Entrepreneurial Education in Islamic Azad University in Order to Provide a Model

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Purpose: Considering the growing trend of education and training of entrepreneurs in the world and in our country, nurturing entrepreneurs and entering into business and creating their employment is one of the basic concerns and curiosities of the administrators in universities. **Methodology**: Therefore, the general purpose of the research, is the design of the model of education and training of entrepreneurs in Azad Islamic universities of Mazandaran province. The nature of the current research is exploratory and qualitative data is used in it. The statistical population of the research is experts and educational managers of Islamic Azad Universities. This group was selected to conduct the qualitative part of the research and participated in the interview process. In this field, the researcher used the snowball method to reach theoretical saturation, which reached theoretical saturation after in-depth interviews with 10 elites and experts. The data was collected using in-depth and semi-structured interviews and data analysis was done with the qualitative method of Foundation Data Theory.

Findings: Based on the results, it was found that the factors affecting the education and training of entrepreneurs have three dimensions (contextual factors, causal factors and environmental factors) and consist of fifteen components. And it was shown that the consequences of education and training of entrepreneurs have 4 dimensions of improving entrepreneurial attitude, increasing well-being, continuous continuity and developing entrepreneurship with 14 components. And the strategies also have 2 dimensions, educational strategies and educational strategies. Its indicators are presented separately.

Conclusion: The model of education and training of entrepreneurs to managers of Islamic Azad Universities can be used as a practical and comprehensive package in which many important details related to general concepts are seen, for all managers of Islamic Azad Universities and executive bodies in general. it is suggested.

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1. Introduction

In recent years, the functions of universities and higher education institutions have been transformed and their role as an engine of economic growth and development has increased in the social changes of various ecosystems (Sanchez Briolango and Binivers, 2018; Pierre and Pinker, 2016). From the point of view of paleontology, with the passage of time, the functioning of academic systems has changed in various ways and has gone beyond the concept of an ivory tower and has become a cooperative institution for socio-economic development in society (Dalmerko et al., 2018; Jainsier and Wagner, 2008). Looking at the university generations, the first-generation universities were education-oriented and based on training human resources (Agaqi and Salimi, 2009). Later, based on internal dynamics and external works in academic and scientific structures, another revolution took place. This academic revolution took place in Germany at the end of the 19th century, after which research-oriented universities (Humboldt) were introduced as the second generation of universities (Azizi and Shafizadeh, 2013). Despite this, these two generations of academics were more concerned with the provision of knowledge and the implementation of research and were less related to industry (Gab and Haskin, 2014). Therefore, due to the formation of a new generation of universities, which were named third generation universities or entrepreneurs, and were given the mission to maintain the academic traditions of the past generations (education and research), to create new values in the society, because The quantitative changes made in the financial patterns of universities (deficiencies and financial pressures on universities) caused qualitative changes in their organizational innovations in the field of education, which actually resulted in the growth of entrepreneurship in different societies(Etzkowitz, 2016). Therefore, in the current situation, universities are expected to pursue new ideas and go beyond their current working methods and have a vision for future trends (Ratin, 2017; Etzkowitz, 2014). The importance of this issue has caused the major universities of the world to put entrepreneurship education and development on their agenda. The best reason for this is the summary of the World Declaration on University Education, which was issued in October 1998 under the auspices of UNESCO in Paris, and the development of entrepreneurial skills and initiatives were considered among university concerns (Dizaji and Ziani, 2018). This basic question has always been raised among academics and scientific activists whether university entrepreneurship is consistent with the university's triple missions (education, education and social services) or not (Kikhah, 2018). This question has led to the formation of views in favor (Katim et al. and Kais, 2010; Martin et al., 2013) and against (Lorz, 2011) in this field. Empirical evidence shows that the entrepreneur plays an effective role in economic growth and development, increasing competition, creating jobs, developing justice, reducing poverty, increasing national income, and solving the problems of society, the government, and the public sector (Divasalar and Magari, 2012). Therefore, the mission of the universities has changed over time, along with the global developments and transformations and in order to respond to the urgent needs of the societies, and is moving towards participation in the entrepreneurial paradigm (Rezaei and Pakhohan, 2019). In this regard, the university, considering its rapid coordination with environmental changes, clear differentiation in its management method with traditional universities, carrying out new activities based on the development of entrepreneurial culture at all levels of the university, participating in economic development by investing or commercializing knowledge and technology and Job creation is known as increasing the level of well-being and reducing social corruption and so on(Mortazai Salehi and Niazazri, 2018). Therefore, it is felt necessary for entrepreneurial universities to prepare students for changing and complex global conditions by designing entrepreneurship education courses and creating creative and entrepreneurial thinking. As some believe that the promotion of the entrepreneurial university to the growth and innovative development of the economy in the country's higher education in the global arena is an important factor for success in the unpredictable global markets, the transformation of educated students into successful entrepreneurs, the internal independence of faculties and units, and flexibility and Cooperation with the industry leads (Qureshi Khorasani et al., 2019). Therefore, beyond achieving the social mission, the entrepreneurial university should strengthen its economic power by using external resources and considerations. An

important feature of the entrepreneurial university is having a proper system of relations with the social and economic environment of the society. University environment includes individuals, groups, other universities, social institutions, executive institutions and markets that have various links with higher education institutions (Hosseini et al., 2018). Despite this, Iran's higher education has had ups and downs since its establishment and has faced many challenges such as the challenge of tradition and modernity, politicization in the management and decision-making structure, masses and increasing demand, lack of academic independence, decline in the quality of education, lack of financial resources and the accumulation of unemployed graduates are struggling. Because Iran's higher education system first started with the establishment of the Napoleonic model and in the direction of government goals and serving the government bureaucracy, and gradually with the establishment of the research department in the 1370s, it also undertook special research work and from the beginning of the decade In 2010, the wave of university entrepreneurship (the third generation) began. But what has happened in practice is the incoherent and multi-model higher education system, which from the very beginning did not have much connection between the university system and the country's economic system, and practically the outputs of the university were not used in the service of the economic cycle, because now with a large amount of knowledge We are faced with unemployed university graduates. Therefore, according to the described problems and academic isolation and distance from industry and society, universities inevitably need to rethink their structure and special work and move towards entrepreneurship. Currently, according to the growing trend of entrepreneurship education in the world and in our country, nurturing entrepreneurs and entering into business and creating employment for them is one of the basic concerns and curiosities of those in charge. In the meantime, universities are considered as an influential factor in the education of students and the effectiveness of relevant education. Universities should be able to train entrepreneurial students to operate in unstructured and uncertain environments. Considering that there is no model for teaching entrepreneurship to the young generation and nurturing budding entrepreneurs, and neglecting this issue will lead to the frustration of students interested in creating a business; Universities can be leaders in the education and training of entrepreneurs and by using professors and expert workers, they can provide entrepreneurs with the necessary training to start economic work and prepare them to enter the labor market. Therefore, it is necessary to identify the current state of knowledge and educational needs in the field of entrepreneurship in academic fields to start the long-term process of entrepreneurship education. According to the above, the main problem of the current research is designing and validating a model for cultivating entrepreneurs in Iran's higher education institutions. Therefore, an attempt is made to conduct a deep exploration in identifying the main categories, causal conditions, background factors, strategies and consequences of the education and training of entrepreneurs in higher education, and by using the qualitative method of theory arising from the data, the model of education and training of entrepreneurs to be presented at Islamic Azad University of Mazandaran province.

Theoretical Foundations and Research Background
Scientists of social sciences, psychology, economics and management each have specific definitions for entrepreneurs, but what can be seen in most of them is that entrepreneurs are the focus of economic development and destroy the old and ineffective methods and replace them with efficient and modern methods. They give dynamism and life to the economic system (Amini et al., 2012). Entrepreneurship is the process of creating something of value through the allocation of time and effort, which entails financial, psychological and social risks, as well as financial rewards and personal satisfaction (Stanzin, 2020). Jeffrey Timmons (1990) writes about entrepreneurship; Entrepreneurship is creating valuable insight from nothing. Entrepreneurship includes the creation and distribution of value and resources among individuals, groups, organizations and society. Entrepreneurship is not about getting rich overnight, nor is it about creating long-term value and continuous cash flow. Johnson (2011) believes that entrepreneurship is a complex multifaceted concept that has attracted a lot of attention today, and most experts agree that

entrepreneurship and entrepreneurs have a significant contribution to economic development. Today, universities play a vital role for development. They are the focal point of knowledge creation, innovation and entrepreneurship, all over the world, higher education institutions show a relationship between needs and opportunities. Entrepreneurial tendency in higher education emphasizes the interaction between government, university, society and private sector. When universities step towards entrepreneurship, they face several challenges. In fact, we still lack a clear definition of an entrepreneurial university, maybe we don't need a precise theoretical definition, instead what could be the most important issue is the lack of an entrepreneurial culture in organizations. In fact, today we see that academic institutions face challenges are related to the entrepreneurial culture (Winkel, 2013). Entrepreneurship education is a field of study that has evolved tremendously over the last three decades (Katz 2003, Saraswati and Nekataraman 2011). Not only has entrepreneurship in law grown as a research and academic field (Ferreira et al., 2017), it has also gained national recognition as an important activity for the country's competitiveness and economic growth (Makimurto-Kovma and Pohaka 2013). At its core, entrepreneur education supports the discovery or creation of new market opportunities to develop entrepreneurial skills, behaviors, attitudes and thinking in young people (Fury, 2019). Recent research in entrepreneur education relates to the lack of theoretical development and methods of entrepreneur education in the field as key issues that emphasize the law of entrepreneur education as a research area (Parvana, 2017). In addition, there seems to be a lack of understanding in the education of entrepreneurs about what new educational methods can be used to encourage and support entrepreneurial learning and thinking. According to Ferreira (2017), there is a great lack of connection between the field of education and entrepreneurship. There is little agreement about good practices in entrepreneurship education, particularly at the philosophical and pedagogical levels. When the issue of education and training of entrepreneurs is raised, one of the first controversial topics was the issue of whether entrepreneurs are born or made. Today, there is a common agreement among researchers that entrepreneurship can be taught and nurtured (Rai, 2018). However, recent researchers in entrepreneurship education state that in order to develop and improve the effectiveness of entrepreneurship programs and units, teachers and researchers should go beyond the hypothesis that entrepreneurs are born and not made, which still persists to some extent (Etzkovij, 2018). Proponents of entrepreneurship education state that despite focusing only on the individual characteristics of the entrepreneur, entrepreneurship researchers should emphasize how entrepreneurship can be taught in the best way, rather than whether entrepreneurship can be taught or not. To do this, entrepreneurship researchers must integrate more theoretical knowledge from entrepreneurship research with teaching (Winkle 2013). There are conflicting opinions on whether entrepreneurship can be taught. Considering the importance of motivation to run a business, some researchers argue whether education can create this motivation; At the same time, others believe that this entrepreneurial drive may be developed through entrepreneurship education (Olugboli, 2017). Koratko et al. (2005) point out that much of the entrepreneurship research to date lacks empirical support to confirm that completing formal entrepreneurship initiative and business management courses increases an individual's likelihood of starting a business. While different researchers have had different opinions about how entrepreneurship programs should be taught, and how to present and educational goals have also been considered in a number of studies. Also, teaching based on learning styles has been studied by other researchers (Huan, 2014). Gao and Qin (2022) in a research titled Entrepreneurship Education and Entrepreneurial Intention of Chinese Students: Evidence from a Moderated Multimediation Model stated that entrepreneurial self-efficacy has a partial mediating role between entrepreneurship education and entrepreneurial intention, entrepreneurial competition and entrepreneurial self-efficacy play a role have a mediator and family income positively moderates the relationship between entrepreneurship education and entrepreneurship. Stanzin et al. (2020) show that learning partially mediates the relationship between entrepreneurial orientation and performance. By identifying the effective factors in entrepreneurial orientation and its effects on performance, this study established the belief that learning has a mediating role in the relationship between entrepreneurial

orientation and business performance, which potentially encourages the owner or managers to Provide time and resources to create and maintain a beneficial learning environment. Barba et al. (2018) have investigated a research entitled "Entrepreneurial intention among engineering students: the role of entrepreneurship education". The results show the need for independence as a key factor in the entrepreneurial intention of future engineers and confirm the positive effect of entrepreneurship education on their entrepreneurial goals. Chuang et al. (2018) have examined a research entitled "Quantitative exploratory survey on the relationship between Catholic universities and the development of social entrepreneurship and non-profit management courses in the United States". Catholic educational experts have emphasized the role of Catholic universities in advancing the cause of social justice to face the increasing commodification of work relationships and the loss of social responsibility in the business world. Shu et al. (2018) presented an article titled "Creating networks for discovery: the relationship between entrepreneur's network ability and discovery of entrepreneurial opportunities". In this research, the entrepreneur's network capability is presented as a four-dimensional structure, including: network orientation, network construction, network maintenance, and network coordination. Gomusai and Bohneh (2018) conducted a research entitled "Individual and organizational barriers to the development of entrepreneurial skills in universities". After that, they expanded the theoretical understanding of the functions associated with the multi-level barriers to the development of entrepreneurial competencies and presented policies on how universities can reduce their effects. Elagh Bolo (2017) in a research entitled students' preparation for entrepreneurship based on factors such as identification of opportunities, motivation, resources and ability from the Islamic University of Sciences in Malaysia with a descriptive research method showed that these factors have an effect on their entrepreneurship and education leads to Increasing capacity in knowledge-based economy and student entrepreneurship. It also showed that the change of people was permanent. Hashmatifar et al.(1401) in a research titled presenting the model of strategies and challenges of entrepreneurship education with a metacombination approach stated that the most important key categories identified in the challenges section include the lack of necessary prerequisites for entrepreneurship education, the structural challenge of the educational system, and the challenge of implementing education. Entrepreneurship, the output challenge and final evaluation and key categories in its strategy section include, establishing education with an entrepreneurial approach, designing and developing an educational program with an entrepreneurial approach, combining and integrating national and international education strategies with an entrepreneurial approach, changing the approach of normal schools to schools with The approach of entrepreneurship education has been synchronizing and outsourcing entrepreneurial activities. Karimian et al.(2019) in a research entitled "Presentation of Foundation Data Theory" to explain the formation process of entrepreneurial spirit stated that if a person is influenced by intermediate conditions such as "opportunity recognion", "experience work" and "capital (human, social and economic) and the environmental conditions of "market situation" and "support of social and cultural norms", the tendency to innovation is possible, the strategies of "intention to create innovative work", "groupism", "funding" and "pragmatism" It assumes that as a result of them an entrepreneurial activity is formed. Kikha et al. (2018) in a research titled Designing the entrepreneurial university model: a qualitative approach (case study: University of Tehran) stated that based on the findings of the research, a total of 184 concepts were extracted; In the components of Entrepreneurial University, 11 core categories, 30 subcategories, and 88 concepts were extracted and categorized in the section of factors affecting Entrepreneurial University, 4 core categories, 12 subcategories, and 31 concepts, and then depicted in the form of a schematic model. Rezaei and Miri Karam (2017) in an article entitled the effect of entrepreneurial education components on the development of entrepreneurial skills in agricultural students, using a survey method with a study of 291 students, showed that the four factors of content, teaching method, teachers' qualifications and characteristics Learners had a positive and significant effect on the dependent variable and explained 51% of the variance in the development of entrepreneurial skills in students. Sadeghi et al.(2017) in an article titled "Inspection of Factors Affecting the Preparation of Universities to Become a University

with Entrepreneurial Characteristics" (Study Case: Ferdowsi University of Mashhad) by examining 114 managers showed entrepreneurial structure, entrepreneurial culture, strategy Entrepreneurship, entrepreneurial management and the relationship between the university and the industry are among the factors that influence the readiness of universities to become a university with entrepreneurial characteristics, in addition, they showed that among the investigated factors, the factor of entrepreneurial structure has the highest impact on the readiness of Ferdowsi University for Becoming a university with entrepreneurial characteristics.

2. Methodology

The nature of the current research is exploratory and qualitative data is used in it. The purpose of the present research is to present the model of education and training of entrepreneurs in Islamic Azad Universities of Mazandaran province. Since few studies have been done on the education and training model of entrepreneurs in Islamic Azad Universities, this study uses the qualitative research approach and specifically, the case study strategy for investigation. Theoretical framework and research tools. The theoretical framework intended in this research is based on the design of the model of education and training of entrepreneurs in Islamic Azad Universities of Mazandaran province, which is used to organize the results of reports, interviews, gathering and management of findings. It is also a tool for data collection, in-depth and semi-structured interviews and asking open questions with experts. Statistical population and sample size. The statistical population at this stage of the research is the experts on the education and training of entrepreneurs who have been active in the field of Islamic Azad University and are called knowledgeable experts; Are. This group was selected to conduct the qualitative part of the research and participated in the interview process. Due to the fact that the samples of the qualitative part of the research were selected purposefully, no sample size calculation plan was considered and the researcher used the snowball method in this field to reach theoretical saturation, which after an in-depth interview with 10 Some of the elites and experts (Table No. 1) achieved theoretical saturation. The responsible and scientific characteristics of the interviewed elites and experts are presented in table (1). The time period of the interview was from 01/05/1401 to 21/10/1401.

Table 1. Characteristics of elite participants and experts in qualitative interviews

Service location	Educational management experience	Current academic rank	row
Sari Azad University	23 years	associate professor	1
Sari Azad University	24 years	associate professor	2
Sari Azad University	15 years	Assistant Professor	3
Neka Azad University	12 years	Assistant Professor	4
Azad Babol University	26 years	associate professor	5
Azad Babol University	14 years	Assistant Professor	6
Tunkabon Azad University	19 years	associate professor	7
Azad Babol University	11 years	Assistant Professor	8
Ghaemshahr Azad University	16 years	Assistant Professor	9
Amol Azad University	17 years	Assistant Professor	10

Data collection: The data collection tool was review of previous texts and semi-structured interviews with experts. To analyze the qualitative data, the foundational data theory method was used. Since the detailed collection of data from different sources is the main element of the composite case study strategy; In this research, in order to increase the validity of the results, only the results obtained from the interviews were not limited and secondary sources and previous texts were also used to enrich the results. Data collection in this study includes two steps; In the first stage, library resources, articles, required books, internal research and reliable websites were used to collect information on the theoretical foundations and literature of the

subject. In the second stage, in order to collect qualitative data, ten experts and experts in the field of entrepreneurs' education were interviewed. The data of this research was collected during five months and about 28 hours of interviews were recorded, during which notes were taken from the points raised. Supplementary notes were collected immediately after the interview and before the next interview. Finally, 68 pages of notes and recorded interviews formed the required raw data. Classification and summarization of collected data. In the interviews, data collection continued until the saturation point was reached. In this study, in order to make people's answers clearer, the questions were designed in a semi-structured format and based on a theoretical framework, and the interviewees were asked to explain and describe the issue. Then the answers to the relevant questions were formulated in appropriate tables within the theoretical framework. Finally, by means of the data theory of the foundation, the main categories of the subject were obtained and the collected data were categorized in the form of subjects, dimensions and components by the method of inductive inference. Data analysis and qualitative research findings: To analyze the qualitative data, the data theory method of the foundation was used. To analyze the data obtained from the interviews with the foundational data theory method, the content analysis unit is considered. In such a way that each subject covers a range from one sentence to several sentences. In the content analysis, both explicit and latent content analysis methods were used; In other words, in some cases, the content hidden in the data was also interpreted. In general, in applying the content analysis method, the following steps were implemented:

- Summarizing data: interpreting interviews, summarizing phrases or synonyms, placing phrases into broader categories.
- Data presentation: The findings from each interview were placed in a separate table. Also, the general table for codes assigned to concepts was completed.
- Conclusion: This research was carried out in the following steps:

First step: data preparation. Before starting the data analysis, the data should be organized in such a way that it is easy to work with them. In this research, after copying, a table was prepared in which the answers to the questions were stated for each interviewee. The columns of the table contain the following information, which have been omitted in this article due to their length, but it should be noted that the details of the interviews and documentation are available and can be presented to those interested.

Table 2. Preparation of qualitative data

Axial coding concepts	Concepts of open coding	Verbal propositions	Interviewee code
- Interviewee: code from 1 to 10			
- Verbal statements: the interviewee answers the questions,			
- Data: interviewee's statements and			
- Notes: personal notes			

Second step: Coding. Coding is the raw material of data analysis. At this stage, each interviewee was assigned a code from 1 to 10, the number of which indicates the expert's number. In open coding, the key concepts were the statements of experts, and in axial coding, a title was assigned to a set of common concepts expressed. Checking the validity and reliability of the collected data. In order to ensure construct validity in this qualitative research, the participant control method was used. In addition, a search for negative items and alternative explanations was applied. Also, an effort was made to select interviewees with different experiences and inclinations, so that the personal interest or desire of the interviewee does not cause prejudice and monotony towards the research topic. And also to achieve internal validity after coding, categorizing and analyzing the qualitative data, an experience-based pattern was obtained, which was compared with the predicted pattern obtained from theoretical subjects. In qualitative research, since the participants are not representative of the community, it is not possible to generalize the results to the community, so it is not possible to claim the existence of external validity in this research. To ensure the reliability of the qualitative part of the research, the methods of Rao and Perry (2003) including

reproducibility, verifiability, and repeatability, and by using techniques to guide the flow of the interview to collect data, create constructive processes for conducting and interpreting the interview. Convergent methods, the use of valuable opinions of professors familiar with this field who were experts and informed in this field, and at the same time, the use of participants in the analysis and interpretation of data was taken. In this way, in order to ensure the accuracy of the interview tool, a meeting was held with a number of experts and elites, and the internal validity of the findings of the interview section was examined through the discussion and review of the participants. In this meeting, each of the obtained dimensions, components and indicators were studied by experts, and some findings that overlapped with each other were merged and some findings that were weakly related were removed, and finally, on the remaining factors, Comment received.

3. Findings

In order to achieve abstract concepts that can be a good description of the central coding, the data and primary codes are evaluated many times and continuous comparisons were made, and an attempt was made to make the primary codes that are more similar in terms of meaning to each other in the form of The unit data is organized and then the obtained data are classified based on the conceptual quality in the form of concepts that have a more abstract level than the data, formatting and finally the concepts based on the semantic and conceptual load and content homogeneity in the framework of categories, which in fact This process will lead to the development of theory. Verbal evidence of the interviewees (participant team): In response to the questions related to each of the dimensions of the model, the participants explained the model of education and training of entrepreneurs in Islamic Azad Universities. In the following table, the verbal evidence and views of these people are presented as examples.

Open Coding: Open coding is a part of the analysis that is done by carefully analyzing the data, naming and classifying the data. At this stage, coding should be done to a large extent so that the researcher is able to discover the concepts in an open situation. Examining the codes extracted from the responses of the interviewees led to the identification of open coding listed in the following table as an example.

Table 3. Example of semantic unit and open code extracted from interviewee 7

interviewee	open source	Semantic unit
Interview 7	Financial support	The capacity to attract financial resources of the university from external sources
Interview 7	Support innovation	The university should be able to support student innovations.
Interview 7	Entrepreneurial motivation	Motivation is the driving force in people that drives them to act.
Interview 7	Improving the educational quality of students	What should be done for the students is more educational workshops to familiarize them with the industry and have scientific visits. It should not be the case that a student goes to an internship to work in a company for only 2 months or to go to the end of his education, but it should be continuously and for the entire four years of his education.

Sub-categories and categories based on the paradigm model:

The purpose of this stage is to communicate between the concepts produced in the open coding stage. It is based on the paradigm model and helps the theorist to carry out the theory process with ease. In this research, the research paradigm model was developed, in which the relationships of the components and categories with the data of the research process are depicted. It is obvious that some researches end with this step, i.e. determining propositions or research hypotheses, and the task of testing hypotheses and relationships between propositions is left to other researches. But in the current research, the relationships

between the components of the resulting paradigm model are tested with the cognitive map. In this research, based on the extracted information, the components of the paradigm model of the research, which include contextual factors, causal factors, environmental factors, as well as strategies and consequences, were considered. And the indicators were identified and categorized in the following format.

Table 4. Summarizing dimensions and components extracted from experts

Frequency of codes	Interview number	open source	Subcategory	category
5	1/4/6/8/10	Industry and university connection	Background	Entrepreneurs' education factors
5	2/3/4/5/7	Advanced information and communication technology		
5	2/4/5/6/9	Central research		
5	3/4/5/6/7	New styles of education		
5	1/2/8/9/10	Entrepreneurship curriculum planning		
4	4/5/6/7	Teachers' educational skills		
5	5/7/8/9/10	Personal and behavioral characteristics		
8	1/2/3/4/5/6/9/10	Objectives of university programs and policies		
5	1/3/5/7/10	Cultural attitude		
8	1/2/3/4/5/7/8/10	Normative system		
5	3/4/5/6/7	University campus	environmental	
4	1/2/8/10	Political environment		
5	4/5/6/7/8	Economic environment		
4	5/7/8/9	Cultural environment		
3	4/6/10	Social environment		
8	1/2/3/4/5/6/9/10	Participation and periodical review of the development of entrepreneurs' skills	Breeding strategies	Strategies
5	1/3/5/7/10	Designing breeding strategies in the university		
9	1/2/4/5/6/7/9/10	Implementation through knowledge promotion and opportunism		
5	5/6/7/8/9	Use of entrepreneurship education professors	Educational strategies	
5	1/2/3/4/5	Using entrepreneurial hybrid education style		

5	6/7/8/9/10	Using entrepreneurial experts and consultants	
6	2/4/6/8/9/10	Organisational Learning	Improving consequences entrepreneurial attitude
5	1/3/5/7/9	to be independent	
5	1/5/7/8/10	Self-control	
6	1/4/6/8/9/10	Obligation	
5	2/3/5/7/9	Financial support	Increase welfare
5	5/6/7/8/9	Support innovation	
5	1/2/3/4/5	Green innovation	Continuous continuity
5	6/7/8/9/10	Entrepreneurial motivation	
5	2/4/6/8/10	Continuous entrepreneurship education system in the university	
6	1/3/5/7/8/9	Improving the educational quality of students	
5	2/5/7/8/10	Creation of startups	Development
5	2/3/4/6/9	Creation of science and technology park	
6	1/4/6/8/9/10	Creating an environment for research and development	
5	1/3/7/8/10	Journals in the field of entrepreneurship	

The results from Table 4 showed that the components were mentioned and emphasized by the interviewees at least three times and at most nine times. In total, after implementing the index integration process, 35 indexes and open codes were identified and confirmed, which were converted into experts' questionnaires and used to confirm their final opinion to obtain the final questionnaire.

Therefore, the model resulting from the qualitative research is as follows:
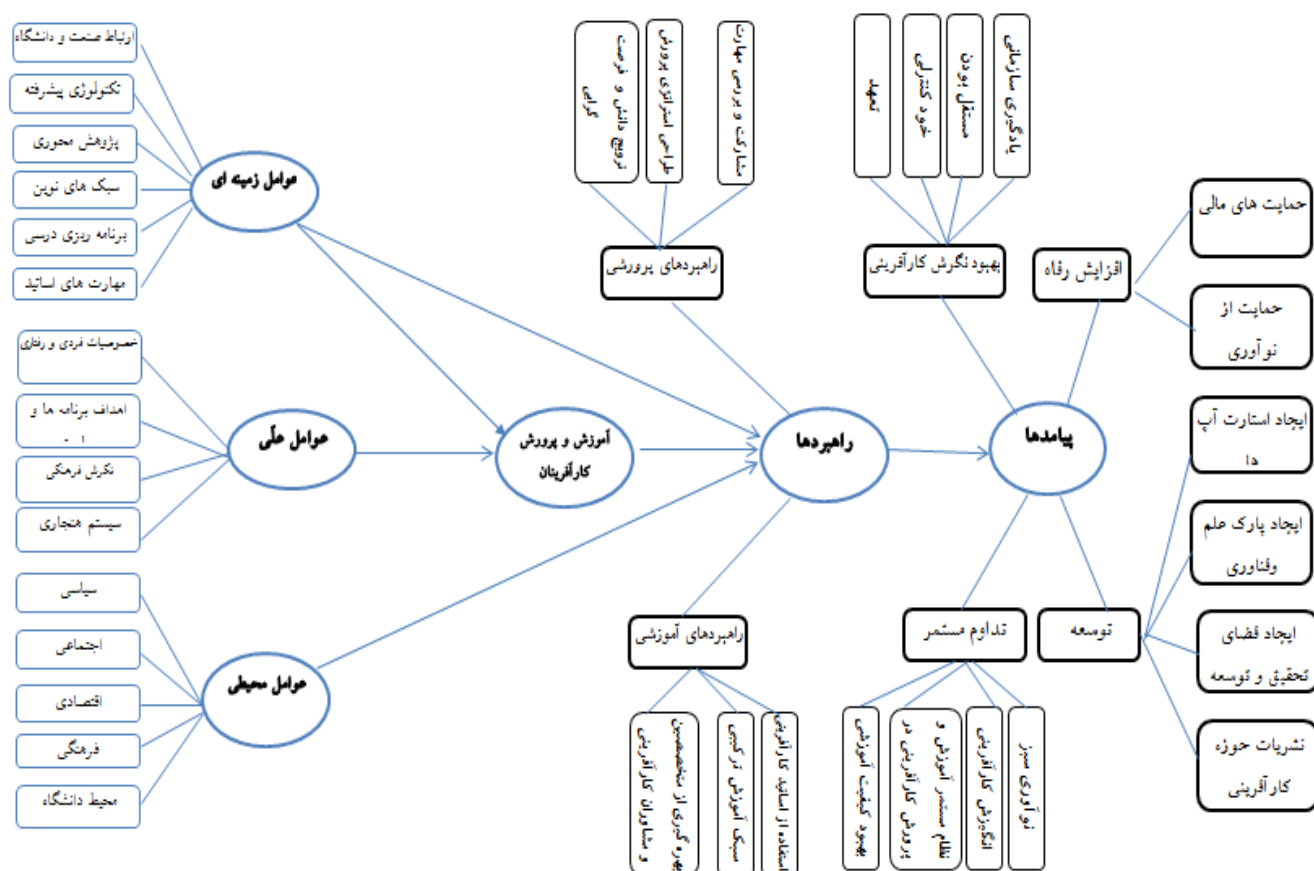
4. Discussion

In this research, after examining the theoretical foundations and the literature of the subject, with the help of the foundation's qualitative data method, the design of the model of education and training of entrepreneurs in Islamic Azad Universities of Mazandaran province has been done. The findings of the research showed that the factors affecting the education and training of entrepreneurs have three dimensions (contextual factors, causal factors and environmental factors) and from fifteen components (industry and university connection, advanced information and communication technology, central research, new styles Education, entrepreneurship curriculum, professors' educational skills, personal and behavioral characteristics, goals of university programs and policies, cultural attitude, normative system, university environment, political environment, economic environment, cultural environment and social environment) Is. This finding is consistent with the research results of Saraji (2017), Hosseini et al. (2017), Kikha (2018), David et al. (2011) and Zulu (2017). Also, the consequences of the education and training of entrepreneurs have 4 dimensions of improving entrepreneurial attitude (with the components of organizational learning, independence, self-control and commitment), increasing welfare (with the components of financial support, support for innovation), continuous continuity (with the components of innovation) Sabz, entrepreneurial motivation, continuous entrepreneurship education and training system, improving the educational quality of students) and entrepreneurship development (with the components of creating start-ups, creating a science and technology park, creating research and development space and entrepreneurship publications) with 14 components. And the strategies have 2 dimensions of educational strategies (participation and periodic review of the development of entrepreneurs' skills, design of educational strategies in the university and implementation through the promotion of knowledge and opportunism) and educational strategies (use of entrepreneurship education professors, use of hybrid education style

entrepreneurial and using entrepreneurial experts and consultants). This finding is also in line with the research results of Saghri et al. In explaining these findings, it can be stated that in examining the key components of entrepreneurs' education, more attention should be paid to the factor of advanced information and communication technology and the normative system, because the more it is based on entrepreneurial culture, mentality and attitude, the more entrepreneurial employees will act. do Therefore, the high level of information and communication technology is considered a facilitating factor for innovation, risk-taking and proactiveness. Due to the low average value of cultural attitude, it is felt necessary to pay attention to it for Islamic Azad Universities. Also, in order to be innovative and strengthen the dimension of innovation in the use of resources, Islamic Azad Universities should acquire new qualifications by turning to educational and educational strategies and shape their activities based on new trends and the needs and demands of entrepreneurs. Paying attention to the political environment, which is one of the factors of entrepreneurs, can have a major contribution in maintaining the market and educating entrepreneurs in Islamic Azad Universities. Considering that promotion of entrepreneurial cultural attitude and financial support are known as important causal factors in Islamic Azad Universities of Mazandaran, it is suggested that universities promote innovation-encouraging culture. Universities by creating an entrepreneurial culture through; Risk tolerance and risk-taking, introducing successful entrepreneurs and celebrating them, creating a culture suitable for entrepreneurship, can help in cultivating more successful entrepreneurs. By creating an atmosphere of cooperation and empathy among students interested in entrepreneurship, universities can in the fields; Group culture, interest in cooperation and cooperation, sharing mistakes and knowledge, and the desire to share ideas that lead to more successful development of entrepreneurs, to do more detailed planning. Considering that the entrepreneurial curriculum is known as the main category of the background factors for the education and training of entrepreneurs in Azad universities, it is suggested that the universities restructure their educational programs. Since environmental factors affect the education and training of entrepreneurs and environmental factors strengthen or weaken the effectiveness of education and training of entrepreneurs, therefore, to increase the level of education and training of entrepreneurs, factors such as university environment, political environment, economic environment, cultural environment and social environment should be considered. Financial support is one of the most important and main strategies in fostering entrepreneurs. Universities should support entrepreneurship by allocating financial and material resources to entrepreneurial activities and providing funds. Considering that the improvement of entrepreneurial attitude, increase of welfare, continuous continuity and development are known as the consequences of education and training of entrepreneurs in Azad universities of Mazandaran province, it is suggested that all public universities should start an entrepreneurship faculty; In such a way that they have a suitable university environment, physical facilities and modern equipment of classrooms and related laboratories. On the other hand, it is suggested that researchers expand and develop the current model according to the academic structure (including industrial, humanities, applied sciences, etc.). It is also necessary, if the presented model of the research is confirmed in future confirmatory researches, then based on the results of this research, the researchers should investigate the procedures of training and education of entrepreneurs to enter the field of commercialization.

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