Survey on university role in preparation graduated students in to entrepreneurs universities towards a conceptual framework: Iran's Perspective

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Abstract

Entrepreneurs have special role in economical growth and development of many advanced and under advanced countries. Nowadays one of most important duties of education and training system of the society is focusing on issues which transmutes future makers of the community in to entrepreneurs. The importance of entrepreneurs on the sense of job - making gradually has made general agreement among countries. Indeed unemployment crisis cannot be solved unless through development of entrepreneurs. The present research is done purposefully to specify University role in preparation graduated students in to entrepreneurs in state universities of Bushehr province. This is a survey study and data was collected from 3901 students and professors of the Medical Sciences University and Persian Gulf University in Bushehr city. Based on the related formula and systematic random sampling, 397 were chosen including 201 women and 196 men among which there were 86 professors and 311 students. A Likert scale was used to measure the effect of academic education on making ready the entrepreneurial graduates by which the effective factors on academic graduates' entrepreneurship was measured. The questionnaire was referred to some experts and professors to identify its validity and reliability and finally it was measured based on Chronbach's alpha(=0.872). The research result shows that university education has a few effect on preparation of educated entrepreneurs and also has an average effect on characteristic like: (creativity, innovation, risky action, flexibility, foresight, delegacy, response against criticism and suggestions, mentality of mobility, leadership and self-confidence). At last the present situation and limitation in research studied and some suggestion presented according to research result for improvement of university conditions in relation to educated entrepreneurs.

The results of Research was discussed and outcome according to previous researches and theoretical principles.

Keywords: Entrepreneur, Educated Entrepreneur, University Education

1. Introduction

Undoubtedly the basic axle of social, political, cultural and economical development for any country is its higher education system and specifically it can be said that universities are at the heart of higher education centers. UNESCO's universal vision for higher education in the 21st century has described the modern universities as followed:"A place in which entrepreneurial skills are developed to facilitate the graduated individuals' competencies to make them become job creators." The changes which have universally been done about economics and politics during these two latest decades has brought about new challenges for higher education in various countries among which the most important challenges refer to education and training related to employment, growth of problem-
based studies and accountability to society. Higher education and more specifically universities have additionally accepted another mission which is known as the more increased participation for innovation process and technology development; therefore, new networks associated to the universities are being grown and the entrepreneurial universities are required to play a key role in innovation and technology development and finally make a condition for employment. Regarding the increasing importance of the three global revolutions (entrepreneurship, digital and internet), universities is pledged to create some strategic changes in the fields of education and research to make a positive change in students' skills and abilities. Being identified the role and effect of entrepreneurship in employment and economical growth in the developed countries, an effort for education, knowledge transfer and entrepreneurial eagerness is being seen and raised in Iran as one of the accessibility tools towards socioeconomically development goals while it seems that entrepreneurship should be paid more attention in Iran if entrepreneurship is supposed to be known as a necessity for development based on the need of Iran to flexible, innovative and creative human forces. Education system and specifically higher education is one of the best ways for development of entrepreneurship in Iran and experts believe that in order to have a vast and applied entrepreneurship, the education system must rapidly act to grow brave decision-makers since the Iranian graduates are often unlikely to risk. Iran universities are necessarily asked to review their systems directly (education related to entrepreneurship) and indirectly (change in educational system).

2. Literature

Wu and Short (2006), during their studies for identifying the relationship between psychological empowerment ant job commitment of teachers, stated that there would be a relationship between psychological empowerment and professional growth. Spreitzer (1995) found out that staff's self-esteem, availability to the organizational mission, performance of staff, innovative and creative behaviours are related positively to the psychological empowerment.

Jay and Allen (2001) concluded that the highest level of empowerment is related to autonomy while the lowest one is related to decision-making.

Studying about nursing students, Diliani et al. (2006) could conclude that students' empowerment would be the best tool for critical thought and optimal learning and it would help knowledge and required skills be gained by the nurses to play their complicated tasks.

Studying about a research entitled" what is the students' empowerment and how can they become empowered?" by Salivan (2006) could result to the following findings:

Those students who were able to pursue the social goals and curricular achievement could possibly experience some Meta individual empowerment.

Some research done by Kanter (1983), Bandoura (1986), Hawkman and Oldham (1980) showed at least 9 directions for empowerment growth including competency feeling, choice, affecting, value and security. The 9 directions are as followed:

1-clearing the view and goals 2-developing the individual mastery and experience 3-Modeling 4-supporting 5-motivating emotion 6-preparing required information 7-supplying required resources 8-linking with results 9-making self-esteem

2.1. Research questions

1. How much is academic education effective for making ready the entrepreneurial students?
2. How much is the academic education effective for reinforcement the controlled risk ability of students?
3. How much is the academic education effective for reinforcement the innovation and creativity of students?
4. How much is the academic education effective for reinforcement the self esteem and autonomy of students?
5. How much is the academic education effective for reinforcement the flexibility of students?
6. How much is the academic education effective for reinforcement the futuristically thinking of students?
7. How much is the academic education effective for reinforcement the aggressiveness and resistance of students?
8. How much is the academic education effective for reinforcement the reaction/response to the suggestions, critics and perceptual ability of students?
9. How much is the academic education effective for reinforcement the pessimism and need for success of students?
10. How much is the academic education effective for reinforcement the dynamism and leadership of students?
11. Which is the most effective factor based on academic education on the entrepreneurship of students?

2.2. Methodology

This is a survey study and data was collected from 3901 students and professors of the Medical Sciences University and Persian Gulf University in Bushehr city. Based on the related formula and systematic random sampling, 397 were chosen including 201 women and 196 men among which there were 86 professors and 311 students. A Likert scale was used to measure the effect of academic education on making ready the entrepreneurial graduates by which the effective factors on academic graduates' entrepreneurship was measured. The questionnaire was referred to some experts and professors to identify its validity and reliability and finally it was measured based on Chronbach's alpha (r=0.872).

2.3. Factor analysis

The first factor:
The special value of this factor is 5.001 which is the most special value and concludes the following variables:
Futuristically thinking (factor coefficient= 0.788)
Reinforcement of aggressiveness and resistance (factor coefficient= 0.716)
Reaction/response to suggestions (factor coefficient= 0.809)
Dynamism and leadership (factor coefficient= 0.704)

The second factor:
The special value of this factor is 1.778 and concludes the following variables:
Innovation and creativity (factor coefficient= 0.616)
Reinforcement of risk ability (factor coefficient= 0.651)
Pessimism and need to success (factor coefficient= 0.699)

The third factor:
The special value of this factor is 1.165 and concludes the following variables:
Reinforcement of self esteem (factor coefficient= 0.640)
Reinforcement of flexibility (factor coefficient= 0.913)

3. Tables

<table>
<thead>
<tr>
<th>Factor</th>
<th>Special value</th>
<th>Variance percent</th>
<th>cumulative variance percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>5.001</td>
<td>51.001</td>
<td>51.001</td>
</tr>
<tr>
<td>Second</td>
<td>1.778</td>
<td>17.781</td>
<td>68.782</td>
</tr>
<tr>
<td>Third</td>
<td>1.165</td>
<td>11.652</td>
<td>80.434</td>
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</tbody>
</table>
Table 1-2 shows the factors and factor coefficient of variables in the circulation of Varimax

<table>
<thead>
<tr>
<th>Variable</th>
<th>First factor</th>
<th>Second factor</th>
<th>Third factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcement of risk ability</td>
<td>-</td>
<td>0.651</td>
<td>-</td>
</tr>
<tr>
<td>Reinforcement of innovation and creativity</td>
<td>-</td>
<td>0.616</td>
<td>-</td>
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<tr>
<td>Reinforcement of self esteem</td>
<td>-</td>
<td>-</td>
<td>0.640</td>
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<tr>
<td>Flexibility</td>
<td>-</td>
<td>-</td>
<td>0.913</td>
</tr>
<tr>
<td>Reinforcement of futuristically thinking</td>
<td>0.788</td>
<td>-</td>
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<tr>
<td>Dynamism and leadership</td>
<td>0.704</td>
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</tbody>
</table>

4. Figures:

![Conceptual framework](image-url)

Figure 1. Conceptual framework
5. Conclusion:

The main question of this study was stated as "which of the given educations has the most effect on students' entrepreneurship" and according to the findings, the variable of flexibility (fc=0.913) could be ranked as the one and the reinforcement of innovation and creativity (fc=0.616) could be ranked as the last one among the other variables.

This ranking showed that academic educations had a little effect on the important variables such as spirit, self esteem, eagerness to risk, aggressiveness and resistance, reinforcement of innovation and creativity all of which are concerned as the main and important variables for entrepreneurship.

References


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