should be determined, and by a consistent strategy we should try to educate Entrepreneurial training workforce and by stipulating the spirit of creativity, innovation, toleration of ambiguity, tendency toward risk making, success and independence seeking and entrepreneurship – as the most important strategic goal of schools – in the society and culture, this spirit gradually becomes predominant. As a conclusion, researching about entrepreneurship and schools is logical and necessary. it is obvious that, we are living in the epoch of entrepreneurship, entrepreneurs lead a revolution which cause world economic development and modernization (Bay grive 1994, quoted by ahmedpour, 1998). According to the above and also in order to respond to these needs, the researcher intends to survey and determine teachers cognitive- skill competency to stimulate the entrepreneurship's spirit of technical and vocational student from the perspective of educational experts and experts in the field of entrepreneurship.
Teacher's role in Entrepreneurship education:

About the role of teachers in entrepreneurship education, it is enough to say that entrepreneurial development requires educating of Entrepreneur and experienced teachers and professors. And since the teachers have a practical outlook toward entrepreneurship education, they are accounted as the best persons to research of goals, Performances and results of entrepreneurship education. In responding to this question, "How can accelerate the learning process of teachers?" critics mentioned some factors such as: more education of teacher so that they can convey the meaning and concepts in better ways, providing practical ways to raise teacher's subjective thinking for entrepreneurial education, imposing corrections and changes in education plan in the sense of teacher's education, making communications between goals and entrepreneurial education's achievements (Seikula-leino, 2006). Shulman and Shulman (2004) believe that: a perfect teacher adjusts Insight, motivation, perception and action and he learns how to by active feedback make improvement in entrepreneurial education. They think that reflections or feedbacks have the essential role in learning and teacher's education. (Shulman and Shulman, 2004). Seikula also insists on the same aspect of entrepreneurial education's improvement through the reforming of curriculum. In Seikula's studies, he mention that a reflection of teacher has not enough capability to establish a correct perspective and provident. Having low perception from entrepreneurial education and also the paucity of strategy to exercise is the reason that descends teacher's improvement in entrepreneurial education (seikula – leino, 2007). According to Renzulli the teacher's motivations and interests have a great value for perfect learning and teachers- as an advisers and models for learner's creativity- should be thoroughly mastered in their field's contents, hence they should be cognizant of different methods of teaching, because in fact the educational structure is one of the most important aspect of teacher's performances and so the aware and capable teacher can by utilizing of methods and strategies of teaching , even learn unsuitable contents of a course in an innovative way and he can establish a good atmosphere in the class (Hosseini, 2004, p 177-201). The point that exists in entrepreneurial teaching is that teachers, before the beginning of teaching in according to the features of learners, should determine goals of courses and before and during the time of education utilize encouraging mechanisms. And also entrepreneurial education should not be organized and structural, so from this way, persons encounter with the numerous different problems and questions which require innovative solutions. Furthermore learners should be forced to deal with problems in independent ways and they should not assist from any person. In respect of this subject, Ronstat believes that : a rule and regulation of educations tells us that in designing an entrepreneurial education, one should act in a way that inexperienced learners encounter with different obstacles so that they can learn to overcome on problems by establishing new and innovative solutions (Parhizkar and colleagues, 2003, p 24-4).so by paying high value to teacher's role, effective teaching and learning methods in field of entrepreneurial education should be utilized, according to Walkman, teaching methods and contents is one the determinants in succession of entrepreneurial education in our century (Fayolle and colleagues 2006, p 701-720), but Bechard and Gregoir believes that in entrepreneurial teaching, it is not used from conclusions of entrepreneurial researching so far, so it is possible that teachers during their entrepreneurial teaching neglects the importance of some factors that in growing, training and endeavoring of this point that we should prohibit from boring and lifeless method of teaching.(Becahard and Gregoir, 2005, 22-25).

The role of teachers in stimulating entrepreneurial characteristics:

Innovation is one of the most important characteristics of entrepreneurs that without it entrepreneurship is impossible. (Drucker 1958, p 67-72).student's Innovation whether can be flourished or can be ruined by teachers. hence teachers should provide a suitable atmosphere so that the learners can release their innovations.in this subject Karl Rajers writes that innovation cannot be created by imposing pressures but rather it should be permitted to appear,exactly like Farmer that cannot bring forth sprouts from seed, but he is capable to provide a suitable condition for growth of seed (Motahhari, 2000, p 82-86), in account of Wagner (2007) risk taking is the main characteristics of entrepreneurs in doing their activities (wagner,p 32-44), so teachers by creating a discussing class achieve this feature, because this method makes an opportunity for students so that they can take risks, get involve in discussions, pose questions, evaluate phenomena and be flexible. In this strategy, the majority of class time devoted to the discussing, questioning and responding between teachers and learners and also students through peaceful dialogue, shared experiences and mutual trust make relation between real world and curriculum(Beyer, 1989, Rayner 1999) quoted from (Javidi 2006, p85-102). Self-confidence, Control, perseverance, innovation, flexibility, imagination, risk taking, need for achievement, potential of learning from mistakes, creativity, ambition and independence are the characteristics of entrepreneurs (Saedied kia, 2001, p35-37). in this context teacher's behavior during the time of class, influences the student's perspectives, self-confidence and wishes. achieved perspectives of students, also reflects during the class time and this self-sensation will have a mutual action with teacher's behavior.without doubt, one of the factors which cause perseverance in students, is nothing but believing to oneself.these beliefs construct by teacher's behaviors and also it guarantees the future trying of students. Teacher's attention toward student will be considered as an
importance of himself and it evokes this feeling that he/she deserves other's attentions. And from this way the student will gain self-confidence (Swann, 1992) quoted from (Dabiri, 2005, p 43-49). Teacher's interests and motivations, have a great importance in suitable learning and also teachers as advisers and samples of learner's growth of innovation, should be master in contents of their fields and they should be cognizant of different methods of teaching, because the educational structure, is one of the most important aspects of teacher's performance, by assisting from innovative teaching methods and strategies, teachers who are aware and capable, can even teach the unsuitable contents, in an innovative form so that they can provide a good atmosphere of innovation in class (Hosseini Khah, 2004, p 177-201).

About entrepreneurial teaching method, traditional perspectives of education which insist on theoretical discussions and subjective thinking and also their goal is only transforming the information, is an inactive and teacher-oriented outlook that is in contrast with entrepreneurship school to educate the entrepreneurship that has practical and excremental essence, it should be benefited from the student-oriented and action-oriented teaching method so that the student's spirit of innovation and creativity can be flourished. Student-oriented perspective emphasizes on interests and interpretations of student and it can be responsible for student's needs. In fact teachers should utilize new and different techniques to educate entrepreneurship. Besides duty-oriented perspective in educational systems, it should be also emphasized on behavior-oriented perspective, because duty-oriented perspective only insists on special capabilities of business and it neglects some capabilities such as Problem solving skills and nurturing creativity and innovation (Hosseini Khah, Salimi and Rastegar, 2007, p20-26).

In his study, Postigo (2002) concludes that innovation and creativity is correlitive with entrepreneurship, in the sense that entrepreneurship without innovation and creativity has not any result. Sobel and King (2008) in an investigation, with the title of whether chose the school can accelerate the entrepreneurship's speed or not, found out that Students who are enrolled in private schools, in comparison with students who are enrolled in public schools, have shown a remarkable improvement. Luthan et al insists on this matter that most of time, the unsuitable atmosphere of education, in some countries, cause deterioration of successful development of entrepreneurs. In responding to this question that whether entrepreneurship can be teach or not, Druker (1985) believes that entrepreneurship like any other field of study can be learned. In his study, Filion (1994) shows that higher education is the most vital level of formal education in the creation and development of entrepreneurial attitudes. Bennet (2006) mentions that in entrepreneurial education, one need to the teachers who are indulgent in learning but it is not asserted any control on Application of teaching methods that raise the capability of self-exploration, these are three ways that in the most of time used in classes: 1 – lecturing 2- selective studying 3- group discussing (Bennet, 2006, p88-165). Also Bechard and Gregoir understood in their study that in entrepreneurship's teaching, it is not used from the conclusions of studies which are related to the Methods of teaching entrepreneurship and as a result, it is possible that teachers underestimate that importance of some factors which can in growth, effectiveness and completion of this point that we should prohibit from inactive and lifeless methods of teaching and education (Becahrd and Gregoir, 2005, p43-22). Haten and Roland's study (1999) is done about entrepreneurship's teaching and its influence upon changing of perspectives and entrepreneurial skills and student's motivations. This study shows that the plan of entrepreneurial education and its influence upon the changing of perspectives and entrepreneurial skills has been confirmed. (Moradi and colleagues, 1387, p116-128)

Study's goal:
The study's goal is to survey and determine teachers cognitive-skill competencies to stimulate entrepreneurship's spirits of technical and vocational student from the perspective of educational experts and experts in the field of entrepreneurship.

Study's questions:
1- In respect of students of technical and vocational field, what is the appropriate framework that can be used to modify the cognitive-skill competencies of teachers in order to stimulate the entrepreneurial spirit of students?
2- In respect of students of technical and vocational field, what is the appropriate framework that can be used to determine teacher's skill competencies in order to stimulate the entrepreneurial spirit of students?
3- In respect of cognitive-skill competencies of teachers, Is there any significant difference between the ideas of education's experts and experts in the field of entrepreneurship in order to stimulate the entrepreneurial spirit of students?

Methodology:
The method of study is survey descriptive. With regard to the matter that in this study, it is need to some expert's ideas, so by paying attention to the essence of study, the statistical society includes some professors and experts of educational sciences and also some available experts of entrepreneurship field. Because of lack of
statistical society, the sample size is exactly equal to the population size; it means that sampling method is done in the form of census that is about 35 persons. In order to gather information, the following tools are used:
1- Library's study (note making)
2- The researcher made questionnaire

Based on the provided question in the study's scale, in order to gather information and data, it is designed a 83 questions questionnaire that includes 26 numbers of cognitive competency and 57 numbers of skill competency and after confirming of educational science’s experts and professors of entrepreneurship education, the questionnaire is distributed directly and then after responding, it is gathered. In order to analyze the achieved conclusions of questionnaires, in the level of descriptive statistic, it is used from mean deviations and average and also in order to analyze of difference between the responders groups, Inferential statistical techniques such as independent T-test is used to determine the reliability of this questionnaire, content method is used. About the questionnaire, opinions of guide professors, adviser professors and the majority of responders were asked, and they believed that the questions of questionnaire are in agreement with the subject and just a modifying of questionnaire were recommended, hence the questionnaire has been modified and now it is lack of any ambiguous statement. To assess the reliability of the questionnaire, Alpha 2 coefficient method has been used. The obtained value of Cronbach's alpha coefficient is 0.977 and because it is higher than 0.70, so the questionnaire has a high reliability.

**Findings:**
In respect of students of technical and vocational field, what is the appropriate framework that can be used to modify the cognitive-skill competencies of teachers in order to stimulate the entrepreneurial spirit of students?

In respect of cognitive competencies of teachers in stimulating students spirits of entrepreneurship, after the completing of questionnaire, in order to prioritize and determine an appropriate framework, the importance of each question has been calculated. On this base the competencies that has higher average of scores, are known as most important and influential cognitive competency, and the competencies that has lower average of scores, known respectively as less important. The results are outlined below:

**Table 1:** Descriptive indicators (the highest and lowest scores of cognitive competency).

<table>
<thead>
<tr>
<th>Score</th>
<th>Rate</th>
<th>Competency</th>
<th>The summing of scores</th>
<th>Standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The highest score</td>
<td>1</td>
<td>The tendency toward positive changing</td>
<td>156</td>
<td>0.891</td>
</tr>
<tr>
<td>The lowest score</td>
<td>27</td>
<td>Acquaintance with collections of rules</td>
<td>124</td>
<td>1.094</td>
</tr>
</tbody>
</table>

The first table shows the prioritizing of teachers cognitive competencies in respect of stimulating students' spirits of entrepreneurship. According to this chart, the highest average belongs to the tendency toward positive and constructive changes (the average is 4/46) and the lowest one belongs to the familiarity with collections of rules and regulations to begin a business (the average is 3/54).

**The title of second question:**
In respect of students of technical and vocational field, what is the appropriate framework that can be used to determine teacher's skill competencies in order to stimulate the entrepreneurial spirit of students?

Like the first question, to determine an appropriate framework of teacher's skill competency in order to stimulate the entrepreneurial spirit of students, each question which are related to skill competency that are included from the question number 27 to the question number 83, are calculated.

**Table 2:** Descriptive indicators (the highest and lowest scores of skill competencies).

<table>
<thead>
<tr>
<th>Score</th>
<th>Rate</th>
<th>Competency</th>
<th>The summing of scores</th>
<th>Standard deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The highest score</td>
<td>1</td>
<td>Growing innovation</td>
<td>154</td>
<td>0.932</td>
</tr>
<tr>
<td>The lowest score</td>
<td>57</td>
<td>Lecturing method of teaching</td>
<td>39</td>
<td>0.259</td>
</tr>
</tbody>
</table>

The second table also shows the prioritizing of teachers' skill competencies in order to stimulate the entrepreneurial spirit of students. According to this chart, the highest score belongs to the competency of growing innovation in students (the average is 4/40) and the lowest score in entrepreneurial education, belongs to the competency of lecturing method of teaching (the average is 1/09).

**The third question:**
In respect of cognitive-skill competencies of teachers, Is there any significant difference between the ideas of education's experts and experts in the field of entrepreneurship in order to stimulate the entrepreneurial spirit of students?
To compare the ideas, the independent T-test is used that its results is given in the follow.

Table 3: The comparison between ideas of educational sciences and professors of entrepreneurship field, to determine cognitive-skil competencies in order to stimulate spirit of entrepreneurship in students.

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>Standard error</th>
<th>T</th>
<th>df</th>
<th>Sig</th>
<th>Mean difference</th>
<th>Standard error of the mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational sciences experts</td>
<td>20</td>
<td>396/25</td>
<td>34/808</td>
<td>7/88</td>
<td>1/568</td>
<td>33</td>
<td>0/0122</td>
<td>22/964</td>
<td>14/476</td>
</tr>
<tr>
<td>Professors of Entrepreneurship</td>
<td>15</td>
<td>365/29</td>
<td>49/773</td>
<td>13/362</td>
<td>1/568</td>
<td>33</td>
<td>0/0122</td>
<td>22/964</td>
<td>14/476</td>
</tr>
</tbody>
</table>

The t of table with the Confidence level of 0/05 and 33 degrees of freedom for the cognitive-skil competencies of teachers' skills are equal (2/021) that with regarding to the table of number (4-9), it is higher that the calculated T (1/568). So it is acceptable to assume that averages of two societies are equal. It means that there is not any significant difference between the ideas of education's experts and experts in the field of entrepreneurship in order to stimulate the entrepreneurial spirit of students.

Secondary questions of study:

In respect of cognitive-skil competencies of teachers, is there any significant difference between the ideas of men and women experts in order to stimulate the entrepreneurial spirit of students?

To compare ideas of men and women experts, about surveying and determining cognitive-skil competencies in order to stimulate the entrepreneurial spirit of technical and vocational students, the independent T-test is used that its conclusion is given in the follow.

Table 4: The comparison between ideas of men and women experts, about surveying and determining cognitive-skil competencies in order to stimulate the entrepreneurial spirit of technical and vocational students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Numbers</th>
<th>Average</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Significance level</th>
<th>Mean difference</th>
<th>Standard Error of the mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>22</td>
<td>315/55</td>
<td>46/874</td>
<td>39/51</td>
<td>1/556</td>
<td>33</td>
<td>0/0172</td>
<td>23/071</td>
<td>14/922</td>
</tr>
<tr>
<td>Women</td>
<td>13</td>
<td>39/092</td>
<td>29/506</td>
<td>5/318</td>
<td>1/556</td>
<td>33</td>
<td>0/0172</td>
<td>23/071</td>
<td>14/922</td>
</tr>
</tbody>
</table>

The t of table is in the Confidence level of 0/05 and 33 degrees of freedom for the cognitive-skil competencies of teachers' skills (2/021) that with regarding to the table of number (4), it is higher that the calculated T (-1/566). So it is acceptable to assume that averages of two societies are equal. It means that there is not any significant difference between the ideas of men experts and women expert in determining cognitive-skil competencies in order to stimulate the entrepreneurial spirit of students.

Discussion and Conclusion:

With regarding to mentioned goal of study, by assisting from the ideas of experts, through an independent way, it is tried to survey and determine cognitive-skil competencies of teachers in order to stimulate entrepreneurial spirits of students in the technical and vocational field. On this base, after completing questionnaire, the importance of each question which is related to cognitive competencies of teachers in order to prioritize them and set an appropriate framework has been calculated. Hence the competencies which have more scores average, are known as the most important and influential and the competencies which have a moderate scores average, respectively is identified as less important. these competencies are presented in this way: 1- tendency towards positive and constructive changes 2- flexibility 3- have a high motivation 4-have an spirit of curiosity 5- acquaintance with different methods and technics of modern and active teaching 6-have enough knowledge and awareness from entrepreneurship and its educating 7- have an innovative thought 8- have a familiarity with the principle of innovation, idea-finding and nurturing creativity 9-have an inner controlling center 10- being interest in guiding students 11- have a tendency towards risk-taking alongside with accepting the possible risks 12- have a high self-confidence 14- have an spirit of patience and resistance against problems 15-have a knowledge in field of Information & Communication Technology 16- identify jobs and entrepreneurship opportunities 17- being optimist and hopeful 18- have a critical thinking 19- respect to the field and being interest to 19- have the spirit of respecting to the rules and regulations in individual and group workings 20- have the spirit of perseverance and consistent endeavoring to achieve the goals 21- acquaintance with subject-oriented situations 22- have the power of imagination 23- acquaintance with collections of rules and regulations to begin a business. This framework is established from the average and the summing of scores. The highest average in this framework of competency belongs to tendency towards positive and constructive changes (the average is 4/46 and the summing of scores is 156). The lowest average of competency belongs to familiarity with rules and regulations in order to begin a business (the average is 4/46 and the summing of scores is 124). The results of study show that all the cognitive competencies has an average higher than 3, that is an above middle average, also in order to set an appropriate framework to determine skill competencies of teachers in respect of stimulating entrepreneurial spirits of technical and vocational students, each of the teachers' skill competencies that had been gathered by note making method, has prioritized by obtained Average Rating Scale and is such: 1- skill of teacher to the grow innovations of students 2- provide a context to release and flourish the intelligences and capabilities of students (in the field of entrepreneurship)3-motivate students to begin a job.
and working activities 4- assist from teaching method of business -5 challenge students' thoughts 6- assist from learning experiences by paying attention to individual capabilities 7- motivate students to be independent in learning 8- teacher's skill in growing responsibility feeling in students 9- grow students' self-confidence 10- share one's knowledge and experience with colleagues 11- teacher's skill to grow the flexibilities of students 12- the capability of planning and managing of changing in different subjects 13- punctuality and capability of managing time 14- believe in the opportunity-oriented perspective 15- Use of ICT in the development of professional knowledge, 16- pay attention to classroom research 17- skill in using ICT in education, 18- advise and guide students in order to begin a business 19- The use of divergent questions by the teacher in the classroom, in order to evoke the creativity of students 20- use student-oriented approach 21- the capability of teacher to create knowledge in students 22- use modern methods and skills of teaching 23- Develop a comprehensive and practical spirit in students 24- help learners in order to in order to use ICT, researching and analyzing 25- provide an open atmosphere in the class to share different opinions 26- the capability of providing subject-oriented situations 27- the capability of using opportunities 28- have necessary skill and attitude in entrepreneurship field 29- risk-taking alongside the reasoning 30- grow the spirit of hard working and consistent trying to fulfill the goals 31- guide learners to choose and use different sources 32- experiencing from one's faults 33- cooperate with society, university and different institutes of entrepreneurship 34-invite entrepreneurs to give lecture 35- have the capability of solving problems and evoking them in students 36- assist from experienced persons 37-evok the spirit of curiosity in students 38- help learners to identify their needs and interests 39-have a critical thought and reinforcing of that in students 40-use of appropriate methods of assessing 41- encourage and punish 42- rise the feeling of secureness in students 43- the capability of having an influential and efficient behavior with people in order to grasp the goals 44- use of participatory teaching methods 45-group discussion method of teaching 46- teacher's bold useful and effective to express views and to foster it in students, 47- use of classroom discussion, 48- analyze distortion interpretations of entrepreneurial students, 49- Educate foresight and prospective in students 50- rise optimism and hope in students 51- have independence and foster it in students 52 the ability of tolerating ambiguity and accept uncertainty as a part of life 53- Make decisions according to the circumstances of time and place 54- Strong determination to achieve goals 55- update knowledge, professions and skills related to the activities of an specific profession 56- use of teacher-centered approach 57- lecturing teaching methods in entrepreneurship education. In this framework, the highest average of competency belongs to evokes innovations in students (the average is 4/40 and the summing of scores is 154) which stands in the highest rate and the lowest average of competency belongs to lecturing learning method in entrepreneurship education (the average is 1/09 and the summing of scores is 39) which stands in the lowest rate. The results of survey shows that the competencies which stand in the lower ranks of framework, have a less importance and less influence in stimulating the Entrepreneurship spirit. Prioritizing teacher's cognitive and skill competencies has coincidence with the studies' results of (Saeedi kia,2002, p 4-24), (Fani and Kalifeh,2008,p37-64), (Motahhari, 2000, p82-86), (Hosseini, 2006, p177-201), (Parhizgar and colleagues, 2003,p4-24), (Azad,2007, p15-19), (Kordi,1998, p11-18), (Wagner,2007,p32-44), Khedmati (1999), Stevenson (2000)kovartko (2004) Rama and colleagues (2009), (Aikavalko and colleagues.2010, p125) cahartes,2006,p449-457), (Seikkula-leinol,2006), (fayolle and colleagues, 2006,p701-720), (Kaybay, 2004, p510-519), (Bechar &Gregori,2005,p22-43), (Begto, 2007,p1-7), (Kachran-Smith,2005,p3-17)Chanje and colleagues,2009, p555-556), (Druker,1985,p67-72). Also the results of independent T-test shows that there is not any significant difference between the results of educational experts and ideas of entrepreneurs' professors regarding to determine teachers cognitive- skill competencies to educate the entrepreneurship's technical and vocational student, in other words both of these two categories of experts insist on the necessity of existence of mentioned competencies in educating entrepreneurship's spirits of students.

REFERENCES


Nafisi, Abdulhossein, 1982. Issues and dilemmas of vocational and technical education, Tehran, publication of the Supreme Council, the Technical and Vocational Education.


Postigo, S., 2002. Entrepreneurship Education in Argentina the Case of Sananders University in proceeding of the Conference Entitled the internationalizing in Entrepreneurship Education and Training, Malaysia.


