

**ENTREPRENEURSHIP DEVELOPMENT & JOB CREATION FOR GRADUATED STUDENTS
ROLE OF APPLIED SCIENCE EDUCATION COURSES**

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Abstract

Devastating growth rate of educated unemployed and the rising expectations and individuals need, have caused the executive authorities to pay special attention to the Entrepreneurship. Custodians of the country's education and Universities, because of the undeniable impact of education on entrepreneurship and job creation, will play a vital role to achieve sustainable development. That's way Applied Science Education Course due to its inherent emphasis on the more practical aspects of training is especially important. This paper is an attempt to provide a comprehensive definition of entrepreneurship to explain the role and place of Applied Science Education Course in entrepreneurship and the development and in this way, while analyzing trends of shaping entrepreneurship in universities and the dynamics of entrepreneurship in national economic growth has discussion.

Keywords: Applied Science Education Course, Entrepreneurship, Occupation, Graduated Students

INTRODUCTION

The competence, or capabilities, or knowledge based theory of the firm emphasizes the importance of specific stocks of knowledge that are tacit, socially produced and reproduced and path-dependent. The competence perspective provides much greater scope for explaining the dynamics of economic life than the static frame work of the neoclassical approach, since it focuses on the firm as the site for individual action (Hodgson, 1998).

Casson (1982) recognized that the entrepreneur will have different skills from others. These skills enable the entrepreneur to make judgments, to co-ordinate scarce resources. Casson's insight is to view change as an accompaniment to entrepreneurship. The pace of change provides opportunities and the entrepreneur chooses which one to back. Entrepreneurs can view with each other as their numbers increase the supply of entrepreneurs depending on their access to resources. Harvard school contemplated that entrepreneurship involves any deliberate activity that initiates, maintains and grows a profit-oriented enterprise for production

or distribution of economic goods or services, which is inconsistent with internal and external forces. The Harvard school gives emphasis on two types of entrepreneurial activities namely entrepreneurial functions and responsiveness to the environmental condition (Mohanty, 2006).

Staulet (2000) noted that Austrian economics sees entrepreneurial activity as a process of discovering the goods to be produced and the methods used to produce them. According to the Austrian school the economic problem consists of social mobilization of tacit knowledge, by definition fragmented and dispersed, through the interaction of rival entrepreneurial activities, the discovery of tacit knowledge in a world that is inherently in a process of continuous change (Hayek, 1937, 1945). Hagen viewed entrepreneur as a creative problem-shooter who brings about economic development which is mingled with political and social change (Mohanty, 2006).

There is no test to determine entrepreneurs and innovators they do appear to share some of the same qualities. These include vision, high energy level, need to achieve, self-confidence and optimism, tolerance for failure, creativity, tolerance for ambiguity and internal locus of control (Coleman, 2000).

Economists have often addressed the issue of relationship between entrepreneurial innovation and firms. Recently there has been an increased interest in this field, due to the realization that entrepreneurs and entrepreneurship can contribute to society in various ways, including business creation (Gartner, 1985).

Growth of an entrepreneurial spirit is the process of Training. These claim empirical findings are available. In a study by Rashid (2000) in the context of increased education on entrepreneurial attitudes and characteristics, has concluded that people who were trained in entrepreneurship gained higher scores on achievement motivation, internal locus of control, self-esteem and creativity. Postigo (2002) research has concluded that the most important period for entrepreneurship education courses teach students creativity and innovation.

(Nourooz, et 2011) in their study, concluded that entrepreneurship are through training, development and human rights. They pointed out that the training of most urgent need is for people to be aware of their potential and learn the skills for a better life in the future.

APPLIED SCIENCE EDUCATION

Purpose of Applied Science Education

The purpose of this training is to train people at all levels for different sectors of industry - agriculture and services that they need (approved in the Supreme Council, 1991):

1. Create the enabling environment for holistic activities in order to develop and promote applied – science education scientific knowledge and research.
2. Improving the quality and quantity of applied science education in the community.
3. Provide an appropriate basis for applying the theatrical courses in solving applicable Problems of graduates.

4. To preparation an appropriate structure to transfer of new technology.

Characteristics of Applied Science Education

Applied – Science education are type of education that in their process this Characteristics have raised as following:

1. The use of scientific theories and technology acquired in the development of academic abilities.
2. Coordination and proper relation between education and employment needs.
3. Flexible training programs to fit industry developments
4. Gradual and continuous preparation of individuals for their occupation in certain occupational areas.
5. Design the education system so that each of the stages and different levels of performance are required for employment and possible return to education and further education will provided.
6. Training and earn job skills with coordinate planning.
7. Promotion of scientific education according to educational level.
8. Change in ways that promote the occupation and wage in professional jobs require higher levels of training in Applied -Science education."(Supreme Council resolutions, 1991).
9. This type of training requires that the instructor be familiar to all manner of teaching and learning and need to give them confidence and reassurance and be with them in the face of problems.
10. In Applied -Science education the students will use particularly from theoretical and scientifically findings and actively participate in learning.
11. Such training should be considered the most appropriate educational content and should be emphasized on the issues that are directly applicable.
12. With such a comprehensive manner the students will not forget what they have learned and they will have new discoveries during the practical work.

The mission of Applied – science education is to training a self – employment students which they come in to Occupation area by Government supports. To achieve this goal should be to increase the quality of education and make students hopeful to the future. Development and coordination of education centers with community needs is another missions of Applied Sciences.

ENTREPRENEURSHIP DEVELOPMENT & JOB CREATION

Applied - Science education with an emphasis on operational and practical application and scientific and empirical trends have more attention toward the occupation of graduated students. And providing education needs in agricultural sector by applied – science education and preparation of their occupation according to skill and education level of them is one of the most important plans to achieve total development goals of the country. There are several barriers that effective participation of graduates in the labor market and graduates as job seekers are more familiar with these barriers.

Hiring universities and centers of higher education graduates in the labor market, is due to having the capabilities and features that are part of it must be created during college. It seems to be a mismatch between the process and education materials in the University's academic courses and abilities required by the job market is the most important factor in being successful graduates in finding job and occupation. (Rahmani and Nazar, 2004). Colleges and universities as primary sources and supporting have a major role in empowering and training the students.

CONCLUSIVE REMARKS

Due to importance of Applied - Science education in different ways and increasing high school and college graduates, one of the major concerns of the Government of the Islamic Republic of Iran is currently engaged in occupation of, especially high school and college graduates. In view of the rapid changes in technology in various sectors of industry and services and lack of operator coordination and methods and content of academic courses with community needs, it seems that the expansion of applied science education will be appropriate method for coordinate this university education with today community needs. On the other hand, it seems if there is a coordinating between these training programs with country's economic development and supporting and progression that in other importance development factors can significantly hope to create new appropriate jobs opportunities and new Entrepreneurship and sustainable development of the society.

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