The role of Education Factors in Achieving Entrepreneurship as a Resitive Economic Strategy

Mahdi Amiri, Akbar Partabian and Naser Hosseinpour

Faculty of Educational Sciences Center Lamerd PNU Fars Province, PO Box: 19395-3697, Tehran, Iran
MA Educational Research PNU, PO Box: 19395-3697, Tehran, Iran
MA Persian Literature PNU, PO Box: 19395-3697, Tehran, Iran

ABSTRACT

Entrepreneur of the new concepts that in the past decade has been the rise and the economy and employment and since a lot of discussion about the nature, meaning, elements and dimensions has been done. But the elements of the systems and training centers how can the emergence of an entrepreneurial role in society have been less studied. On the other hand, one of the concepts that Supreme leader in recent years, have been hinting at to it several times the resistive of the economy is as the solution to counter the attacks of the enemy and economic Sanctions And also becoming a country that has been strong growth in economic. So according to the concept of entrepreneurship and economic resistive And that entrepreneurship can be considered good practice in the field of economic resistive in This paper seeks to examine the role of each element in the educational system, such as teachers, learners, learning content and assessment of the realization of entrepreneurship as a solution to our economic resistive.

INTRODUCTION

Resistive economy is a concept that is proposed following by strengthening, resolving the crisis and restoring the old and inefficient economic structures and institutions, that public participation and belief and applying rational and prudent managements is certainly a pre-requisite and obligation of such an issue. Resistive economy is reduction of dependencies and emphasizing the advantages of local production and attempting for self-reliance.

The nearest concept to resistive economy is the term of "economic flexibility" that was used by Briguglio (2006) to refer to the policy power made by the economy to improve (or adapt to) the effects of opposed exogenous shocks, he argues that the economic flexibility is used in two concepts: first, the ability of economy to quickly recover from the foreign destructive economic shocks, second, the ability of economy to resist against the shocks artifacts.

In Iran the terms of resistive economy was proposed for the first time in 2010 by the Supreme leader in a meeting of the country's some of entrepreneurs and then it was also highlighted by him in several presentations [8]. For the necessity and importance of entrepreneurship and its relationship with resistive economy it has been approved that the leader has frequently emphasized it in numerous meetings and presentations and in the first paragraph of the general policies notification of the resistive economy, it has been mentioned as one of the important items in realizing the resistive economy "providing conditions as well as activating all the facilities and financial resources and human and scientific capital in order to develop the entrepreneurship.

Entrepreneurship and its foundations and the role of education:

Webster dictionary defines an entrepreneur someone who undertakes to organize and manage risks of an economic activity [1]. Robert Hisrich (2002) defines entrepreneurship as: entrepreneurship is the process of creating something different with value by devoting the time and effort necessary for it, along with the assumption of financial, psychological and social risks, as well as financial reward reception and individual satisfaction.

Corresponding Author: Mahdi Amiri, Faculty of Educational Sciences Center Lamerd PNU Fars Province, PO Box: 19395-3697, Tehran, Iran.
E-mail: mahdiamiri10@gmail.com
In studies conducted by Entrialgo et al (2000), locus of control, need for achievement and ambiguity tolerance determine the areas of entrepreneurship and in studies conducted by Stewart et al (1998) need for achievement, willingness to take risks and innovation are considered as determinants in recognizing entrepreneurs among corporate executives, and owners of small businesses.

Nowadays, entrepreneurship has been recognized as a scientific course. David Mc Clelland was one of the first psychologists that planned numerous training courses, with the assumption that entrepreneurs have a high need for achievement, in order to enhance the individual’s needs.

Educational activities have been on the agenda of many entrepreneurship education centers to educate entrepreneurs, because the development of entrepreneurship requires education. A number of critics have addressed the importance of entrepreneurship education and its role in economic development, particularly in the term of improving the quality and quantity of entrepreneurs Ulrich (1997) Also states that the importance of entrepreneurship education is due to the importance of entrepreneur in economic systems. The term of entrepreneurship education has attracted much attention in recent years. Researches in this field are growing and excessive extension of entrepreneurship courses across the world, particularly at the college level, approves it. The popularity of entrepreneurship education in European countries is so great that some critics as Todorov (1999) argue that entrepreneurship becomes as business rules in the 21st century.

Linan (2000: 10) names four categories of entrepreneurship education types including, awareness of entrepreneurship education, training for setting up business, training for entrepreneurial dynamic and continuing education for entrepreneurs.

In general, some basic researches suggest that the positive impact of entrepreneurship education courses and its programs, by understanding the attractiveness of courses offered and possibility of setting up risky businesses can be observed.

Resistive economy, entrepreneurship and duties of educators (teachers and professors):

The knowledge and science that is taught in education system is considered as it contributors, and a person who is responsible for providing the curriculum material plays a fundamental role in this field, because learners will model of their teachers and professors, and the most critical factor to establish a favorable position in achieving the goals of education is the professor and teacher who may compensate textbooks defect and lack of educational facilities or on the contrary, he can convert the best position and the subject of teaching into an unattractive and non-active environment, by an inability to make a desired emotional connection [23]. Teachers’ way of teaching and its influence over learners will play a key role in their mental health. The influence may be directly or indirectly and it may occur into various forms, such as imitation, modeling and assimilation. Therefore, universities professors and teachers play a key and essential role in achieving the spirit of resistance in the community in order to make the belief among families through students [3].

Perhaps one of the most significant aspect of the role of universities in realizing the resistive economic is cultural influence of this institution in the community. So, to increase the permeability of each idea, including the idea of resistive economy in the community, the theorizing and institutionalizing must begin within the university and in the scientific and intellectual environments.

It the university could be led to achieve resistive economy through activating science and technology parks and establishing the knowledge-based companies in order to develop entrepreneurship [10].

On the other hand, the presentation way of curriculum material in the classroom and the use of teaching methods have a fundamental role in strengthening entrepreneurship skills and creativity of students. Teacher or professor who simply uses lecturing to present its lessons in the classroom could not well stimulate the creativity of learners and on the other hand one of disadvantages of lecturing method is that it creates a one-way communication between instructor and learner, thus in order to apply thinking and creativity in learners other teaching methods such as collaborative and teamwork teaching, Synectics, group focus, etc. should be used.

Another solution suggested to develop the entrepreneurship spirit is that teachers and professors give students opportunities to think creatively because creativity is required for the development of entrepreneurship thinking which is mental and rational activity to create new and innovative according to Albrecht’s idea (1987) [24] and it (creativity) is only achieved except by developing it through providing challenging situations that require divergent thinking and creativity. According to Gange (1984) creativity is a form of problem solving and Gilford (1987) also defines it in terms of divergent thinking [21].

Researchers conducted has shown that despite the fact that researchers in previous centuries thought that creativity is something innate and for special people but researches by scientists; such as Catherine Patrick, Lohman, E. Pawl Torrance and Alex Osborn indicated that creativity and talent are in all human beings with varying degrees of intensity and weakness, and it can be developed and expanded by training. In this regard there are various techniques such as brainstorming technique, Method of teaching research skills; creative study method, Synectics method, P.M.I. technique, Delphi technique, Scamper technique and creative visualization technique by the Scholars are proposed to teach creativity.
So according to what is described above in order to get people trained in the educational system who have entrepreneurship spirit we must design the educational system so that we can make their creativity and creative thinking flourish.

Resistive economy, entrepreneurship and the role of learners:

The first condition for the implementation of resistive economy is to have resistive spirit, and spirit of a nation, more than anything else, returns to the nation's beliefs, the major part of any country's beliefs is also formed within the educational system. Strengthening the morale of self-esteem, rational risk-taking, accountability, discipline, avoid indolence and apathy, ambition, developing the morale of trust, creativity in problem solving, confidence, effort and enthusiasm in learning are the most important things that a learner in the educational system should commit itself because the characters directly or indirectly play an essential role in educating an entrepreneur. On the other hand, learners in the educational system should try to convert the lessons they learn in the classrooms into their skills, i.e. each learner should keep this in its mind that how can I make the lesson taking now as an operational plan. Furthermore, a learner in the educational system must become active of a passive mode, it means that anything that is taught him is not merely and utterly true and it must be faced with a critical view. Critical thinking means thoughtful and logical thinking that focuses on the decision to do something or believe it [4]. In other words, critical thinking, is a thoughtful perceptive [21]. If total above items could be find in a learner, it can be expected to be led to training a creative and innovative person and ultimately an entrepreneur which is considered as one of the basic foundations of a resistive economy is based on entrepreneurship.

Resistive economy, entrepreneurship and the role of educational system content:

Textbook is the most important educational media training teachers, professors, students, and the students will use it [28]. Each student is weekly dealing with some textbooks, while other educational media are also active on the basis of textbooks [2]. Curricula are one the most important elements of education and taking the modernization and harmonization of curriculum content and methods of teaching with changing conditions and uncertain into account are one of the most important issues in curriculum [14]. Curriculum content consists of a set of concepts, skills and attitudes that the curriculum planners will select and organize [15]. The curriculum content includes a set of concepts, skills, and attitudes which the lesson planners will select and organize them. [13] the content may include knowledge, information, skills, attitudes and values that learner needs to learn them to achieve the goals [13]

One of the key strategies in achieving resistive economy is that our educational system must act in accordance with the resistive economy because the function of educational system is to train a country's adolescents and youth appropriate according to the historical circumstances and needs of that moment [20] and undoubtedly a key tool in achieving this, is attention to the role of entrepreneurship trainings and it institutionalization by the educational system, thus, the curriculum content must be organized as one of the most influential elements in the educational system from the formal trainings of primary school according to the resistive economy approach, using literature and entrepreneurship trainings.

Undoubtedly in the current situation and with the leader's emphasis on resistive economy the curricula can be considered as a tool to develop entrepreneurship through the skills and creativity promotion in students and strengthening entrepreneurship culture. Hence, the educational system of the country (Ministry of Education and Ministry of Science, Research and Technology) at all levels and grades (from primary to university) needs to have plan to amend and modify the curricula in order to meet the needs of community and to deliver creative innovative and entrepreneur human resources to the community. In this regard, it is suggested to begin the process of revising the educational system curricula from primary level to university and to do so, necessary work processes have to be approved.

Resistive economy, entrepreneurship and evaluation system:

Assessment and evaluation are integral parts of education without which exact continuity, achieving the desired objectives would be impossible. On the other hand, understanding the behavioral latent structures and characteristics between students and teachers is not possible without the use of assessment and evaluation tools [17] But, the traditional evaluation system in our country from the grade of- if not say the primary – the middle first, (former guidance) to the university entrance - which is in the form of testing - and even sometimes the higher education system forces students to memorize contents superficially to keep them in mind for a short time and forget in the specific time. How this evaluation system can lead students to practically use their trainings and lessons. Taking a look at both developed and developing countries as Japan, China and European countries shows that the educational systems of these countries has been fundamentally changed and there's more emphasis on the practical application of individuals' knowledge, so if we want to be successful in the field of entrepreneurship as a solution to resistive economy, we have to less use the multiple choice testing system, at least in the educational system, because this kind of evaluation only measures the knowledge and cognition level
as a cognitive domain, while the problem solving and creativity related to the application and synthesis are classified in Bloom’s taxonomy and Gagne rule high level of learning [21].

**Conclusion:**

Activating all facilities and financial resources and human and science capitals of the country's educational system aims to develop entrepreneurship through the promotion of skills and creativity in learners as a key strategy in achieving resistive economy. In the past, it was believed that entrepreneurs have inherent characteristics that are born with them, thus it was assumed that entrepreneurs won’t be trained through education, however today the role of entrepreneurship education in training an entrepreneur is what studies and researches have proved it. Therefore, to train an entrepreneur as a basic solution to pass the economic conditions ahead, four fundamental aspects of the education system need to be specially considered; attention to the role of educators and learners, develop and revise curriculum and course syllabus of educational system and provide proper guidance and solution for learners assessment of learning outcomes in accordance with the entrepreneurship approach and the resistive economy (Figure 1).

![Fig. 1: The role of educational system elements in achieving entrepreneurship as a strategy of resistive economy](image)

**REFERENCES**

[26] The text of the notification of resistive economy general economic policies by the Supreme Leader, 2014/18/02.