

The relationship between adult education and entrepreneurship

Sakineh Nakhaie¹⁺ and Hamid Nakhaie²

¹Bardsir Educational Administration, Bardsir, Kerman, Iran

²Mahan Center, Islamic Azad University, Mahan, Kerman, Iran

Abstract. Education is an element which is needed for determination and reinforcement of Entrepreneurship situation and frame in order to financial development. Best specials of the world concluded that they can increase entrepreneurship among them by formal educating of adults. Educational goals must be set for greater effectiveness in adult education and the focus and motivation of learners in the training will increase and they will be able to control their own educational progress. One of the goals is to teach entrepreneurship. Entrepreneurship training for adults causes them find new jobs and professions and besides it emphasize on the education itself because they understand Entrepreneurship through education and learning useful to know. Now we want to express the relationship between education and entrepreneurship in adults.

Keywords: Education, adult's education, Entrepreneurship, Entrepreneur

1. Introduction

The word Entrepreneurship now is used to express different meanings and goals. On the one hand it means an economic development approach that has been considered by some countries through economic Entrepreneurship they have been able to achieve development. This word also means the spirit of vitality and Virtue or for a deep Interpretation it called passion of creation. Another view of the ability to set up business and selling an idea, product or new service called Entrepreneurship. Entrepreneurship is one of the most important topics of the day and we can call it era of Entrepreneurship. Entrepreneurs today have a certain respect, and their number is increasing day by day and in fact they are the soldiers and heroes of any country's economic advancement. Entrepreneurship is a complex process, long-term and it also needs the interest of people since when they are a child and it needs the education and only flourishes when people and government support it. In this regard, the role of education in entrepreneurship should not be underestimated and education should not only be academic training at school or university and we should pay attention to adult education so much.

2. Definition of Education

The definition of education in common usage, that education is early the delivery of knowledge, skills and information from teachers to students, is inadequate to capture what is really important about being and becoming educated. The proper definition of education is the process of becoming an educated person. Being an educated person means you have access to optimal states of mind regardless of the situation you are in. You are able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations. Education is a process of cognitive cartography, mapping your experiences and finding a variety of reliable routes to optimal states when you find yourself in non-optimal states. The idea that the definition

⁺ E-mail address: amoozegar65@yahoo.com

of education is the delivery of knowledge, skills and information from teachers to students is misguided. (Berg: 1)

3. Adult Education

Education is life--not a mere preparation for an unknown kind of future living...The whole of life is learning; therefore, education can have no ending. This new venture is called adult education--not because it is confined to adults but because adulthood, maturity defines its limits."(Lindeman, 1926) One problem contributing to the confusion is that the term 'adult education' is used with at least three different meanings. In its broadest sense, the term describes a process--the process of adults learning...In its more technical meaning, 'adult education' describes a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives...A third meaning combines all of these processes and activities into the idea of a movement or field of social practice. In this sense, 'adult education brings together into a discrete social system all the individuals, institutions, and associations concerned with the education of adults and perceives them as working toward common goals of improving the methods and materials of adult learning, extending the opportunities for adults to learn, and advancing the general level of our culture."(Knowles, 1980:25)

4. Entrepreneurship

Many definitions of entrepreneurship can be found in the literature describing business processes. The earliest definition of entrepreneurship, dating from the eighteenth century, used it as an economic term describing the process of bearing the risk of buying at certain prices and selling at uncertain prices. Other, later commentators broadened the definition to include the concept of bringing together the factors of production. This definition led others to question whether there was any unique entrepreneurial function or whether it was simply a form of management. Early this century, the concept of innovation was added to the definition of entrepreneurship. This innovation could be process innovation, market innovation, product innovation, factor innovation, and even organizational innovation. Later definitions described entrepreneurship as involving the creation of new enterprises and that the entrepreneur is the founder.

Considerable effort has also gone into trying to understand the psychological and sociological wellsprings of entrepreneurship. These studies have noted some common characteristics among entrepreneurs with respect to need for achievement, perceived locus of control, orientation toward intuitive rather than sensate thinking, and risk-taking propensity. In addition, many have commented upon the common, but not universal, thread of childhood deprivation, minority group membership and early adolescent economic experiences as typifying the entrepreneur.

At first glance then, we may have the beginnings of a definition of entrepreneurship. However, detailed study of both the literature and actual examples of entrepreneurship tend to make a definition more difficult, if not impossible.

Consider, for example, the degree to which entrepreneurship is synonymous with 'bearing risk', 'innovation', or even founding a company. Each of the terms described above focuses upon some aspect of some entrepreneurs, but if one has to be the founder to be an entrepreneur, then neither Thomas Watson of IBM nor Ray Kroc of McDonald's will qualify; yet few would seriously argue that these individuals were not entrepreneurs.

Although risk bearing is an important element of entrepreneurial behavior, many entrepreneurs have succeeded by avoiding risk where possible and seeking others to bear the risk. As one extremely successful entrepreneur has said; 'My idea of risk and reward is for me to get the reward and others to take the risks'.

Creativity is often not a prerequisite for entrepreneurship either. Many successful entrepreneurs have been good at copying others and they qualify as innovators and creators only by stretching the definition beyond elastic limits.

There are similarly many questions about what the psychological and social traits of entrepreneurs are. The same traits shared by two individuals can often lead to vast different results: successful and unsuccessful entrepreneurs can share the characteristics commonly identified. As well, the studies of the life paths of

entrepreneurs often show decreasing 'entrepreneurship' following success, which tends to disprove the centrality of character or personality traits as a sufficient basis for defining entrepreneurship.

So, we are left with a range of factors and behaviors which identify entrepreneurship in some individuals. All of the above tends to reinforce the view that it is difficult, if not impossible to define what an entrepreneur is, and that the word itself can be best used in the past tense to describe a successful business person. (Masi:1)

5. Adult Education and Entrepreneurship

Importance of entrepreneurship education is undeniable and is needed for all the countries. According to studies the role and status of entrepreneurship it is clear and doing them is among the main projects of Entrepreneurship development programs in countries. The goals which education programs of entrepreneurs are pursuing are: Training of new entrepreneurs, guiding of entrepreneurs to learn needed professions and offer necessary skills to them In order to increase their success in businesses that are starting. Entrepreneurship education to adults is a part of this entrepreneurship. Entrepreneurship training a series of skills is taught to people who are: Before, during and after setting up business. Before founding the company or setting up business Entrepreneur must learn how to set up a business and its processes and how to do a team work and also communication skills. During launching the work should obtain knowledge and necessary skills in fields such as financial issues, Understanding the market, Management, Insurance, Economy, Labor Law and Legal Affairs. Ability to manage growth and development, finding new ways, competitive and maintain position in market and finding new markets are some of necessary skills for entrepreneurs after setting up a business. (moghimi 2009)

We should provide the proper environment and training to encourage experience and skills of people. Researching of researchers resulted in predicting and designing of Entrepreneurship courses so that Entrepreneurship training courses aimed at people with high self-confidence, Opportunist, and in general people who are more willing to set up independent businesses are designed. In fact the aim was to make founder people during training courses. Including Pioneers in the activities, Adventurers, Daring's, Innovators, Opportunists, Ambitious people and Promotion seekers. (geyp 1987)

The aim of these courses was to improve Motivations such as desire for independence, Savings opportunities, Initiative, Willing to risk taking, Commitment to work, Willingness to solve problems and enjoy the uncertainty and ambiguity. (<http://www.creativity.ir>)

Considering the necessity of entrepreneurship education these courses should also be hold for all adults applying for them and they should not be deprived of these educations and be able to take an important step in economic development. Also in this regard not only to confine an adult education in the field of entrepreneurship but they should benefit from continuous training.

6. Reference

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