

Research Article

**REVIEW OF CONSTITUENTS AND CONTENT OF
ENTREPRENEURSHIP CURRICULUM FOR PRE-SCHOOL
CHILDREN AND ITS EVALUATION DUE TO THE VIEW POINT OF
SPECIALISTS IN CURRICULUM, ENTREPRENEURSHIP
AND RELATED TEACHERS**

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ABSTRACT

The research aims to review the constituents and content of entrepreneurship curriculum for pre-school children and its evaluation in terms of curriculum planners, entrepreneurs and educators concerned. The applied research is evaluative and it has a field method. The population in this study includes all curriculum planners, entrepreneurship scholars and educators working in pre-school centers in Tehran. The sample size which was determined using stratified sampling and Cochran formula was a total number of 208. Data collection tool is a researcher based questionnaire based on the syllabus of entrepreneurship curriculum content. For data analysis, descriptive and inferential statistics (chi squared X²) were used. According to this study the main components of entrepreneurship education to children, includes knowledge, attitudes and skills of entrepreneurship that the content of the curriculum is extracted and set based on each component and the evaluation results shows the entrepreneurialism, curriculum planners and teachers of preschoolers experts' opinion about the entrepreneurship curriculum content is appropriate and approves it.

Keywords: *Curriculum Content, Entrepreneurship, Preschoolers, Evaluation*

INTRODUCTION

The broad definitions of the term entrepreneurship (the Samad, 2011), and everybody appears is not limited only to the field of business entrepreneurship, but also in the social, political and cultural fields, etc., are also discussed. Most definitions of entrepreneurship outside the field of economics and business, has defined it as a lifestyle (Mac-Klan, 1961; quoted Shahshahani, 2008), or it will have double the creativity and innovation (Drakr, 1985; quoted from Shokrkon *et al.*, 2002) and some of the concepts of entrepreneurship increase, improve and develop the attitudes, skills and abilities of individuals (McPherson, 2003; quoted Chaste *et al.*, 2004).

Therefore, the different definitions of entrepreneurship that are related to the children entrepreneurship discussed, the definitions presented from the psychological perspective, which cultivate the common characteristics of entrepreneurs, such as self-esteem, creativity and achievement motivation (Reily, 2001; quoted Shokrkon and Others, 2002), moderate risk taking, innovation, personal responsibility, etc. (Mac-Kland, 1961).

Training on entrepreneurship skills and behaviors, frequency analyzes about whether entrepreneurs are born with entrepreneurial traits and characteristics (Cunningham and Lysheron, 1991) or that entrepreneurial skills can be taught, discussed and many researchers (Kolinsky and Walsted, 1998; Kolinsky and Esfandiari, 1997; Kolinsky and Carlson, 1996), of this feature is that entrepreneurial skills are teachable, much empirical evidence has been gathered and compiled, and the importance of education focused on the development and expansion of entrepreneurship and violence (Quoting Department of Community employment Alumni Center, 2007) Research (Gibb and Cotton, 1998), the attributes of entrepreneurship is among those who have from childhood and school students to be taught because they gain in adulthood is very difficult and even impossible.

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So today, in many countries serious efforts in the development of entrepreneurship education from pre-school and school starts steps in preparing curriculum for children with social and economic situation of the 21st century has taken place. Among the activities carried out in different countries such as: Cyprus (2012), Malta (2011), Latvia (2010), Bulgaria (2011), Ireland (2011), Austria (2004) Romania (2008) and others will be giving speeches, meeting with business owners and online businesses; training the trainers in entrepreneurship, business definition of special projects in collaboration with schools and students, Business owners, competitions, seminars and workshops can be noted. Other countries that have implemented effective measures in this regard can be from different countries such as Luxembourg (2012), Ireland (2012), Spain (2011), Sweden (2012), Iceland (2012), Poland (2012) and Bulgaria (2012). For example, in Bulgaria, the new law on the prediction of entrepreneurship, creativity, sense of initiative and innovation as the main goal is the education system. In Sweden (2012), various programs relating to how entrepreneurship programs in schools are provided. In Iceland from 2011 until the end of the 2012 revision of the National Curriculum programs include elements of creativity National Curriculum and the development of attitudes, capabilities and capacities of children for doing jobs that the program lasts until 2016. Belgium is the country, the network of collaboration between education and Business has been set up through collaboration takes place with ENI representatives from the schools and the business case. Thus, to promote the entrepreneurial spirit in children, extracurricular activities through projects, activities and various meetings between children and Business representatives formed and certain days of the school year for children and students are allowed to become intimately familiar with the different jobs that The day called "Day Dream" was named (Borjois, 2012).

According to research, entrepreneurship education can be in the area of education and training and should be incorporated in different ways. The entrepreneurship education compulsory in some countries and in others as a mix of different courses is offered to children. However, about two-thirds of European countries explicitly recognize the need for Entrepreneurship Education and insert it into their national curriculum in primary school. In most of these countries, entrepreneurship education is offered as a parallel program to all subjects so that a transverse pattern of entrepreneurial training program as part of the values, capabilities and capacities of curriculum in all subjects and activities are developed.

In Bulgaria and Latvia, entrepreneurship education delivers as "home economics and technology". In the Czech Republic, entrepreneurship education has been offered as a part of the authority social ethics course. Entrepreneurship education in Lithuania and Poland combined with social sciences entrepreneurship education as a part of the natural sciences, social sciences and mathematics integration. Entrepreneurship education and training in England is offered as a part of personal, social health education entrepreneurship per se, but not mandatory.

The Slovak Republic is a thread called "labor education" is designed and Entrepreneurship in Finland has been offered for too many classes of children.

Regarding the measures taken in most countries, this study is intended to further study the various resources related to entrepreneurship, entrepreneurship components for Preschoolers, each of the components have been extracted based on the content of the entrepreneurship curriculum for preschoolers evaluated according to the presentation and curriculum specialists, masters of Entrepreneurship and education practitioners (teachers) and the content of the syllabus is approved as proposed and solutions to specialists and provide pre-school education practitioners.

Objectives and Research Questions

The overall goal of "Review of constituents and content of entrepreneurship curriculum for pre-school children and its evaluation due to the view point of specialists in curriculum, entrepreneurship and related teachers" in line with the overall objective, specific questions are discussed below:

1. What are the components for entrepreneurship education to preschoolers ?
2. Are there the content of entrepreneurship education curriculum to preschool children based on the extracted components ?
3. How are entrepreneurship comment curriculum specialists, entrepreneurs and pre-school teachers about curriculum content, teaching preschoolers?

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MATERIALS AND METHODS

Research Methodology

In the present study, since the researcher is to study the texts, documents, and oral and written sources available, venture into entrepreneurship curriculum design and content then it is evaluated according to relevant experts, the applied research is evaluation and it the performance of the field methodology used is (Naderi and Seif, 2013).

The Population, Sample Size and Method of Selection

The population of the study consisted of three groups: All public universities in Tehran and curriculum planners of Tehran University of Medical Sciences, a total of 24 people, all together 34 experts in Entrepreneurship in Tehran University all teachers working in pre-school centers in Tehran and the child's teacher training course, Jahad daneshgahi in the center of Tehran University participated under the auspices of the Welfare State in 2013-2014 years. Preschool has a BA in related fields, there are a total of 250 persons. To determine the sample size required to evaluate the contents of curriculum design, was set according to the study population consisted of three, using stratified sampling, the sample size as well as the size of the form so that all members of the target population, for example, curriculum specialists and Entrepreneurship were selected. The population of teachers in the sample was selected using Cochran formula to 150.

Methods of Data Collection, Statistical Tools and Methods

To collect the data required for this research, the study by using a library of documents, documents and resources available on the subject, content requirements for components and entrepreneurship curriculum content has been extracted. After the questionnaire with a total of 25 questions was prepared in three sections: knowledge (6 items), attitudes (10 items) and skills (9 items). To assess the validity of the use of specialists, professors and advisors and 10 and to assess the reliability of statistical methods "Cronbach's alpha" means that the result is 9/0. To respond to each item of nominal and Likert scale was used to grade five. Due to the nature of the research, the statistical methods used in this study, mainly using descriptive statistics such as frequency tables and percentages and inferential statistical methods (chi-square) also needs to be used.

RESULTS AND DISCUSSION

Results

Main research questions are addressed in this section:

First Question: What are the components for entrepreneurship education to preschoolers?

In many studies (Carlson, 1994; Gartner and Vesper, 1994; Sexton and Upton, 1987; Ayvouz, 2011; Suchu, 1998; Lee and Peterson, 2000; quoted Hosseinihah, 2008; Sanchez, 2010; Helmgreen *et al.*, 2004; Hinon and Poeek, 2007; Raposou and Dopaku, 2011; Dopaku and Palynhas, 2011) conducted in the field of entrepreneurship education, entrepreneurship education programs have shown that the motivation, knowledge and skills needed to bring in people. The curriculum in entrepreneurship education to children, in terms of the three components listed seems necessary (Dopaku and Palynhas, 2011) and each of these components plays an important role in the formation and entrepreneurship programs, entrepreneurship training programs in each of these components has a smaller overall objectives and scope of the (Hion and Poeek, 2007). In addition, the Commission of Europe (2006) also has proposed the teaching and learning of the entrepreneurship programs that have three main components of and entrepreneurial skills and attitudes relevant and appropriate to developmental level, the age of the children and students. As in the knowledge, researchers (Moghimi and Dariani, 2009; Huber *et al.*, 2012; Robbins, 1997; Gartner and Vspr, 1994; Sexton and Btvn 1987; Van, 1990; Repuso *et al.*, 2008) have noted that the entrepreneurship education should focus on knowledge that will enable learners correct understanding of different types of jobs, social etiquette, knowledge of the business environment, awareness of opportunities, financial literacy and business, etc. This allows children and students aware of the opportunities and constraints, find a suitable place for her. Also, the skill, the researchers (Masalvbya, 2008; Rea *et al.*, 2010; Unger *et al.*, 2011; Kvybyb *et al.*, 2003; Masalubya, 2008, Golf, 2004; Doopako and Palynhas, 2011) argue that the

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entrepreneurship education should be making skills such as problem solving, critical thinking, leadership, planning, transport and generalized knowledge, self-control, self-awareness, effective communication, team working out, listening skills, verbal, and finally focus on the power of observation, etc. attitudes and values of entrepreneurship, various researchers (Doopaku and Palyngas, 2011; Galloway and Brown, 2002; Kalper, 2004; Noel, 2000; Piterman and Kennedy, 2003; Masalubya, 2008; Golf, 2004) have suggested that cases such as strengthening the entrepreneurial spirit, sense of initiative, sense of innovation and creativity, creative attitude, positive, accepting change, take risks, foster a culture of continuous hard work, etc. will strengthen and focus on the independence.

Second Question: Are there the content of entrepreneurship education curriculum for preschoolers based on the extracted components?

The content of education have been set for "Entrepreneurship Education Consortium" of the 1982 America's entrepreneurial training, job preparation and content standards. The consortium of fifteen key standard has three parts including the entrepreneurial skills such as: processes, characteristics, and behaviors related to successful performance efficient Ferrini; Readiness skills such as basic business skills and knowledge of business principles that are essential for entrepreneurship and the business activities in this category are also required contents of the start of activities, and continue doing business listed. (Consortium for Entrepreneurship Education, 2004) These standards have been designed specifically for a particular course or program as a foundation for developing entrepreneurship courses and programs are implemented; Furthermore, research conducted by researchers (Grove, 1994; Sktvn and Btvn, 1987; Johnson, 2001; quoted Hosseinkhah, 2008) states that the content of entrepreneurship education often focuses on four areas of knowledge and information, Management and business skills, personal skills and entrepreneurial skills of public focus.

The classification by the Hysrych and Peters (2002; quoted gracious and helping Taqi, 2006) the content required for entrepreneurship curriculum into three main categories including technical skills (writing, listening, oral presentations, organizing, directing and technical groups) ;Management skills (including decision-making, planning, goal setting, monitoring, management, negotiation) and Personal skills (including things such as internal control, risk-taking, innovation, change-oriented leadership). However, entrepreneurship education programs for children can be given the capabilities, needs and interests, some of the skills included in the curriculum content .Also, given the resources and given the economic and social conditions of the factors involved in selecting the appropriate content for children . Entrepreneurship curriculum for preschoolers suggested content for each component are listed in Table One.

Table 1: Components of entrepreneurship syllabus content-based curriculum for preschoolers

Content of a course on entrepreneurship education to children	Components of entrepreneurship	Row
Review and introduction of community service in place, the similarities and differences and age-appropriate tools for each job . And the introduction of different places and explore differences and similarities observed around the residence or educational facility such as a supermarket, bakery, etc., and the relationship between the environment and to meet the diverse needs Laws governing them . The introduction of national and religious customs and traditions in the study of different cultures , The introduction of natural resources, the use and storage of their familiarity with the environment and environmental hygiene . The introduction of computers, and a variety of computer applications, the	Entrepreneurship Knowledge	1

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correct and incorrect uses of computers, computer-related jobs ,

Identify the kinds of money, functions of money, the proper and improper use of money, exchanging money for goods and services, cycle detection, recognition and care centers for banks, savings and familiarity with ways to save money

Meet the creative approach, combining creativity with areas of literacy, music, math, and science curricula .

Ways to strengthen children's sense of competence, attitude and constantly strive to improve their lives and others as members of society .

Foster a positive attitude towards change, to accept something new, unusual activities, familiarity with unfamiliar situations and how to deal with them

. Using different techniques and answer questions stimulate divergent thinking, encouraged to think about what it is not, and what can be.

Understanding the concept of cooperation and responsibility, ways of increasing cooperation, familiarity with community values.

People and successful entrepreneur in various fields, their characteristics in childhood, engagement and benchmarking of successful practices.

Ways to enhance free expression of ideas and combinations of ideas, knowledge and how to deal with different ideas, respect for the beliefs and cultural backgrounds, ethnic, class and religious people

Enhance children's self-reinforcing positive thoughts about themselves, recognize their talent, socially responsible ways to enhance a sense of competence and merit.

Thus the proper position and stimulus for intellectual and practical activities appropriate to the age, the experience and error free.

Good listening skills, good speaking, how to communicate effectively with peers, and respond the proper way to work or during a conversation with others .

Meet the team and teamwork, sharing of responsibilities in group work, increase participation in public debates .

Familiar with problem solving skills and research skills such as observing, describing, questioning the classification, hypothesis testing, and analysis and decision-making skills.

Introduction of tools, materials and equipment, the introduction of appropriate media for children, use of tools and equipment in various situations

Provide opportunities to deal with familiar and unfamiliar situations, creative ways to deal with unknown situations, to deal with changes and innovations are encouraged .

Recognition of positive and negative emotions, increase skill feelings, emotions, thoughts and knowledge through speaking, presentation, drawing, painting or any artwork creation, respect for the views, values, and behaviors of others .

Understanding appropriate ways of learning and understanding, applying knowledge to new situations.

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Third Question: What curriculum specialists, entrepreneurs and pre-school teachers about curriculum content, teaching preschoolers how to be entrepreneurial?

Table 2: Distribution of the study group in terms of the components of the element content of the curriculum

High Percent	Frequency	Mean Percent	Frequency	Low Percent	Frequency	index groups
5.9%	2	41.2%	14	52.9%	18	Entrepreneur
41.7%	10	54.1%	13	4.2%	1	Curriculum
24.7%	37	52%	78	23.3%	35	Trainers

Chi-square analysis survey, citing data from the table above and the results obtained from the chi-square statistic at 5% and 4 degrees of freedom, equal to 3.25 and suggest that distributed statistically among the three groups in view of the entrepreneur, Department of Curriculum Development and Entrepreneurship educators regarding curriculum model. Most respondents' elements have intermediate knowledge of curriculum content So that 2/41% entrepreneurs, 1/54% from 52% in Curriculum and coaches have chosen the middle option.

Table 3: Distribution of the study group in terms of the component approach in the element content of the curriculum

high percent	frequently	mean percent	frequently	low percent	frequently	Index group
%44.1	15	%35.3	12	%20.6	7	Entrepreneur
%50	12	%41.7	10	%8.3	2	Curriculum
%49.3	74	%24.7	37	%26	39	Trainers

Chi-square Analysis POLL: Regarding the chi-square statistic (9.7), with 4 degrees of freedom and less than 5% significance level, indicating the respondents' opinions on Field components in the element content of the curriculum, there are different attitudes. As can be seen in Table 1/44% of professionals, entrepreneurs, 50% of curriculum planners and 3/49% of coaches have selected too many options, but there are differences in the degree of emphasis.

Table 4: Frequency and percentage distribution of the study groups in terms of the component skills in the element content of the curriculum

High percent	frequently	Mean percent	frequently	Low percent	frequently	Index group
%5.9	2	%55.9	19	%38.2	13	Entrepreneur
%50	12	%41.7	10	%8.3	2	Curriculum
%58.7	88	%30.7	46	%10.7	16	Trainers

Chi-square analysis survey, citing data from the table above and the results obtained from the chi-square statistic at 5% and 4 degrees of freedom equal to 8/39 and suggest that there is the distribution of views between the three groups of entrepreneurs, Department of Curriculum Development and Entrepreneurship educators regarding curriculum model. The length of which can be seen in the table above, most experts in entrepreneurship (9/55%) component of the element content of the curriculum has been assessed as moderate, While the majority of coaches (7/58) and curriculum planners (50%) chose the high option.

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Conclusion

As you can see, the three components of knowledge-based entrepreneurship curriculum content, attitudes and skills have been adjusted. Set in the context of this study, the content of the The Consortium for Entrepreneurship Education (2004) also noted that in some cases, in line with the research Furthermore, research conducted by researchers (Grove, 1994; Sktvn and Btvn, 1987; Johnson, 2001; quoted Hosseinkhah, 2008) asserts that Entrepreneurship should be part of curriculum content in the knowledge, attitude and skill set that The content of the curriculum in this study are consistent with the regulation.

In another study, Gibb (2001) and Hartshorne (2002) have suggested that the inclusion of real-life entrepreneurs succeed in the content of training courses entrepreneur is very important, and some see it as the beginning of the program have expressed (Null, 1993; Roach, 1999, quoted Hosseinkhah, 2008). Faoite *et al.*, (2003) also argued that entrepreneurship education and Its integration with the various subjects in the school curriculum and syllabus, Thereby enriching the learning experiences of learners, Increase created new businesses and creating opportunities for children and students To test the content and methods of teaching entrepreneurship. These research results in the fields of content creation entrepreneurship curriculum in line with the survey results and In addition, in terms curriculum specialists, entrepreneurs and entrepreneurship educators about curriculum content presented on tables and The results of the chi-square indicates that Curriculum content experts looking at the components of (3.2), the components of attitude (3.6) and Component skills (3.5) appropriate to their evaluation.

Explain and interpret the results generally confirm the content of the entrepreneurship curriculum for preschoolers, Can be said that entrepreneurship education as an investment in the development and abilities of children Through education is a key role in the growth and development of the cultural, social and economic in the future. What we have seen so far in the field of entrepreneurship education, Preparing plans and presenting to groups such as youth and older adults, If the words of Kent (1990) bed and spread a culture of entrepreneurship in society should Of childhood and arranging activities and creative and independent character, In all areas of life (and not just in the area of employment or to adulthood), bred and Entrepreneurship as an attitude and lifestyle, children can be introduced according to different application. The entrepreneurship curriculum content has been prepared in such a way that to develop children's skills in three areas of knowledge, attitude and skills to provide to what is necessary for their present life and adulthood, is considered. In addition, content provided above with respect to the issues of everyday life for children In addition to providing them with motivation and knowledge about entrepreneurship, different skills such as: Problem solving, communication, interpersonal skills, etc. are reared and ultimately strengthen their entrepreneurial attitude. Entrepreneurship education to preschool children can Healthy and strong leaders and top them solve problems at different stages of life have become Improve their quality of life (Gstyn, 2011). Considering these results, it is recommended Authors of textbooks for children in pre-school, Attention necessary to adjust the dose according to the outline of the proposed curriculum, they noted. The entrepreneurship training packages for children and school teachers Based on the content of the preparation and implementation among children and Coaches.

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