Entrepreneurship Education and Entrepreneurial School a New Approach in Education and the Growth of Students

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Abstract
Entrepreneurship should be one of the requirements of the new millennium, an era called information society and globalization; entrepreneurship considered as an agent of growth and development of any society. In this regard, the development of entrepreneurship schools as a center of science and technology and the application of knowledge can play a role in the development of countries in the world. Due to the development of entrepreneurial schools, while in the countries considered, but this, in real terms, has been formed the entrepreneur schools. In this context, there are several obstacles, including obstacles to education and research, economic barriers and financial problems, social and cultural problems, lack of communication between the school and the community and the development of information technology and communication. This paper with a cross-sectional and analytical method, with the goal of elementary understanding of entrepreneurship and entrepreneurial schools as well as some important issues related to it, by definition, importance and necessity of creating entrepreneurs schools and to provide a conceptual model of the barriers to entrepreneurial schools, considering the challenges that schools face in the establishment and development and the end of the article, in discussion and conclusion, the related proposals, for the development of entrepreneurship schools prepared.

Keywords: entrepreneurship, school, education, student.

Introduction
Entrepreneurship is one of the requirements of the new millennium. An era called information society and globalization; entrepreneurship considered as an agent of growth and development of any society. In this regard, the development of entrepreneurship schools as a center of science and technology and the application of knowledge can play a role in the development of countries in the world. In such an atmosphere of entrepreneurship as a growth factor, physical development and the factors influencing prospects for favorable observing every society known that refer the broad impact on its implications in challenging people postmodern era (Clarke, 2004). In the new millennium face emerging of globalization. And the role of schools has become more sensitive. In today’s world, due to such factors as increasing competition at the national level and international and rapidly changing technological environment; entrepreneur schools in these countries is essential so that communities can work and to increase their effectiveness (Kavard et al, 1994). Many of the issues and challenges such as: There are security, employment, health, culture, research and development etc. in communities that need to new and innovative ideas (Crandall et al. 1990, Shortell and others, 1996). Most schools only teach in the range of programs and measures in order to inject their mission without any idea of entrepreneurship and learner’s value creation is in its agenda and their mission may only teach and less with the theme of entrepreneurship programs and then we saw the graduation of thousands of students that they are not in
the least sign of innovation and entrepreneurial thinking. Entrepreneur schools, the main focus are to educate students to new ideas and thoughts can be a crucial moment in the arteries of the movement is growing, inject new energy and society by applying new ideas can bring development ideas (Gander, 1987). Today, our schools need to believe that are a social set, no doubt, each system when optimizing its relationship with the environment lose and not pay business intelligence environment or take the static mode, it will lose its identity and integrity. Lack of adaptation to the environment when schools perform functions will cause disorder and tension, therefore, one of the new models, systems approach to education is that the two components, customer-focused approach and attainment of basic functional role in the quality of output system (Mir Arab, 2007). Due to the critical role of education in society, the cultural foundation made in entrepreneurship school and officers and directors of education adopt the necessary measures in this regard. To solve problems and manage large, multi-dimensional challenges in the country, state and community authorities need to provide views and new initiatives to better service the source of society (Shafii, 2005) in our time focused on entrepreneurial training in schools developed countries and growing. These programs are mainly aimed at creating scientific experience and trained forces, and are designed with the characteristics of entrepreneurship programs to students in the production of new ideas and planning to make the idea of help. With regard to cases that have been mentioned, an attempt will be made to documents on the development of entrepreneurship in schools and schools are an entrepreneur as a new approach.

**Definition of entrepreneurship**

The word entrepreneur means being committed and so the meaning is derived by or dealer (Ahmadpoor, 2002, p. 3). Entrepreneur is process of providing new entrepreneurial ideas, use of facilities and opportunities based on knowledge, business and labor related it, and accepts the risk (Rahimi, 2001, p. 61). Entrepreneur is a bridge between the birth of the idea, production and services, exchange of information and goods (Hashemi, 2001, p. 126). Entrepreneurship is process entrepreneur individual to new ideas and identifies new opportunities and the mobilization of resources, attempts to create new businesses and jobs and companies, new and innovative organizations is growing. The process that involves risk taking and the risk is to offer a new product or service to the community (Moqimi, 2002, p. 7). Behaviors and activities related to entrepreneurship and innovative venture and take advantage of opportunities and entrepreneurs who, together with the risks, opportunities coming booty based on their experiences and ideas and fresh approaches to the profitability of their search (Jahangiri, 2001, p. 51). Entrepreneur schools are schools with the purpose of production of knowledge and its application in various sectors of society to achieve development dimensions. From this perspective, entrepreneurial schools are schools those assumptions underlying its role in the development of ideas through research and education students (Etzkovitz et al., 2000).

**Necessity of Entrepreneurial Schools and Entrepreneurial development**

In general, the educational system from primary schools to universities, especially the most important factor in the development of human development and training specialist. What must be considered in this context is that education and quality and coordination must be proportionate to the real needs of society. Although education is a moral imperative, but the results and its effects could be used with material purposes for economic development and growth, overshadows the whole society, all specialties, including the humanities, experimental or mathematical to acquire relevant goals (Eta‘at, 1999).

In communities with educational and research centers, are alive and dynamic and has interactive relationship with their community. The phenomenon of growth and development is serious and there is movement, innovation. The education real position is specified when its role in the development of all-round like cultural, social and political development well considered. The conditions that can be expected to have a clear view of the future were promising. The consideration of the international transfer of technology and knowledge entrepreneur's schools also accelerated and facilitated (Dalton et al., 1999). Of the educational system as one of the leading institutions in the community are expected to assume an important role in the development process and this is not fancy, but the entrepreneur schools (Hoffman et al., 2001). Entrepreneur schools affect two aspects: First, from the perspective of inner, evolution to create an atmosphere of entrepreneurship in schools and, secondly, the impact of the external environment on the
outer aspect of schools till the innovation system met in it (Thompson, 1999). Hence, the development of comprehensive and sustainable development of the technology is based mainly on literacy and the development of technology based on innovation and the development of scientific knowledge takes place and achieve scientific development is only possible through entrepreneurial schools.

**Obstacles to the development of entrepreneurial schools:**
In the beginning of the third economic, social and cultural development plan, entrepreneurship was not significant. But in this program due to widespread unemployment, especially among youth entrepreneurship is considered; on the other hand, the establishment of schools and the culture of entrepreneurship in the country are faced with specific problems. These obstacles include:

1. **Barriers to education and research:**
The barriers to entrepreneurship schools in Iran are poor and traditional infrastructure for teaching and research. This infrastructure can be included curriculum, research programs and research. The most school lesson is prepared by theoretical method and there is no serious attempt to apply them.

Most students have maintained degree course exams, and eventually they managed to get their degree. Due to the lack of practical school lessons, especially in technical fields, graduates are ready for work. In this way the two strategies can be used:

A) Change research programs: to create entrepreneurs schools, researchers should be school-based programs. In this regard, you can:
- Encouraging mobility of students and scientific research.
- Create an atmosphere in which students express their ideas.
- Due to the creativity of students and training them.
- Equipment and scientific development of laboratory
- Fostering a spirit of critical thinking and creative students.
- Create the groundwork for practical work.
- Field trips and technology fit.
- Communication between the theoretical concepts of reality as possible.
- And...

B) Changes in curricula: one of the most important elements of the education system is the curriculum that play crucial role in achieving the goals and policies of education in terms of quality and quantity. Thus, according to the curriculum of job-related and entrepreneurial approach is essential, rather than as a central theme. Planners and authorities in the field of education should make measures in accordance with the conditions to adopt realistic; because according to the different talents and capacities exist in the country can be used in the production process and in schools and grounds staff brought it in the future. In this area can:
- Create curriculum named the business and technology in schools.
- The use of materials and educational aids besides content.
- Use active teaching methods.
- Due to the comprehensiveness rather than a central issue.
- Due to the special needs of the society in the formulation of the content.
- giving evidence of entrepreneurship in schools.
- And...

2. **Cultural and social barriers**
Other problems in the area of employment are institutionalized culture of entrepreneurship at various levels of society. Organizational culture is an important factor in organizational behavior. In the process of change in schools, organizational culture can be considered as a barrier and a facilitator. To involve teachers as well as the effectiveness of schools in entrepreneurial activity to promote the culture of entrepreneurship in teachers so that every teacher is promoting entrepreneurial culture and attitude; because culture can push or pull the initiatives, creativity and organizational learning. In this area can:
- Cultural barriers to the development of entrepreneurship in schools identified.
- Promote students’ awareness of the value and entrepreneurs in the country.
- Public education for teachers and parents is considered.
• Attitudes to entrepreneurship in students and teachers created. Teachers who have an entrepreneurial culture and attitude have the following features:
  • People are criticizing.
  • Tolerance of new ideas to students.
  • The behavioral differences of the student’s attention.
  • The motivation is high.
  • Love of art and beauty.
  • Special attention to practical and laboratory works.

3. Economic and financial obstacles
Financial problems in most Third World countries made the school a place to get a degree and spending a sensitive period of human life is considered and even teachers, researchers rather than discouraged by the financial problems of life are involved in the production of science and research; in this regard, Ibn Khaldun argues, poor economic conditions led to a deviation from the science and society and science is helping to extinction. Also, the low budget allocated to this research can increase the failure and problems in this area. In this regard, if there is a bilateral relationship between entrepreneurship educations and improve employment and community economic we will be able to remove this obstacle. Therefore, education officials and managers with appropriate funding to enable schools to flourish.

4. Managerial and organizational barriers
Organizational structure towards bureaucratic, focusing too much, lack of financial autonomy of schools, lack of flexibility structure, successive changes in management, complex rules, all causes organizational and managerial structure of the education system to be far from entrepreneurship. Training managers and staff in the field through creative and in-service teacher training programs is essential strategy.

5. The lack of connection between education and the various sectors of society
Another problem is lack of communication between schools and centers and industrial production, in this area is necessary students from school age familiar with the commercial and industrial centers and working conditions in the community.

6. Lack of development of technology and communication technology
With the growth of globalization and the increasing development of information and communication technologies, all aspects of human life are faced with rapid changes. Education is also an educational institution has been severely affected by these developments and if it cannot keep pace with these developments coordinated, survival and life will be in danger. Information and communication technologies in a short time have become one of the fundamental components of modern society. Now many countries as well as reading, writing and counting, understanding and information and communications technology and mastery of skills and the basic concepts of information technology and communications as part of the core of education are considered. The technology with high-power processing, storage and transmission of data has changed the nature of learning and information and good facilities for educational services provided without restrictions of time and place. Education needs to be restructured to adapt to the new situation and revise their vision and policies and appropriate use of information and communication technology, such restructuring is not possible and it is necessary soon to be implemented in the context of the development of information and communication technologies in educational institutions is provided.

In this regard can be refer to constraints such as: illiteracy, poverty, low number of personal computers, no Internet Farsi environment, lack of work experience, lack of technical and economic justification for the supply of ICT in some areas, lack of motivation due to a lack of spiritual goods manufacturers and lack of support and lack of information.
Conclusion

"Entrepreneurship" is one of the ways in which sustainable action for employment be given priority so educated people, especially young people so that appropriate action can accept the situation with flexibility and job insecurity in the labor market are complex and provide new jobs and cause innovation and risk worthy. In our time focused on entrepreneurial training in schools developed and developing countries is increasing. These programs are designed mainly to create scientific experience usually these programs to students in the production of new ideas and planning to make the idea of help. The educational programs of the various methods used to improve the skills of students. In this regard education as well as play serious critical role in the development of economic, social, political and cultural society therefore, today, the formation of the entrepreneur schools to solve the country's problem and improve the development process is essential. In this regard, the obstacles and different problems affect the implementation of entrepreneurial schools. These obstacles and problem include research and training, economic and financial, cultural and social, organizational and management, lack of communication between schools and lack of development of information technology. In this context it is necessary, teachers and students with entrepreneurial program introduced in schools and attitudes necessary for them to be strengthened. Entrepreneur schools to develop the following suggestions are offered:

- Research programs in schools such as: encouraging new ideas and research classes.
- Educational programs and curriculum as technology as that relates to innovation and entrepreneurship is designed.
- Culture and attitudes to entrepreneurship in schools.
- Costs and funding should be allocated in this area. For example, the cost per year for students in the form of ideas competitions in mind
- Special attention to the development of technology and information technology.
- And so on.

References