

## The role of Islamic Azad University in developing the entrepreneurship fields (A case study: Islamic Azad University, Shahrekord branch)

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**Abstract** This paper is to examine the role of Islamic Azad University, Shahrekord branch in developing the entrepreneurship fields. This is a kind of descriptive research done for a practical aim using a survey method. To measure the variables, a questionnaire, compiling according to the theoretical and experimental studies of the research, has been used. The population includes all of university students, the graduates, the academic members and staffs of Islamic Azad University, Shahrekord branch, among them 290 people were selected randomly. The obtained data was analyzed using Chi square, Kolmogoroff-Smirnoff and Kruskal Wallis. Some of the findings are as following: Data and findings showed that the deputies' and administrators' viewpoints are the same and there is no significant difference between their viewpoints about developing the entrepreneurship fields in this branch, and most of them believed that it provides the entrepreneurship fields for its students much and very much. Also the findings revealed that the academic members' viewpoints about this issue are not the same and there is a significant difference in their viewpoints about it in this branch. Some of them believed that this branch provides these fields for its students but some did not believe so, and most of them believed that it provides these fields for its students much and very much. Moreover, the findings illustrated that the students' viewpoints about this subject are not the same and the difference is significant. Some of them believed that there are fields of risk taking and independence much and very much. Finally the findings showed that the graduates' viewpoints are different significantly and in their opinions, this branch provides these fields much and very much.

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**Key words:** entrepreneurship, independentism, seeking progress, inner control center, risk taking, innovation

### Introduction

According to the important role of entrepreneurship in developing countries, governments try to persuade many people who have entrepreneurship characteristics toward entrepreneurship learning. Since entrepreneurs are especially skilled in realizing the opportunities, they are the real pioneers of change, development and alteration in societies. Accordingly, they are the driving engines of economical and social development of every society (Darani & Moradi Pordanjani 18: 1388). In educational systems, entrepreneurship is a continuous and ordered process which results in effective recognition and utilization of all of internal and external sources of educational systems and making new opportunities of learning and teaching. This process will be accomplished based on two axes including the entrepreneurs' continuous learning and providing the fields of its presentation (Moradi 24: 1382).

In our country, Iran, recognition of the entrepreneurship fields and its learning should be occurred simultaneously. Unfortunately, because of following reasons, university students are not taught entrepreneurially and usually have not enough

experiences for using their knowledge and facing with difficulties after starting their jobs (Pustigu):

- 1- They are not familiar with the methods of recognition of job opportunities well;
  - 2- There is no possibility for them to continue their studies and get higher degrees for finding better jobs and;
  - 3- The higher education systems may not provide necessary capabilities for them to undertake new jobs.
- According to the published statistics by ministry of science, research and technology, showing that the number of students of universities and higher education centers is increasing, we can bravely say that the biggest economical conflict and problem of our country is their occupation (Bashiri & Fakharian, 1383). According to the importance of this issue in Iran, entrepreneurship and related research have been much paid attention to since some years ago and some research has been done on it, but most of them done on industrial sectors than on higher education systems. Based on above information, it is worth mentioning that, because of the importance of entrepreneurship and entrepreneurs in economical development of societies, the related fields should be realized firstly and, then, by using a comprehensive and appropriate program for teaching entrepreneurship in universities,

we can establish and promote the entrepreneurship culture among university students (Ahmadi, 14; 1383).

Based on the above-mentioned explanations, in this research we try to examine the entrepreneurship fields and its dimensions from the viewpoints of administrators, deputies, academic members, students and graduates of Islamic Azad University, Shahrekord branch and, finally, give some recommendations for broadcasting entrepreneurship and developing its fields in Islamic Azad University which has had many graduates. So, the essential issue of this research is that: *"has Islamic Azad University, Shahrekord branch provided entrepreneurship fields for its students?"*

### **Importance and necessity**

According to the published statistics, about 40 percent of Iran population is young and teenagers; so, a large supply of labors, Unemployment growth, economical problems, etc led to lack of a clear perspective for many job seekers in Iran. Executives recommend various solutions for solving unemployment problems and its consequences which is a national problem. In recent complicated situations, what can solve the problems of youth employment, especially the learned ones, is to provide the required fields for promoting entrepreneurship; because entrepreneurs, according to their unique and eminent characteristics, are able to provide resources for creating, developing and growing the fields of production and human resources and to make new opportunities and to expand the rate of production and services through industrial innovations. To achieve this goal, opening up new doors of entrepreneurship to the young generation is of great importance, and it is depended on making suitable conditions and protecting the young entrepreneurs comprehensively, materially and spiritually, by government and removing the barriers from their paths. In this regard and to do so, one the main solutions is to pay attention to developing and strengthening the entrepreneurship fields in educational system. This system, either in primary levels or in higher levels of education, can move to a side that its graduates can be persuaded to be entrepreneurs (Tavasol, 36; 1379).

This is why that, in this research, we are to examine and survey the entrepreneurship fields in Islamic Azad University, Shahrekord branch from the viewpoints of its administrators, deputies, academic members, students and graduates. It should be mentioned that this issue is not just about this branch but its importance is that: *"Can Islamic Azad University provide entrepreneurship fields in practical jobs through which the pros and cons of this university can be recognized and its fields be corrected and strengthened?"* Some of the applications

these researches for Islamic Azad University, Shahrekord branch are as following:

- To help the Planners and executors of this branch to have a clear picture from their educational performance and be able to plan correctly for directing teachings toward the entrepreneurship goals.
- To help the Planners and executors of this branch to determine that how much the educational periods of this university can achieve to the pre-educational goals for graduates' employment.
- To help the Planners and executors of this branch to determine the rate of conformity between the behavior of the graduates of these educational periods and the organizational expectations and roles of the branch.

### **Theoretical and experimental framework**

Like other words in the world, the concept of entrepreneurship is changing and there is no general consent about its meaning and concept internationally (His rich & Pitters, 2002). Attempts for its conceptualizing were started from economical schools and continued by psychologists and, then, socialists and management researchers (Samaaghai, 1377). Entrepreneurship, which has been the base of all human's development, is an issue to which has been paid much attention by socialists, Behavioral scientists and educational circles all around the world. And creative and innovative people, as entrepreneurs, have been the source of big changes in industrial, educational and service fields. Wheels of economic development are always moved by the help of entrepreneurship development. In other words, entrepreneurship is the driving engine of development and growth (Schumpeter, 1934). Behavioral scientists, by recognizing the importance role of entrepreneurs in economy and for understanding their characteristics and behavioral patterns, have started doing some research on entrepreneurs and evaluating their capabilities. Here, some of the theories and research which form the theoretical and experimental framework of this article are to be examined. McClelland (1961) believes that the Characteristics of entrepreneurs are development motivation, risk taking, inner control, innovation and independentism. According to some research, training the mentioned characteristics in people leads to promotion of their entrepreneurship capabilities. Some research shows that there are some capabilities in some people, through their training, entrepreneurship can be fulfilled; among which innovation, risk taking, inner control, development motivation and independentism are of great importance.

Van der Werf & C. Brush (1989) mentioned that entrepreneurship, as a commercial activity, includes sharing of following capabilities:

Foundation: establishing a new commercial unit (Entity);

General management: management orientation or allocation of resources to a commercial activity;

Innovation: commercial utilization of goods, process, business, raw materials or a new organization;

Risk taking: undertaking the risks resulted from the potential loss of a commercial unit (entity) which is unusually high;

Performance intention: intention and purpose of achieving to high levels of growth and benefit in a commercial unit (entity) (Ahmadpour Dariani, 1380)

Also, Rissal (1992) regards innovation and creativity as the most effective characteristics in doing entrepreneurial activities.

Bygrave (1997) believes that entrepreneurs have capabilities like directing behavior, Sociability, innovation, initiative, criticism and specialty.

Howard (2004) examined the impact of development of entrepreneurship capabilities (risk taking, advancement motivation, inner control, self confidence, Audacity and innovation) on entrepreneurship of 450 students and concluded that there was a direct relationship between these capabilities and people's entrepreneurship ability.

In a service research, Tavasol (1379) examined the appearance and development of entrepreneurship among the male students of Karaj high schools from the viewpoints of deans, teachers and students and revealed that students' advancement motivation, independentism, risk taking and inner control center are higher than mean level.

Brumandnasab (1381) examined the relationship between advancement motivation, risk taking, innovation and self-confidence with entrepreneurship in students of Shahid Chamran University and revealed that there is a significant relationship between these students' advancement motivation, innovation and entrepreneurship.

Azizi (1382), examining the fields of appearance and development of entrepreneurship in B.A and M.A students of Shahid Beheshti University, concluded that there is a significant relationship between these students' variables like inner control, advancement motivation, risk taking, independentism and innovation with their ability of entrepreneurship.

In a research, Yari (1383), examining the Entrepreneurial spirit of Shiraz University students and comparing them with executives of industries, concluded that executives' advancement motivation is higher than students, although about risk taking it is vice versa.

Examining the effective factors of developing the spirit and skills of entrepreneurship between the senior students of agriculture faculty, Tehran University,

Hoseini & Azizi (1384) revealed that there is a positive and significant relationship between the students' mothers' level of education, monthly income of the family, using the methods of developing the entrepreneurship training in this university and entrepreneurship skills. Results of the multiple hierarchical regressions illustrated that the variables like using methods of entrepreneurship trainings in this university, family's monthly income, age, entrepreneurship spirit and their fathers' education level can predict 26 percent of the changes of students' entrepreneurship skills. Also, these findings showed that the variables like content of the educational plan of the universities and the mothers' level of education can predict 0.05 percent of the changes of the students' entrepreneurship spirit.

Examining the entrepreneurship capabilities of Isfahan university students, Badri et al. (1384) revealed that there is a significant difference between entrepreneurship capabilities in fields of independentism, inner control, advancement motivation and innovation, and the students' scores about these characteristics were higher than average, but in the field of risk taking there is no significant difference and their scores were average.

Evaluating the entrepreneurship characteristics of Mazandaran university students, Zali, Madhushi and Kordanic (1386) measured the quintuplet characteristics of entrepreneurship like success seeking, independentism, risk taking, innovation, determination and will for evaluating the entrepreneurship profile of these students. The results showed that 21 percent of these students have the entrepreneurship characteristics.

Examining the characteristics and capabilities of Chaharmahal va Bakhtiari students, Shirzad (1389) found out that there is some difference between the independentism of male and female students of Shahrekord. The male students' risk taking is more than that of the females. The female students' innovation is more than that of the males. The female students' success seeking is more than that of the males.

#### - **Conceptual model of the research**

According to the presented theoretical framework and done research about this issue, in this research, a conceptual model has been used Fig.1, for examination of the entrepreneurship fields in Islamic Azad University, Shahrekord branch.

#### **Hypotheses**

According to the above conceptual model, the following hypothesis will be tested in this research.

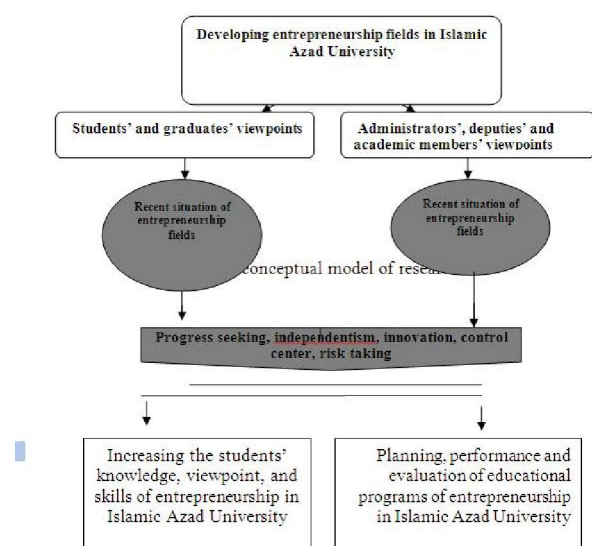
1- There is no significant difference between the viewpoints of administrators and deputies of Islamic Azad University, Shahrekord branch about entrepreneurship fields.

2- There is no significant difference between the viewpoints of academic members of this branch about entrepreneurship fields.

3- There is no significant difference between the viewpoints of students of this branch about entrepreneurship fields.

4- There is no significant difference between the viewpoints of graduates of this branch about entrepreneurship fields.

5- There is no significant difference between the viewpoints of academic members, students and graduates of this University about developing the entrepreneurship fields (needing to success seeking, independence, innovation, risk taking and control center).



**Fig.1-** control model of the research

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entrepreneurship fields (needing to success seeking, independence, innovation, risk taking and control center).

### Methodology

Because this research is to increase the present knowledge of developing the entrepreneurship fields in higher education centers, it is a kind of applied research; and since it's goal is to examine the situation of these centers in entrepreneurship fields, it is a kind of descriptive one; and because it wants to analyze the recent situation about these fields in recent time and in a real form, it is a kind of correlation research.

Population of this research includes four groups as following:

Deans, heads of departments and their deputies, academic members, the senior students of B.A and the graduates of Islamic Azad University Shahrekord branch who founded independent jobs appropriate to their majors now. In this research, to gather the inquired data about the population, the methods of clustering sampling and polling has been used. For calculating the number of the sampling population (academic members, students and graduates), the method of randomly clustering sampling (Proportional allocation), and for calculating the number of the population of the sample of administrators and deputies the method of polling have been used. For determining the sample volume, the formula of Cochran sampling has been used. Using the above Calculation, sample volume for every group was obtained as following: Students group was 150, academic members group was 60, administrators and deputies group was 20, graduates group were 60 which totally 290 people were examined.

For gathering the required data in this research, library data was used for achieving the literature. In this phase, for gathering the required data, the researcher-made questioners, including the main fields of entrepreneurship, were used. It should be mentioned that the questionnaires of academic members, administrators, deputies and students were similar and the only difference was in the questions of demography.

For graduates, in addition to 50 questions of the questionnaire, there are 5 questions separately (about financial advancement, job pleasure and so on) about which they should give their own ideas. For compiling the questionnaire and being sure about its validity, some specialists' ideas were used. To calculate its reliability, the method of Cronbach Coefficient Alpha was used. For this purpose, the primary questionnaire was performed on 60 students of this branch and the reliability of Cronbach Alpha was calculated for them. The coefficient was equal 0/81, which is a high one.



## Findings

In this research, for analyzing data and reaching to its conclusion, descriptive Descriptive indicators and non-parametric tests (Chi-Squared test, Kolmogoroff-Smirnoff test, Kruskal Wallis,) were used. It is worth mentioning that in this research, all of calculations, statistical analysis (descriptive Descriptive indicators and statistical tests) have been done by SPSS.

### Analyzing the results of evaluating the entrepreneurship fields in Islamic Azad University, Shahrekord branch

### Evaluating the entrepreneurship fields in Islamic Azad University, Shahrekord branch from the viewpoints of its administrators and deputies

Tables 1 to 4 show the evaluation percent of administrators and deputies about every entrepreneurship fields. As the results show, most of them believe that this branch has provided the fields of independentism, innovation and creativity, risk taking, and inner control for its students much and very many. Averagely, 44.33 percent of them evaluated the existence of these fields very much and, just 4.33 percent evaluated them very little.

Table 1. Evaluation percent of administrators and deputies

Entrepreneurship fields	Very much	much	average	little	Very little
Success seeking	31/67%	41/67%	7/46%	-	1/67%
independentism	50%	36/67%	15/67	10%	13/33%
Innovation & creativity	45%	35%	1/66%	15%	3/33%
Risk taking	58/33%	35%	3/33%	-	3/33%
Inner control concentration	36/67%	45%	1/67%	6/67%	-
Mean percent	44/33%	38/67%	5/96%	6/33%	4/33%

### Evaluating the entrepreneurship from viewpoints of academic member

Table 2 show the evaluation percent of academic members about every entrepreneurship fields. As it shows, most of them believe that this branch has provided the fields of independentism, innovation and creativity, risk taking and inner

control concentration for its students much and very much. Averagely, 46/2 percent of them think that this university has provided the entrepreneurship fields (like success seeking, independentism, innovation and creativity, risk taking, inner control concentration) very much and just 3.84 percent evaluated them very little.

Table 2. Evaluation percent of academic members

Entrepreneurship fields	Very much	much	average	little	Very little
Success seeking	42/67%	30/67%	4/46%	3/46%	1/67%
independentism	52%	34/50%	17/84%	12/11%	11/22%
Innovation & creativity	50%	40%	1/99%	10%	3%
Risk taking	40%	41/67%	5/67%	2/67%	0
Inner control concentration	46/33%	36/67%	5/96%	7/33%	3/33%
Mean percent	46/2%	36/70%	7/18%	7/11%	3/84%

### Evaluation of entrepreneurship from the viewpoints of students

Table 3 shows the evaluation percent of students about every entrepreneurship fields. As it shows, most of them believe that this branch has provided the fields of independentism, innovation and creativity, risk taking and inner control concentration for them much and very much. Averagely, 40.50 percent of them think that this university has provided the above fields very much and just 7.18 percent evaluated them very little.

### Evaluation of entrepreneurship from viewpoints of graduates

Table 4 shows the evaluation percent of the graduates about every entrepreneurship fields. As it shows, most of them believe that this branch has provided the fields of independentism, innovation and creativity, risk taking and inner control concentration for its students much and very much. Averagely, 35.8 percent of them think that this branch has provided the entrepreneurship fields (like success seeking, independentism, innovation and creativity, risk taking and inner control concentration) very much and just 9.60 percent evaluated them very little.

Table 3. Evaluation percent of students

Entrepreneurship fields	Very much	much	average	little	Very little
Success seeking	32.67%	40.67%	1.67%	3.46%	4.46%
independentism	36.50%	50%	11.22%	12.11%	17.84%
Innovation & creativity	45%	45%	3%	10%	1.99%
Risk taking	48.67%	37%	0	2.67%	5.67%
Inner control concentration	39.67%	43.33%	3.33%	7.33%	5.96%
Mean percent	40.50%	43.2%	3.84%	7.11%	7.18%

Table 4. Evaluation percent of the graduates

Entrepreneurship fields	Very much	much	average	little	Very little
Success seeking	25.67%	30.67%	8.67%	13.46%	21.53%
independentism	36%	30.50%	11.22%	12.11%	10.84%
Innovation & creativity	42%	38%	2%	15%	3.99%
Risk taking	35%	45.67%	11.99%	2.67%	5.67%
Inner control concentration	40.33%	39.67%	3.33%	10.33%	5.96%
Mean percent	35.8%	36.90%	7.44%	10.71%	9.60%

### Deducing analyses of hypotheses

In next step, the main hypotheses of the research have been analyzed and tested and the results presented.

#### Testing the first hypothesis:

There is no significant difference between the administrators' and deputies' viewpoints about entrepreneurship fields. Considering the results of Kolmogoroff- Smirnov test, we can understand that the amount of this test has been 0.474, and the significance level has been 0.978, Table.5. Because this level is not less than 0.05, the null hypothesis will be accepted and the  $H_1$  hypothesis can be refuted. It means that their viewpoints are the same and there is no significant difference.

Table 5. Results of Kolmogoroff- Smirnov test, and the significance level

variables	Kolmogoroff- Smirnov	Significance level
Entrepreneurship fields	0.474	0.978

#### Testing the second hypothesis:

There is no significant difference between academic members' viewpoints about entrepreneurship fields. Considering the results of Kolmogoroff- Smirnov, we can recognize that its amount is 46.90, Table.6. The amount of significance or significance level has been 0.000. Since this level is less than 0.05, so the null hypothesis will be refuted and the  $H_1$  hypothesis will be accepted; namely, the obtained data show that their viewpoints are not the same and there is a significant difference between their viewpoints.

Table 6. Results of Kolmogoroff- Smirnov test, and the significance level

variables	Kolmogoroff- Smirnov	Significance level
Entrepreneurship fields	46.90	0.000

#### Testing the third hypothesis:

There is no significant difference between the students' viewpoints about entrepreneurship fields. Paying attention to the Kolmogoroff- Smirnov, we can understand that its amount is 43.50, Table.7. The amount of significance or the significance level is 0.000. Because this level is less than 0.05, the null hypothesis will be refuted and the  $H_1$  hypothesis will be accepted; namely, the obtained data show that the students' viewpoints are not the same and there is a significant difference between them.

Table 7. Results of Kolmogoroff- Smirnov test, and the significance level

variables	Kolmogoroff- Smirnov	Significance level
Entrepreneurship fields	43.50	0.000

### Testing the fourth hypothesis:

There is no significant difference between the graduates' viewpoints about entrepreneurship. The results of Kolmogoroff- Smirnov test show that its amount is 27.50, Table.8. The significance amount or significance level is 0.000. Because this level is less than 0.05, the null hypothesis will be refuted and the  $H_1$  hypothesis will be accepted; namely, the obtained data reveal that their viewpoints are not the same and there is a difference significant between their viewpoints.

**Table 8.** Results of Kolmogoroff- Smirnov test, and the significance level

variables	Kolmogoroff- Smirnov	Significance level
Entrepreneurship fields	27.50	0.000

### Conclusion:

In this research, four essential questions have been examined. According to the obtained results, every question has been examined briefly. The data of the first hypothesis showed that the viewpoints of administrators and deputies are the same and there is no significant difference their viewpoints about developing entrepreneurship fields in Islamic Azad University, Shahrekord branch, and most of them believed that this branch has provided entrepreneurship fields for its students much and very much. Also the results show that the academic members' viewpoints about these culturing these fields are not the same and there is a significant difference between their viewpoints. Some of them believed that this branch has provided these fields for its students and some don't believe so, but most of them believe that it has provided these fields much and very much. Moreover, the results show that the students' viewpoints are not the same and there is a significant difference between their viewpoints. Some of them believe that the existence of risk taking and independentism is much and very much and, finally, the results show that there is a significant difference between graduates' viewpoints and they believe that this branch has provided these fields much and very much.

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