

Creativity, Innovation and Job Creation in Afghanistan Universities

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ABSTRACT

Since human resources as one of the most important agents in the mental, managerial and technological terms hold a highly significant place in the production and job creation process, in the same way, universities serve as the ground in flourishing the creativity and innovation, thus, university campus is a better educational place in promoting the quality of knowledge, and training creative students. On the other hand, creativity, innovation and job creation in the university are vital matters, and can create business in different fields through offering unique and creative ideas; and, rescue the society from the economic and social issues and difficulties. As creativity and innovation are similar and are in close ties, in the same token, the basic categories which play roles in the creativity, innovation and job creation, are naturally similar and in alignment. The university campus atmosphere, the educational environment, creative professors, better curriculum and education area, education managers, research methodology and educational goals, national strategy in job creation, determining financial budgeting for the job services, relationship of students with the work market and skill education, all are the key factors in developing creative and innovative ideas, and contribution to job creation; however, due to lack of conformity between the education system and the work market demand, the unemployment of university graduates poses as one of the biggest economic and social problems in Afghanistan.

Keywords- Creativity, Innovation, Job Creation, Higher Education, Education Atmosphere, University.

I. EXPRESSION OF THE RESEARCH PROBLEM

Human being intrinsically wants to have a purpose and goal in life, as Mark Twain writes: "The two most important days in your life are the day you are born and the day you find out why". Successful people most of the time contemplate on their goals and how to achieve them. In countries with skilled work force, which have adopted a clear economic policy, investment in development of skills has contributed in increasing the job creation. Improving proper education can reduce unemployment (Jahangiri et al, no date: 2). Most researchers believe in the idea that different education is in direct relationship with job empowerment and production. Entrepreneurship is the outcome of the systematic application of creativity and innovation in meeting the needs, and using the existing opportunities in

the market. Entrepreneurs materialize their creative ideas through taking goal-oriented actions.

An entrepreneur is an innovative person who implement a business for presenting a new product or service to the market, by aiming at gaining profit and achieving success, through identifying the opportunities and, mobilizing the resources. This process leads to an increase in social wealth and welfare, development of creativity and innovation, progress in technology and creating job. Innovation, is an important and vital factor in creating value, and acquiring sustained competition advantage in the highly complicated and variable environment of today world.

In essence, innovation and creativity, as the ever-present characteristic in humans is able to move creative and innovative people in various areas, and direct them towards innovation and creativity. The fact that in the history of Afghanistan, due to the impacts of multiple revolutions, and different cultures, the country has been

unable to maintain a strong government and this factor has always significantly affected the entity of the educational centers and universities; and consequently, the education system in Afghanistan has been the victim of constant changes, alterations and manipulation. There have been no unique criteria in the education system, neither in the last two decades, nor at the present time; and, the graduates have been always suffering from the disproportionality between the majors they studied in the university and the actual demands in the work market. Hence, due to these new approaches, the education system of Afghanistan has become vulnerable, and the unemployment rate has increased in the current status.

If the government of Afghanistan and the Ministry of Higher Education of Afghanistan could adopt a proper and reasonable mechanism in the academic and scientific institutes to develop exceptional, creative and innovative talents, and hire professional professors to fit the fields of studies, such approach would have led to the growth, improvement and flourishing of creative thoughts. The government of Afghanistan, in alignment with the Ministry of Higher Education, shall take serious measures and efforts to identify and recognize brilliant talents, improve a proper perception of creative and innovative ideas, and by providing materialistic and intellectual supports to them, direct those talents towards work market immediately upon graduation. In addition, the graduates shall appear in the work market as an active and dynamic work force immediately upon graduation, and contribute to the improvement and economic growth of Afghanistan.

Research questions:

What are the importance of creativity, innovation and entrepreneurship in a university? In what way those creative and innovative units can lead to increase in job creation by receiving material and intellectual supports in the university environment?

Research history:

In the present research paper, by reviewing the history of studies and researches on the topic that directly aim at creativity, innovation and entrepreneurship in Afghanistan Universities, one will notice there has been no researches on this topic during these years. Therefore, the literature review was carried out by considering the genuineness and the need to pay attention to this subject, taking into account the situation which is created in economic terms, and the size of unemployment in the academic and scientific institutes of Afghanistan, based on several reliable resources in which the researchers studied subjects with relative relationship with creativity, innovation and entrepreneurship' and, a scientific research paper has been found titled "Studying the Entrepreneurship and Innovation on the Economic Growth" written by Kiumars Shahbazi, Akbar Hosseinzadeh and Behrouz Jafarzadeh. The paper mostly discussed the effects of entrepreneurship on the economic growth. The paper was published in the Second Year, Fifth Volume of the Journal of Innovation of Value

Creation in 2014. Another research paper was found, titled: "The Role of University Education in Developing and Students Entrepreneurship Activities of Students", written by Dr. Keyvan Salehi and Hojjatollah Moradi. The paper was published at the Scientific Journal of Strategic Management Researches, year 21, volume 57 in 2015. The paper mostly studied the capabilities of entrepreneurs in the community. Nonetheless, none of the researches had any specific relationship with the topic of present paper. Perhaps there are other scientific and research papers on creativity and innovation by other researchers; however, they do not have any contextual, subjective and location connection with the subject of this research.

II. RESEARCH METHODOLOGY

The methodology in this research is descriptive, analytical and literature review, and it has used reliable sources, the Iranians and Afghan researchers' books, scientific, academic and research papers and articles of different researchers, academic journals, etc., and valid resources.

III. FINDINGS OF THE RESEARCH

After a thorough research and search, I found out that in creating untouched ideas and thoughts that lead to the growth and flourishing creative and innovative forces, different variables have been effective which could be arranged in this order/rank: creative teaching method in the first rank, educational managers, second rank, the educational environment, third rank, creative professors in the fourth rank, educational goals in the fifth rank, and, educational content was in the sixth rank. Furthermore, other categories such as family and decision makers, joint teaching, and establishing entrepreneur university and any other similar university, play a basic role in job creation and entrepreneurship; and all those variables are able to serve as drive force in economic growth and development of Afghanistan.

IV. DEFINITION OF CONCEPTS

A- Definition of creativity: It means the process of creating any new item containing value; and, the ability of combining ideas in unique form to establish conventional and unconventional relation among different ideas (Ahmadi Najafabadi, 2009: 40-44); and/or, creativity means employing mental capabilities to form a thought with new concept (Rezaian, no date: 11).

B- Innovation: The process of employing a creative idea, and changing it into a product, service or suitable procedure (Ahmadi Najafabadim 2009:40-441). Schumpeter defines innovation as creating new business by using new items and creating new markets; or, innovation, means the process in which implementing the creativity and materializing and operationalization of the

new ideas achieve an objective result (Ranjbarian, 2013: 29).

C- Invention: Creating or forming something from nothing, or an item from a trivial thing (Ranjbarian, 2013:29).

D- Employment: Employment means reasonable use of efficient specialized human forces in the specialized jobs, and conforming them with the specialized agreements of an enterprise (Deputy of Technology Research, 2017:5).

E- Entrepreneurship: A process that takes place in different environments and complexes, and during its existence, changes occur in the system via innovations; as creativity and innovation are inseparable components of entrepreneurship (Ahmadi Najafabadi, 2009: 40-44).

Entrepreneurship is a process in which, entrepreneurs produce business by exercising new and creative ideas, recognizing the new opportunities and/or mobilizing the resources (Akidi, et al, 2020:308).

The innovative and creative potentials of students in the educational environments are the important necessities of entrepreneurship in the universities. One of the development scientists, David McClelland names the followings as major factors in the economic backwardness in developing countries: 1- Lack of understanding and attention to the individual creativities, 2- Most university courses are presented in form of theory rather than application, 3- Lack of coordination between the work market and the changes in contemporary and technologic sciences, 4- Lack of acquiring job creating skills in the university curriculum, 5- Lack of supports to the students' plans and innovations by the academic agencies of the government, 6- Low quality of educational methods and professors (Ahmadi, 2009: 40-44).

Although the role of job creation in the economic-social growth is apparent, the evidences show that in Afghanistan, the existing educational programs-curriculums and syllabuses- are not developed in the direction of research, and the proper entrepreneurs' features (Ranjbarian, 2013:29).

The difference between creativity, innovation and entrepreneurship:

Creativity, innovation and entrepreneurship are the concepts that can be used interchangeability; though each one of the terms carries a specific meaning.

Creativity means the emergence of a new phenomenon, and the ability of combining ideas in a unique form to establish unconventional relations among different ideas.

Innovation is a process of working on a creative idea, and changing it to a product, service, and/or a defined useful method. Creativity refers to presenting a new thing and innovation refers to a new application; and, entrepreneur is a person who is apt to take risk in establishing an organization; and, create a new product (Ranjbarian, 2013: 29). Both concepts are attributes to creating a new idea and phenomena with the difference

that creativity is considered as an individual, mental and internal factor, rooted in the innovation. Innovation is an applicable stage, and the final product of the creativity (Ramezani, 2009: 193). Innovation is the main factor of constant convergence, innovations and inventions. The main idea in the new innovations is that, innovation increases products through increasing the individuals' power in producing, and leads to improving the economic growth (Shahbazi, et al, 2015:46). Some researchers believe entrepreneurship is an essential intrinsic feature, because, by being placed in educational environment and knowledge on the above-mentioned contexts, individuals will be able to grow those characteristics in them and improve it (Ahmadi et al, 2009:12).

As a result, one may say:

1- Creativity: The personal ability which might lead to an innovation or forming a novel and fresh idea by the creative individual.

2- Innovation: A process that converts the invented idea into a marketable product or service.

3- Entrepreneurship: A personal characteristic that by using strong will, directs the move of a product and new service to the market despite many obstacles (Ranjbarian, 2013:29).

History of creativity:

Research on the subject of creativity and its components started more than one century ago by social scientists. The basic motivation; however, was formed by Gilford in 1950. This scientist believed creativity as to be the synonym of divergent thought (achieving replies to new findings in solving problem versus convergent thought) (achieving accurate responses).

Lou Tenez (1992) professor of organizational behaviour has defined creativity as forming a combination of thoughts and findings of individuals and groups into a new method. Bazerman (1995) believes creativity is a cognitive process of formation of an idea, a concept, good or a novel discovery. Aja Sill (2005) defines creativity as an innovative, useful and solution to problem (Peyrovan, et al, 2012:140).

Hence, creation can be considered as new ideas and concepts based on the inventions, explorations and formation of suitable approaches in solving problems and difficulties in human life. Innovation is the effective factor in the human progress. Smart, creative individuals with new and innovative thoughts hold high standing in enterprises as the most precious capital (Hadrian and Marvinam, 2016:188).

Innovative and creative, as human characteristics, emerge not only during childhood and adolescence, rather in all stages of life. Thus, all individuals essentially hold the ability to think and exhibit creative performance; however, due to the environmental conditions, the main essence of creativity means an inclination towards mental activities rather than having solely a high IQ. Creativity, in essence, has no relationship with high intelligence (high IQ). There are

many intelligent individuals with no creativity (Ibid, 190-192). Hence, the economic development of today world is founded on the innovation, creativity and using knowledge, and for a business enterprise, human resources or individuals with the capability of contemplation are the biggest capitals (Shahbazi et al, 2014:43).

The necessity of the creativity and innovation features in universities and public offices is so high that some sources believe their absence is synonymic to the perish of the organization in long-term. An organization and university with no creativity and innovation cannot survive and is ruined in a short time (Parhizkar et al, 2013:102).

The importance of creativity:

Creativity causes growth and flourishing the talents, individual, job, and social achievements, higher products and services, and, helps increased quantity and quality of products, reducing costs, and promoting mental health and job satisfaction (Rezaian, no date: 19).

Factors effective on creativity:

Robert G. Sternberg and Linda E. Oha believe there are six factors effective in creativity: 1- Having specialized knowledge, 2- The rational ability in presenting creative idea in establishing communications; 3- Thought style of creative individuals; 4- Motivatin of creative individuals, hiring and recruiting creative and innovative individuals for the offices, 5- Suitable research and financial facilities for innovative efforts (Ranjbarian, 2013:31), freedom of activities and creative efforts; 6- Applying the results obtained from creative activities and rewarding creative individuals (Rezaian, no date: 24).

Effective factors in innovation:

The individual factors, the organizational factor, financial factor, market factor, and environmental factor are among the most important characteristics of innovative and risk taking individuals. Creative individuals must be able to accept defeat without attention to risks (Parhizgar et al, 2013: 110-111).

Effective factors on the type of employment:

The most essential message of scientific and applied universities is to find job, promote knowledge and technology, and, establish skills and abilities in individuals to occupy jobs and meet the demands of work market. It seems the current disproportionality between the educational process and the existing educational majors in the universities; with the skills and abilities needed in work market, is posing as one of the most important factors in lack of success in graduates who seek employment and try to find jobs (Mahmoudi and Dourkhani, 2015:116). The most important factors in the type of job creation in the universities include: The individual's ability of necessary skills in implementing suitable business, creating job opportunities and entrepreneurship in seeking employment. Promoting entrepreneurship in universities, the financial and technical supports of the graduates' projects, planning,

improving the culture of job creation in the universities, attention to the educational system and acquired skills of the students, all hold key roles in job creation (Rabiei and Sedighi, 2014:52-53).

Barriers in the creativity:

1- Lack of self-confidence, 2- fear of being criticism and defeat, 3- trending towards harmony, informality and homogeneity of works, 4- lack of mental concentration (Rezaian, no date: 25).

Obstacles in innovation:

1- Lack of encouragement and supporting elites and sponsors of innovation, 2- Lack of access to resources, facilities and equipment, 3- lack of free time to contemplate on a new idea, 4- lack of reward system and the effective and fast proposals, 5- lack of communication and collaboration in researchers' studies (Ranjbarian, 2013: 34).

Barriers in entrepreneurship:

1- Individual obstacles, 2- education obstacles (lack of trained lecturers and incorrect educational methods), 3- Lack of proportionality between education and business, 4- inefficiency in applied education and not acquiring sufficient practical experiences, 5- Lack of ties between educational programs and the demands in market and community demands, 6- Supportive barriers, restrictions and different bureaucratic difficulties, 7- economic barriers, restrictions and shortage of financial resources, and lack of sufficient capital, 8- Social and cultural barriers (Ahmadkhani et al, 2019: 310-315).

Goals of job creation:

1- Promotion and development of work culture and efforts through successful entrepreneurs; 2- reducing social complications caused by unemployment (jihadi (at once and emergency) moves, 11), 3- creating new enterprise by using the existing potential and actual capacities; 4- Creating similar businesses through the business of other countries.

V. STRUCTURE AND FUNCTION OF EDUCATIONAL SYSTEM IN AFGHANISTAN

The educational system of Afghanistan is divided into the three features of Contents of subjects, quality of education, and capacity of admitting students in universities. The goal in education is known as preparing youths to undertake future responsibilities for having a successful life through acquiring applied skills. The educational methods in Afghanistan are in two forms: 1- The old and traditional methods, 2- New methods based on empiricism (Entezarian and Tahmasebi, 2011: 60).

1- Traditional method: It is a method of imposing downward from top and externally. This method imposes the course subject in adults' methods to students who are in their puberty and growth age; and the educational mandate take the placed of empirical approach and functionality of students; the university students are in fact under pressure and imposture, and students are

prevented from active participation in teaching (Entezarian and Tahmasebi, 2011: 60).

2- The new empirical method: The nature of modern education shall be based on the needs of human community to functionalism. Learning through textbooks, experiences and acquiring skills and abstract techniques shall be taken as tools in achieving the results. The main goal of modern education is to recognize the degree of job opportunities in the work market and education presented in the education system in our country, Afghanistan. The modern education in Afghanistan shall follow the basic goals listed below: better knowledge about the quality of university and vocational education to fit the work market, recognition of the fitness of the educational contents offered, and the job skills; knowledge on the number of student's admission in higher education, and assessing the future needs of the work market; and, recognizing suitable area for scientific and applied education (Entezarian, Tahmasebi, 2011: 60-61).

3- Teaching methods of exceptional talents students: The teaching and learning methods are divided into the two categories of active and inactive styles. The educational methods based on the creativity are about the first category. Active methods are an interactive process in which, the learner plays an active role in the education process, and the teacher takes the role of a guide (Nikeshan et al, 2010: 146). The active education methods can be carried out through homogenous learning program, classifying by group, richness of specific subjects, acceleration, the curriculum model based on problem solving, and the model of combined richness of courses that can provide necessary opportunities to develop the creative and skills of critical thought more often (Nikeshan et al, 2010:147).

4- Job and occupation finding services in Afghanistan universities: The job finding services include consultation, specialized job finding, familiarity with employment policies, developing necessary skills for employment, job interview, perceiving the problems, and a series of actions which helps students in choosing job. However, so far, no such idea and style of thought has appeared in the scientific and academic agencies of Afghanistan, nor there have been any grounds paved to find about job problems for students. Because, by developing universities, job services can increase the job creation rates of university graduates, which in turn, can help in improving the creditability and quality of universities in the country. By considering the present conditions of Afghanistan, in this paper, I suggest to study the experiences of prestigious universities in world in providing job services in university campuses (Nozari, 2020: 19). The job and educational experiences, and the job receiving systems in other countries should be used as models in Afghanistan; because, sharing the experiences on job service planning, and attention to the social and cultural grounds are necessary in our country. We shall use the experiences of the universities in the most advanced West European countries and/or, their local and foreign universities (Nozari, 2020: 20-22).

Restrictions faced by modern education in Afghanistan: 1- The western and imported models which mostly carry the colonialist view in cultural dimensions; 2- absence of specialized fields based on work market and jobs; 3- disproportion scale between the growth in number of university graduates and skilful youth, and the growth of job opportunities; 4- Little suitable job opportunities for university graduates and skilful youth; 5- Absence of benefitting from a higher education system, and a universal and entrepreneur system; 6- Low level of scientific skills in graduates; 7- Lack of overall supports of education centre and entrepreneur by the government (Jahangiri, et al, no date, 2); 8-Lack of supportive policies and specific laws, supporting university graduates in financial issues, investment, technical and technological subject by modern approaches (Jahangiri et al, no date: 29).

Methods of developing creativity in governmental offices of Afghanistan: 1- anticipating creativity in part of their personnel; 2- encouraging searching attitudes in researchers and scholars of Afghanistan; 3- teaching creativity courses to the students; 4- supporting the personnel in the relevant offices; 5- considering rewards for creative work; 6- introducing creative models to the government, encouraging and providing financial and intellectual supports by the government (Ranjbarian, 2013:33).

Basic categories of creativity in scientific agencies: The categories of creativity include: Teaching method, educational environment, course contents, goals, educational managers, professors...

I- Creative teaching method, first rank: In a survey by researchers and scholars in 2008, including Williams (1968), Eric (2005), Ika (2005), among the six-category of developing the creativity, the teaching method has been studied more closely; and in the results of the findings of the researches, teaching method has been recognized as the first rank in the core of professors' function, and is considered to be a necessity, in improving students' creativity and innovation. A suitable teaching method should be used. Professors should employ different teaching methods in the process of teaching their students. Teaching method should be in close tie with the mental, environmental, social, emotional and educational structures of students. The best teaching method shall be chosen by using rigorous and modern technology teachings (Risi and Hatami, 2012:80). The best method in flourishing the talents and innovative power of exceptional talent students is the creative teaching method. From the viewpoint of scholars, reliance on book and insisting on mere delivery of lecture in part of students are the main factors in procrastination of students, and appears as the biggest barrier in the way of creative opinions (Ibid 2010: 156).

Creativity core approach is a type of teaching method in which, professor shall create motivation, encouragement and attitude to motivate the learners attend in the field. Students should learn the concepts and

subjects through creative and new teaching methods such as storytelling, creative role play, artistic work, visiting different places, and tours in the industry related to their syllabus, during their education program (Toghraei, 2019: 65-67). Teaching and learning in field shall establish a bilateral relation between the professor and student; and, direct students towards developing creativity. The creative teaching methods shall lead to motivating students. The teaching method shall be conducted based on thought and observation in the nature, learning in real world, visiting industrial, social, economic and cultural centres, inviting entrepreneurs, and specialists, and establishing an encouraging atmosphere, etc. Question and answer sessions, analysing, discussion, dialogues, debates, delivering lecture in teaching, practical and theoretical works, and, interviewing entrepreneurs are all among the creative teaching methods; which are effective in the conduct and attitudes of students (Toghraei, 2019: 65-67).

2- Educational managers, second rank: With no doubt, the existence of professional, knowledgeable and effective managers in a department is a factor that elevates the quality of an educational entity; because, capable managers provide peaceful and satisfaction in the educational system, and serve as factor that drive changes and evolution. The managers' conduct and their performance shall be in a way that would improve the creativity and innovation in students, and could contribute to the development of their creativity potential (Risi and Hatami, 2012:72). The educational methods and procedures which are based on the educational demands of students' entrepreneurship are significant in the education effectiveness (Ahmadi et al, 2009: 13).

3- Education atmosphere, third rank: Any place and area which is used with the goal of education and learning is called educational environment. Education environment and condition are among effective factors in improving the situation, which has direct relationship with the learners' creativity. The different aspects of educational environment include: physical conditions, emotional ties among the individuals, scientific and educational facilities, personnel's motivation, the atmosphere and sitting conditions, all could affect the creativity (Raisi and Hatami, 2012:71).

In recent years, scientific researchers have shown that creativity is an acquired skill that can be taught. Training the talents and natural abilities of individuals as a social must and responsibility are among the most important duties of educational authorities, professors and system. Employing active teaching methods changes the education space, and directs students towards growth and development. One of the main foundations of growth and increasing the entrepreneurship is paying specific attention to the education system, because today, entrepreneurship education and promotion has specific place in all the developed and developing countries. One of the factors in unemployment of graduates is the absence of skills and

practical learning, which are in direct relationship with the type of education and the education system. Advanced industrial countries have put job creation the core of their educational programs (Toghraei et al, 2019:61).

The scientific-applied education of student shall put work environment on top of the agenda of their education centres duties, and conform it with their environment conditions by using the academic methods, education tools and equipment (Ahmadi et al, 2009: 14).

4- Creative professors, fourth rank: Professors are one of the most important elements in the educational process of gifted individuals with bright talents. Successful professors in education ground, individuals with exceptional talents, shall be able to create necessary motivation for learning. Professors who work with gifted students shall maintain qualifications and personal merit in several basic grounds (Nikneshan et al, 2020:150-151). Professors are the most important components in education system, which should be able to share maximum desirable use of their abilities with others by talented and able professors and instructors through responding to the needs of creative and innovative learners (Raisi and Hatami 2012:72). Because many of the achievements and progresses of people which emerge from the ability of creative thought is the product of professors' role in education. It is the role of professors which converts the learning environment into a vital element with learning motivation.

In the environments where the professors provide atmosphere for discussion and encouragement, many ideas are discussed by the students in the fields (Hosseini et al, 2014:26). The evidences of scientific researches show in order to have better creativity, sufficient number of instructors and suitable opportunities must be put in access of individuals (Hosseini et al, 2014:31). The scientific fundamentals and the teaching models, experiences and sufficient skills in the contexts which are taught, course subjects and syllabus, scientific application of concepts and theories about students, are all attributes that the curriculum planning is based on the necessary skills for the activity and participation of graduates in the economic and business activities (Rahmani and Nazari Kouei, 2003:4). Thus it is suggested that in order to increase the creativity and education progress of students, professors should ensure in their teaching process, the teaching models which are used conform to the learning styles of students, the individual differences of students should be considered as well; in order to exercise better teaching methods as much as possible. Professors are able to use the team and group teaching, participative approaches, brain storming, discourse and problem solving teaching method more; and, try to put students in new conditions in order to be able to use their analysis power and thought (Abedini, 2021: 836). Most universities witness thousands of their students graduated with least signs of innovation without any particular program to stimulate their entrepreneurship thought and value addition; and, we are constantly facing

a flow of unemployed educated young adults in Afghanistan (Ahmadkhani et al, 2019: 306). Professors with creativity direct students through divergent thought and train innovative and creative students. It is the duty of the Ministry of Higher Education and the universities to consider qualification-based in recruitment process and select creative professors (Ibid, 2010: 159).

5- The educational goals, fifth rank: By considering the results which are obtained via employing this method, forming different education groups and participation of educational elites, the ultimate desirable outcome of the activities will be called the “Goal”. The goal is the origin and basis of all educational activities in different stages. It is mostly the framework of needs and job necessities as well as universal departments that establish the educational goals. In selecting the educational contents, the capability of learning by new educational materials shall receive serious attention; and, content shall be drawn up and arranged based on a certain and defined educational goals. Based on this content, it will be possible to truly improve creativity and innovation (Rostami and Hatami, 2012:71). Job creation is one of the most important goals in the economic development, which helps in reducing unemployment, increasing the individuals’ productivity, resources and income of people and community. Entrepreneurship and job creation, and supporting managers and those engaged in those approaches in the country encourages and motivates introducing creative and innovative ideas (Jahangiri, et al, Iran’s Vocational and Technical Organization (IVTO) no date).

6- Subject contents, sixth rank: The series of the educational needs of the community, including the individual and social needs, the priorities in the purposes and goals based on concerned policies, information and knowledge to meet the needs, are among the main components of learning in the curriculum and serve as the necessary tools and devices in realizing the goals. In addition, the teaching methods of professors have been recognized as one of the most important factors that constitute developing the individual creativity; and, by attention to the methods which are used by the professor in the creative development model, the active-explorative and participative teaching methods- the competitive and superiority seeking methods- those methods serve as the major factors in learning (Risi and Hatami, 2011:72).

The contents of the creative and innovative education shall be applicable, and should stress on knowledge, skill and attitudes of the students. The education contents shall focus on making sure students are trained to fit the work market, and serve their current community. The contents of textbooks should have more practical and applied aspects and develop the creative and innovative potentials in students. The contents of books shall be associated with practical creativity learning. The contents of books shall push students towards creative thought, different views, thinking, seeking different solutions, research and study on different topics,

exercising the methods of improving creative thought and practical activities. Ultimately, the contents of the books should direct students towards creating value in each job field (Toghraei, 2019:68).

One of the basic topics in today world universities is the quality and way of designing curriculum in a way to mobilize graduates with different skills. In most developed countries, skilled labours and scientific experts constitute the main body of the working human resources, and the educational system and course topics are put in first degree. The goal in educating students to establish creativity, innovation and entrepreneurship in the universities, is to gain business and job in universities and work market (Norouz Zadeh, 2018:4).

7- Role of parents and decision makers in the creative perspective: Parents, authorities and decision makers in the scientific and academic areas are among the most effective individuals in the growth and creative development of students in universities and schools. Parents with entrepreneurship perspective can reflect the entrepreneurship beliefs and values in teachers and students, and their engagement must be shown in school environment, university campus, training places, plays, team plays, festivals, with dynamism, mobility, freshness, enthusiasm, sensation and emotion; and, student shall be pushed towards active participation, cooperation, coordination, team work and developing creative thought; because, parents’ encouragement and motivation is one of the most basic firm steps that directs students to a bright future, and pave the hard roads for them (Toghraei, 2019:70-71).

8- Educational structure: The current educational and research structure of universities in Afghanistan is education-core rather than research-core, as most teaching hours of academic faculty members are not only spent on teaching, they even teach excessively; as serving as thesis counselling is not considered as teaching hour. On the other hand, the topics of students’ thesis are mostly defined and carried out based on the tastes, favour, limited and existing research facilities; which are solely an exercise and drill in research with not much quality. On one hand, not all students are eager to have thesis research, and on the other hand, the Ministry of Higher Education has no specific online site and mechanism to register and post the graduates thesis either. In addition, the proportion of students to the number of professors is very high; this is how producing high quality science and achieving national and international standing is not observed in these universities in the manner one could see in research-core structured university (Shabani, 2016:12).

9- Establishing entrepreneur university: Since the faculty members, staff and students are strangers to the subject of innovation and entrepreneurship in the universities; no sufficient and physical substructures are provided in Afghanistan universities for developing and improving entrepreneurs. On the other hand, the

university professors, as authorities in scientific scope of the universities and higher education institutes of Afghanistan, show less attention to the scientific researches (Ahmadkhani, 2019:307). An entrepreneur university is an attractive and indicative university concept which establishes suitable opportunities and atmosphere for encouraging and accepting the students and graduates' entrepreneurship. An entrepreneur university seeks entrepreneurial activities and gaining revenue benefits, that tries to convert the results of university studies into products and services by the assistance of other areas; and, this university- as an entrepreneur agency, by adopting a proper entrepreneurial managerial approach, push all students and staff towards innovation and progress (Naderi and Rasoulia, 2018:21-22). An entrepreneur university is a university that shall provide scientifically the community with work force for the economic development, and help in competitively in global market. This university shall be the main place for teaching specialized and trained human resources, in order to play a key role in the community life by using the capability of new ideas and thoughts (Shomali, et al 2020:7-8).

An entrepreneur university should be a place in which new jobs are created and this centre support the entrepreneur individuals. This support includes educational, financial and marketing supports with access to libraries and labs. It must be possible for investment in this university to provide new business centres, cooperate with them to take advantage from the opportunities which are obtained in order to automatically convert into a better experience in the financial range and marketing (Moradlou, 2018:8).

This university has specific importance in collecting financial reserves and shall be reinforced by governmental contribution. The entrepreneur university should be effective in two aspects; first, the re-shaping and changes should be created for establishing entrepreneurship space internally; second, from the external aspect of the effects outside academic atmosphere in order to realize a knowledge-based innovative education system.

The entrepreneur university should have access to market and take best advantage from experiences of professionals in the market. Maintaining able and qualified, enthusiastic and creative individuals in this university is a necessity; and, new and creative ideas must be anticipated. In this university, human resources, especially students are considered the most valuable source (Shahed University, 2019:4). The important task of an entrepreneur university should be to maintain a constant and direct scientific and academic relations with the community in alignment of progress and setting scientific goals; so, as an academic institute, it can show its most efforts in teaching specialists and removing the needs of the community. The entrepreneurship follows important goals, as listed below, in order to improve social life:

1-Recognizing the existing capacities by viewing people's demand, 2- conducting applied researches based on people's needs, 3- encouraging professors to implement and launch plans to meet people's demands, 4- increasing the specific revenues of the university in line with the operational programs of the university, 5- writing and preparing students' theses and dissertation, and scientific papers of professors to meet the needs and demands of the society and work market (Moradlou, 2018:8). Each university member, such as students, professors and staff, shall hold responsibilities in this university to prepare new and large-scale work for the future (Naderi and Rasoulia, 2018:25-27).

10- Role of universities in teaching entrepreneurship: One of the main and scientific goals of universities in their education system shall contain training specialized and efficient human resources for their society. Universities and higher education institutes shall show efforts in growing creativity, innovation and job creation; however, in Afghanistan, due to the unsuitable university curriculums and syllabus and not being fit to meet the demands of the society, the university graduates lack the necessary speciality and efficiency to occupy the related jobs; because, today education in Afghanistan is not in relationship with meeting the real demands of the Afghanistan society. University graduates' employment is one of the main problems the universities in Afghanistan are dealing with it in present time. Thus, knowing the factors related to this problem in all university scopes and fields could serve as the basis for graduates' employment. In addition to teaching, universities shall work towards economic growth and development, help in improving life, creating job and increasing tax income (Shahed University, 2010:8). Plagiarism in producing scientific documents and selling degrees have turned into one of the problems in the progress of Afghanistan. The performance of private universities and absence of a healthy management in public universities on the quality and quantity of society's demands, lack of conformity between the job and the employee, favouring degrees, admitting students in private universities without taking an admission exam to ensure their capability and passing with low marks, have all contributed in the unemployment and increase in the number of graduates that can not find jobs. On the other hand, the proportion of number of the students (to faculty members) is more than 60 percent; thus, any reforms in education could not be successful without attention to the social, economic, cultural and political standards and structures (Shabani, 2016:7)

VI. THE CATEGORIES OF ENTREPRENEURSHIP IN AFGHANISTAN UNIVERSITIES

1- Effects of university campus atmosphere on the creative progress of students: The investment theories of creativity (Sternberg and Lubart, 1991-1995), and the

theory of Creativity Category (Emma Bill, 1986) along with the personal and individual variables that are effective on the creativity, have confirmed the role of environment as an important factor in the growth and creativity support. Universities are among social environments where students spend a long time there; and, adopt large motivational and skill effects from it. In fact, the universities atmosphere is among important environmental areas which are defined in the creativity research literature of the country.

Educational organizations; that is, universities, are in fact the island of producing science and knowledge, they need an economy in which, both students and professors could be creative and innovative, and feel self-confident. The university atmosphere should be in a way in which individuals feel brave, bold and not to be afraid of defeat by relying on their inner energy; and, see the campus as a bridge to victory. The purpose of the existing educational environment in the education system includes the characteristics of the professor, his teaching style, the campus environment, the administrative structure and features of curriculum and syllabus that could analyse individuals' creativity, and cause growth in the creative advancement of students. Recognizing the interaction of the creativity with students in a university atmosphere, is an important factor and serves as a social ground (Kazemi et al, 2016:51-53). Based on the researches, the university atmosphere has a significant effect on the creative progress of students, and can predict the creative advancement of students. Universities are the birth ground of creativity and innovation. A creative university-education campus, and the ground of production and promotion of knowledge quality, expand the borders of knowledge and raising creative students (Abedini, et al, 2021:821).

2- The national approach of job creation in Afghanistan: The issue of excessive unemployment among graduates in Afghanistan, is a sign of lack of proportion between the world of work and the world of education. Thus, creativity and innovation in education, curriculum plans, teaching necessary skills to fit the talents, interests and capabilities of students are considered as necessary proper topics (Mohammadi Gheslgh, 2017:97). The topic of occupation, as one of the important indicators of the economic and social development of all nations, provides the human needs related to peace of mind, the emotional and psychological needs of enjoying the place and the sense of self-flourishing (Asadabadi et al, 2020:34). The job creation system is like a vessel containing the activities with all processes taking place in it, and it affects the behaviour of business employment applicants. The factors and conditions of the educational facilities play a determining role in job creation (Solhnia et al, 2020:45). Unemployment is the cause of social and cultural problems in the society and imposes devastating impacts on people in terms of emotional, mental, psychological, such as depression and loss of self confidence in

individuals. One of the legal approaches in addressing the problem of unemployment in providing suitable grounds for developing entrepreneurship and employing them by the government of Afghanistan is to create supports and make necessary actions for the self-confidence and enabling them (Asadabadi et al, 2020:35).

Studies have shown, the most important variables which are considered by the employers in hiring people is their gender, age, education and ability to have the work done. In fact, secondary education and higher, compared to the elementary school education, increases the chance of employment; because, lower education degree reduces the possibility of employment (Asadabadi et al, 2020:37). One of the important functions of the universities in Afghanistan shall be educating specialized human resources that fit the needs of the new economic conditions of work market and coordinated jobs. Thus, increase in the skills and talents of the graduates in Afghanistan, has determining role in the process of their talent in future; and is considered as an important source of generating wealth for Afghanistan economy. Argas Vazkora believes the personal skills, the thinking skills, learning skills and attitudes are necessary factors in enabling the graduates. In this regards, higher education and university can facilitate grounds for graduates' employment (Movahedi et al, 2019:39).

Job seekers are able to find job through recruitment agencies, job seeking policies, information agencies, job opportunities, social media, friends and relatives. The employer-employee relations provide grounds for recruitment (Nozari, 2020:111), because job agencies are among the factors that create work grounds for the graduates. Since Afghanistan is in a status of lack of economic growth, challenging unemployment and poverty, thus, the Ministry of Higher Education and the government of Afghanistan shall think of some solution to address unemployment problem; and in such conditions, government should strengthen the job agencies and help in reducing the unemployment problem in a proper and reasonable way (Nozar, 2020: 112).

3- Flourishing internal production: One of the important economic subjects refers to the subject of domestic production. Nation and government should flourish domestic production by exercising a firm will and responsible efforts. With no doubt, the national product is considered as a major portion of economic effort. In the battlefield too, domestic production helps in overcoming competitors in facing the challenges the enemy and rivals of Afghanistan government; because, domestic flourishing leads to the economic growth and increase in employment, which disappoints the rivals of Afghanistan who are standing against the progress and improvement (Jihadi Moves, 2).

4- Creating jobs in university environments: Suitable policy-making in national level of Afghanistan takes place in view of the features and needs of students in different areas for the necessary supports in the university centres. Afghanistan universities shall share their findings

and opinions in different areas by using the new technologies and presenting online services. In this regards, different countries such as China, Singapore, and Taiwan, have already established such programs that aim at moving towards job direction, and have been able to prevent unemployment inflation; however, Afghanistan, so far, has not been able to establish job plans for many decades, neither during the war and critical situation nor in better situation; and, students have not taken any actions in providing job grounds either (Nozar, 2020:18).

5- Determining budgets allocation for job service centres: It is necessary the government consider a separated and suitable budget for the universities to be granted to the students; however, unfortunately, so far, the government of Afghanistan has allocated no specific budget for the job services, which could create job creation. This budget should be considered by the government in the scope of job centres : 1- Sale of services to the students and graduates in lower rate than the market, according to the job policies and presenting job services; 2- Through allocating budget of the universities, the entrepreneurship centres and cultural activities themselves; 3- Through participation and collaboration of local and foreign contributors; 4- Through government and public offices, and parallel ministries in making financial supports in alignment with increase in job and reducing unemployment (Nozari, 2020: 99-100).

6- The relationship between the graduates and work market: Compatibility of fields with graduates and the skills acquired in higher education, with the work market are in direct relationship, and IT serves as a determining factor in the amount of the graduates' employment. In addition to generating knowledge and science, university shall have a plan for enabling students to enter in the job market. Universities shall always seek meeting the needs and gaining their satisfaction (the project of monitoring the degree of employment by the university graduates: 2018). Universities should collect data about the needs and expectations in order to have a deep understanding of the situation. The basic part of those needs could be met through providing suitable education. The work market, due to its deep tie with different aspects of human development, it has an important place in our country's economy and in the process of planning for the countries (Goudarzi and Hemmati, 2015:109).

7- Role of education in the economic growth: The education system is one of the necessities and requirements in the economic growth and development, for establishing the necessary skills in human capital, which causes increase in the abilities of acquiring knowledge and improving individual's perception. This superior education and excellent skills which moves the economic cycle. The Ministry of Higher Education should try to create a significant relation between skill and work market; because, the higher and superior education is in essence intellectual capital, which leads to the economic investment and developing social welfare. Higher

Education is the most important fundamental in the individual and social dimensions, construction and human improvements. The well planned education improves individuals and direct them towards acquiring skills and creating of new abilities in themselves; and, facilitates the practicality of the job. It is for this very reason that today, education has a very high state and place (Akbaria et al, 2017:12-13). Achieving independence and self-reliance in the Afghanistan Economy shall be followed not as a slogan, rather, as a goal, which serves as the necessity in training skills, specialized and professional human resources. The technical and vocational education in Afghanistan should form ties between the intellectual work, and expanding the sustainable employment development; because, increase in the quality of professional education leads to the elevation and entrepreneurship of human forces; and causes the economic growth and job creation for the purpose of economic outcome and justification; the highest form of it, is to create suitable and universal employment (Kebria et al, 2017:16).

Each country needs enabling and efficiency of higher education system for the development and education of specialized and capable human forces; in order to achieve sustained and balanced development (Ghorban Alizadeh and Nahavand, 2014: 1). One of the important economic and social challenges in Afghanistan is the unemployment of university graduates, and this is considered as a large challenge by attention to the rate of population growth in Afghanistan (Ghorban Alizadeh and Nahavand, 2014: 2).

8- Skill education: Professional education, science, technique and art have basic role in providing efficient human forces. The goal of this kind of education is to improve the abilities of knowledge, skill and perception power of individuals, and desirable performance in the scope of job duties. Unemployment issue is one of the most important problems and challenges in global scale; however, in developing countries, this issue has more significant role in sustained development due to lack of balance between the economic, social, cultural and political structures. Lack of the skills, demanded in work market is one of the causes of unemployment in Afghanistan; and, vocational universities are able to reduce unemployment through offering skill education. The skill education has important and effective economic-social role; for, it indicates a certain type of investment in the human resources; and, by providing the grounds in promoting knowledge, attitudes and skills needed in work market and occupation, such approach contributes the economic development in different areas. One of the important priorities is investment in the higher and vocational education in Afghanistan (Kebria et al, 2017: 17).

In Afghanistan, most universities are unable to desirably use their education outcomes and enter in work market. Establishing coordination between higher education system graduates with work market system is a

necessity in order to avoid loss of resources (Entezarian and Tahmasebi, 2011: 60). Technological provision can have tangible effects in the process of promoting the creativity of high school and university students (Bani Hashemi et al, 2014:5-55).

VII. UNIVERSITY GRADUATES AND CHALLENGES IN WORK MARKET

1-Lack of recognizing the job finding paths through specialized education, 2- Lack of relationship between the university graduates in Afghanistan and the job they occupy, which is considered as hidden unemployment, 3- Not maintaining work market by the universities and fit with the graduation fields; 4- Lack of scientific capability of students and not encouraging professors to contribute in finding useful jobs for students; 5- Disconformity of the education fields with the work market demands, and lack of compatibility between the university texts and the real world society; 6- Lack of existence of applied research and its low significance in the universities through laboratories in the practical and empirical; 7- No application of contemporary and up-to-date technologies, and the low level of the technologies which are applied; 8- Increase in the universities capacity and number of unemployed graduates; 9- Expansion of institutes and universities without positive outcomes for the graduates, lack of alignment of universities with the current changes, increase in the capacity of universities, and increase in the number of unemployed graduates (Entezarian, Tahmasebi, 2011: 62-63).

A- Credentialism Culture: Credentialism is one of the effective factors in the education systems, the scientific, culture and education feedback of them could be observed in the university and higher education systems as well. This culture questions the university environment as an effective atmosphere in increasing and improving the scientific level, and breaking of rules by the individuals. The fact that Afghanistan has private universities, none of which holding a specific managerial mechanism, nor, any of them are under proper governmental supervision, makes them an attribute of becoming a factory of documents production with no consideration to the need of the society, and no regards to improving the quality and efficiency of young individuals (Ghorbanalizadeh and Nahavand, 2014: 11-12).

B- Unemployment of graduates: What causes lowered quality of human resources in upper levels is the policy directing towards the quantity of graduates rather than their quality; which consequently led to the existence of many graduates in different fields without sufficient productivity, to meet the job market demands of the specialized human forces of the community. This was caused by insufficient capability and lack of specialty and necessary skills. Most economic theorists of the country see the unemployment of the graduates to be caused by not providing sufficient number of job for work seekers (Ghorban Alizadeh and Nahavand, 2014:13).

VIII. DISCUSSION

As it is evident, some researchers and scientists, depending on their scientific and academic power, have written scientific paper and theses on the topic of creativity and innovation. What distinguishes this paper from other researches and scientific work is that, they have studied the creative, innovation and job creation in Afghanistan universities, and respond to the following question about what place and importance the creativity, innovation and job creation hold in this situation? Is there any relationship between creativity and entrepreneurship? Does job creation in universities lead to preventing the volume of unemployment in the university environments and Afghanistan community.

Thus, we can ask for the support and training creative and innovative individuals! Innovators and entrepreneurs shall perform creative work in all areas and shall receive financial and intellectual supports by the government and the Ministry of Higher Education, in order to convert the university environments of Afghanistan into a job creating venue; and, by acquiring all contemporary sciences, help in the economic reinforcement, improvement, growth and development of Afghanistan. All these could be sought through changing the effective syllabus to meet the work market, recruiting creative professors, better teaching methods, good education managers, and the creative and innovative ideas.

IX. CONCLUSION

Afghanistan is a country that its educational system has undergone many changes during several years of changes in the course of different revolutions. Most creative, innovative and skilled human forces of this country have already migrated and moved to other countries. On the other hand, by reshaping the educational systems and universities, and lack of attention to the creative human forces and individuals, and disproportionality between the education programs and work market, most university graduates are left unemployed.

If academic agencies wish for the growth of job creation in the university environment and community, and flourish the country's economy, they should consider the essential categories of the creative ideas; namely, the active teaching method being in first priority, educational managers, in second rank, the educational environment in third rank, creative professors in fourth rank, educational goals in fifth rank, contents of courses in sixth rank, attention to the parents and decision makers, and establishing entrepreneur university, all of which hold basic role in job creation and economic development, which in turn, lead to better scientific life of Afghanistan society. By attention to the situation which has occurred, closing the doors of the universities, lack of attention and recognition of creative forces and entrepreneur

individuals in Afghanistan, the idea of innovation, creativity and job creation have become dormant. Thus, the authorities of the government and Ministry of Higher education, should establish an entrepreneur university, develop an efficient and excellent education indicator to be engaged with the demands of the society and work market, recruit creative and innovative professors, encourage and motivate creative forces by financial and intellectual supports in order to turn the educational centres and academic institutes into job creating agency and the drive force in the economic growth and development of Afghanistan.

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