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University's Entrepreneurship Development: Dimensions and Significant

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Abstract: This study is conducted with the aim of presenting the aspects and dimensions for entrepreneurship development on the basis of survey method. 315 people are selected as the statistical population and sample among the managers and assistants in cultural and education centers and Sama technical and vocational colleges all around Iran. The means for gathering data is a questionnaire which is provided by the researcher himself which level of measurement was 5 degrees on the basis of Likert Scale. Its validity has been proved by 35 experts and its reliability is estimated on the basis of Cornbach Alpha which is 0.79. The gained results showed that the cultural entrepreneurship, management entrepreneurship, expanding entrepreneurship learning and training, structural entrepreneurship, commercial researching entrepreneurship, marketing and constant financial support enterprising creative Entrepreneurship ideas at the university.

Key words: Development · Entrepreneurship · University · Creativity · Learning · Technology

INTRODUCTION

Entrepreneurship is considered as one of the 3rd millenniums' necessity which is nominated as the age of Knowledge, information and globalization. The worldwide demand is to learn, create and apply the newer, modified and up-to-date- or possibly invent new technology in the world race of communication and trading competition development to open more job opportunities. At this such inconsiderate world Entrepreneurship offer could be the effective elements of faster growing efforts to chase and set as world advances process race which by itself is seen as an important factor that affects and challenges the post-modern people. [1]

Entrepreneurship also provides an environment for new generation to pursue and exercise their creativity new science invention at the university /college levels. Commercializing the Entrepreneurship process, by applying the college researches and renovating the ordinary schooling system in order to expand the human knowledge are the ideal goal. Based on these goals, motivating university with Entrepreneurship would lead university towards advancing education process. A Entrepreneurship university is the one where ordinary teaching process (methods) has been modified and upgraded along with Entrepreneurship to produce new knowledge and expand the human's science on one hand and it is a place where the educational and research needs and counseling services are closely considered and they are solved through valuing new thoughts and smart thinking on the other hand, in other words, it aims at providing the opportunities to define, formulize and solve the problems individually or in groups and as a result to prepare conditions for the consistent development in the country. The path to produce an Entrepreneur university is relatively long route which goes through following passages [2].

First Stage: Figure out the university priorities and strategy views through negotiations with university's scientist representatives, employees and students.

Second Stage: The university should play an active business role in order to commercialize the intellectual production by the university professors, staffs and students.

Third Stage: The university should play a pre active role to improve the new Entrepreneurship improvement environment via counseling with the active industrial

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sponsors and get their cooperation's attentions. University has the vital (settler) role in education and Entrepreneurship- development for country. In addition to the general role of training the expert human sources and producing knowledge, some special roles are defined for the university in this respect.

Mr. Yadollahi believes that the most important expected roles for the universities in developing the entrepreneurship are as follows [3]:

- Providing Entrepreneurship wave throughout the country.
- Introducing Entrepreneurship educated and trained human resource to the community and society- Solve the public, government and university's problems.
- Prepare life learning system to back up educated fellows as:

- Find and train Entrepreneurship students for country needs
- Support developed Entrepreneurship formation expert nets
- Founding advanced technical based companies
- Train educated individuals ready to form new corporations and create new job opportunities

Henion listed the item that caused the Entrepreneurship expansions as: Shrinking the large companies due to world trading demands, global changes in business patterns, new world's economy expansions in most regions and creating new business opportunities [4].

Block expresses the Entrepreneurship goals as follows: Knowing and be awareness of Entrepreneurship (education about entrepreneurship), provide the individuals with the entrepreneurs' viewpoints (education through entrepreneurship), preparing the individuals to be an entrepreneur (education for entrepreneurship), educating people for having entrepreneurship knowledge, having skills in analyzing the economical opportunities and combining the operational plans, determining and strengthening the capacities, having the talent and skill for entrepreneurship, inducing risk taking in analyzing strategies, expanding the consultation and the mutual support in aspects of Entrepreneurship patents and empowering the viewpoints in accepting the changes [5].

Taj-Abadi through his research entitled as "The University's duty to promote the Entrepreneurship's cultures" shows that some countries, with respect to entrepreneurship, could greatly advance themselves to fight their economical crisis and provide more job opportunities for joblessness. Through this action, the connection between education, technology, production and market has been one of the university's issues in the country [6].

Sabbaghian and *et al.*. in investigating the entrepreneurship's specialties in students show that there is a meaningful relationship between Entrepreneurship and hidden toleration rate, controlling inside, wishing to successes, taking risk, creativity and independency. In addition to this, the research result proved that there is not any meaningful difference between the schooling and training programs and the students' rates of entrepreneurship. In other words the current offered university schedule has no effect to the students Entrepreneurship performance rate [7].

Kordnaich and *et al.*. through a research titled as "Investigating the Relationship between Entrepreneurship Organizations Structure Elements and its Culture at the University of Tehran" found that an entrepreneur university is one of the very new and important college level's subjects. In an Entrepreneurship University, the culture and structure of Entrepreneur is considered as a requirement condition for Entrepreneurship organization success at the university such as Tehran University. To prove these matters, there should be a close connection between the culture of Entrepreneurship and its structure. Great organizations such as Tehran University, in order to settle the Entrepreneurship, should take into consideration the different organizational elements such as culture and structure, each of which has its own specialties and study them and run a proper coordination between them. In such research, an Entrepreneurship organization ought to be seen as an appropriate strategy for growing and expanding the university and through this aim it set the goal to detect the relationship between the Organization's structure and culture elements [8].

Hosseini Lorgani and *et al.*. through a research with the aim of finding the role of entrepreneurship over creating jobs phenomena for post educated and graduate students came to the result that some professionals believe that on the edge of becoming globalized, teaching the thinking and culture in Entrepreneurship methods, expanding the research centers of entrepreneurship (R and D), digitalizing Entrepreneurship workshops, electronic carriers, Entrepreneurship programming of the universities courses and classes, scientific cooperation

with research centers in developed countries, exchanging the students and professors and etc. This way can produce valuable Entrepreneurship thoughts sharing throughout the universities nationally and worldwide to generate proper jobs with high and proper educated performers [9].

In another study which was conducted in Iran, the relationship between organizational entrepreneurship and social capital and its dimensions were analyzed. The obtained results pointed out that there is a significant relationship between these two items and that social capital as a social characteristic can lead to the improvement of creativity which in turn facilitates the innovative behaviors and risk taking which is subsequently regarded as one of the most important factors of entrepreneurship.They then noted that in order to increase the organizational entrepreneurship, some strategies such as paying attention to research and development unit, creating new department in the organizational level, educating people who are interested in entrepreneurship, forming the independent teams and workgroups for having new ideas, creating close relation between managers and staffs and etc. which in turn can improve the social capital for entrepreneurship in an organization are required [10].

Can and *et al.*. in his studies entitled as "Promoting entrepreneurship to extend the economy as a cultural analysis from the students' viewpoints" shows that globalization has increased the world trades. Therefore entrepreneurship strategy will restrain expansion or improve the economy process. Thus Entrepreneurship will get worldwide student attention. And following student's attention universities also tend towards Entrepreneurship to extend economy [11].

In another research run by [12], the factors that are effective for the students at the university to be entrepreneurs were investigated. In this study, which was conducted in distance Education University and among the girl students in Iran, it was indicated that family's and especially mothers' higher education can play an important role for their daughters to be an entrepreneur. It was revealed that there is a positive relationship between the parents' education and the entrepreneurship and entrepreneurship profile. In addition, in that study, it was mentioned that marital status among women can have an impact on their being entrepreneurs. It was revealed that married women have more tendencies to entrepreneurship activities in comparison to singles.

In this regard, another research also portrayed the role of the family in enhancing the students' awareness about, attitude toward and capabilities of entrepreneurship. The data analysis revealed that parents can play an important and influential role in making their children involve in entrepreneurship activities and that the continuous involvement in family businesses enhances students' self-efficacy which in turn makes them lead entrepreneurial activities [13].

Sewell Peter and *et al.*. through their research with the aim of concentrating on investment and Entrepreneurship in advanced education and clarifying comprehension, came to such results in which entrepreneurship, as a vital need, is in their order at many advanced institutes to improve employment demands and business investment, but yet, there are some confusion and carelessness through setting the Entrepreneurship education and training and teaching strategies to students [14].

Moreover, in a study by [15], who analyzed the challenges which influence the development of entrepreneurship in Agricultural cooperatives, the challenges are categorized into seven groups of informational, technical, marketing, structural, managerial, regulatory and financial that were ordered by their magnitude of their impact. Her study in which the managers of agricultural cooperatives were surveyed to explore their perceptions about the challenges, it was reflected that informational, financial and technical factors are the most important challenges that have greater impact on developing entrepreneurship in agricultural cooperatives. Furthermore, It was noted that in spite of all these challenges, as entrepreneurship has a positive effect on economic situation of rural areas, those who are creative, innovative and resourceful should respond to the changing environment and plan their new ways for new businesses.

Leitch and *et al.*. through their research entitled "Setting a Model to teach and Extend Entrepreneurship" have found that theory and action are Entrepreneurship necessity [16].

Wang Wei in their research regarding Entrepreneurship and its strategy in China found that five new powers of job's goal, work situation, work types planning and organizing the jobs and leading and systemizing the work would help the production process evaluation and in this process the leaders play effective roles to guide and promote the Entrepreneurship act [17].

Abdullah in his research showed that the government has started industrialization since 1980 and as a result has lead to the increase in production and subsequently it caused the implementation of acting on public affairs and the government plans which in itself advances the economy and improves values on people activities and it proves the government pays attention and supports the entrepreneurship which leads Malaysia toward advanced and progressed technology [18].

Yuan Wang and his associates through their research about knowing the market and the role of human abilities and the society capacities on developing and expanding Entrepreneurship in China found that while the access to high tech and skills and technical is low in country (china) they depend on small Entrepreneurship's investment which was relayed on their own people. Also making trustworthy relation to customer on one hand and promoting Entrepreneurship between in public on other hand caused grow industry expansion and production in china. With regards to what mentioned, our research is looking after effective factors in promoting and extending the Entrepreneurship at the University level [19].

Furthermore, in another study which was conducted by [20], it was noted that universities should transform themselves to the entrepreneurial enterprises. In that study, the challenges for commercialization of the university research for agricultural based inventions was analyzed, which subsequently develop the economic on one hand and providing many new jobs to the society on the other hand. It was noted that although commercialization of these university research takes a longer time, more case studies should be conducted in this regard to formulate the propositions. The challenges that are listed in this study include: timeliness which means the long time which is needed for commercializing which in turn needs a big money, lack of incentives and reward system and university-industry interactions.

The Methodology: In this study the surveying method is applied. The population and the samples are all the managers of Educational and Cultural Sama Centers and all the managers and assistants of Educational and Vocational Sama Colleges all around the country who are about 315. The sample, with respect to the limitation of the population's volume, all the entire members of the population are chosen through census as the statistic sample. The tool through which the information is collected is completing a questionnaire which includes 100 multiple questions on the basis of Likert Scale with the level of measurement in 5 degrees. This tool has nine dimensions and 100 signifiers as described below: the Entrepreneurship's culture with 13 signifiers, Entrepreneurship's management and leadership with 12 signifiers, Entrepreneurship's education with 15 signifiers, organization built with 7 signifiers, commercializing the research with 8 signifiers, entrepreneurship marketing with 10 signifiers, creative and innovative employees with 10 signifiers. Its validity has been proved by 35 experts and its reliability is estimated on the basis of Cornbach Alpha which is 0.79. In order to explore the entrepreneurship signifiers and dimensions, the Factor Analysis Test is used.

The Results

The Main Question: What Are the Entrepreneurship's dimensions and Signifiers at University?: The first Element has 24 signifiers which has the most elements' load with respect to applying and expanding the new learning technologies (0.830) and the least load as (0.432) which is related to the detection and evaluation of environmental elements of marketing (0.432) (Table 1).

The second Element consists of 15 signifiers which has the most element's load with respect to pricing system and the university services (0.801) and the least belongs to the low bureaucracy (0.387) (Table 2) .

The Third element has 16 signifiers which has the most element's load with respect to emphasis on training in groups (0.772) and the least belongs to the presence of managers with the high spirit of risk taking (0.388) (Table 3).

The fourth element has 14 signifiers which has the most element's load with respect to offering some side courses to main units (-0.739) and the least load belongs to market training management (marketing, financial management, …..) (0.369) (Table 4).

The fifth element has 7 signifiers which has the most elements' load with respect to training the managers with the extravagant and adaptable spirit with the environment (0.685) and the least belongs to the tolerating the opposite ideas as (0.513) (Table 5).

The sixth element has 7 signifiers which has the most elements' load with respect to encouraging the team working (0.694) and the least belongs to giving values and rewards to learning as (0.439) (Table 6).

Table 1: The results of the Factor Analysis Test with respect to the 1st Element

No	Entrepreneurship's development signifiers of the 1st. element	Element's load
1	Applying and developing new learning tech.	0.830
2	Students' constant individual learning	0.774
3	Sharing learning in all levels	0.771
4	Constant distributing knowledge at the university	0.752
5	University's Managers learning in group	0.745
6	Setting scientific districts	0.735
7	Arranging constant improving processing team methods at the university	0.723
8	None Faculty committee staff's constant personal learning	0.715
9	Science committee members learning in group	0.712
10	Generating constant knowledge	0.710
11	Science committee Constant personal learning	0.697
12	Setting different types of learning organization at the university	0.694
13	Growing centers at the university	0.686
14	Knowledge constant Saving at university	0.676
15	Staff's learning team	0.670
16	Using organization's maximum learning skills for maximum result	0.664
17	Constant Collecting data from other institutes and university	0.644
18	Finding private sector's supporter to extend the Entrepreneurship	0.640
19	Provide andexpand technology's info's. and relate it to university	0.617
20	University's manager constant individual learning	0.616
21	University financial independent	0.602
22	Students ' group learning	0.588
23	Employees with Entrepreneurship's knowledge	-0.461
24	Detect and evaluate marketing environment	0.432

Table 2: The results of the Factor Analysis Test with respect to the 2nd Element

No.	Entrepreneurship's 2nd. Element's expanding signifier	Element load
1	University's services and goods pricing system	0.801
2	Prepare, operate and control University's marketing	0.778
3	Furnish university merchandise distribution and service networks systems	0.749
4	Provide scientific technical centers	-0.654
5	Extending university budgets channels	-0.642
6	Financial support for new plans	-0.621
7	Make effective university's goods and service ads.	0.606
8	Make efficient university's research results	0.569
9	Easy pay budgets for new mind process	-0.561
10	Analyze Entrepreneurship's activities situation	0.527
11	Commercialize inventors and creators ideas	0.527
12	Searching and marketing the university's production and services	0.502
13	Form a share company between university and the investment co's.	-0.477
14	Invite and attract creative Faculty members	-0.424
15	Run/apply with low bureaucracy	0.387

Table 3: The results of the Factor Analysis Test with respect to the 3rd Element

No.	Entrepreneurship's development signifier is 3rd. element	Element load
1	Insisting on Group training method	0.772
2	University independency	0.674
3	Attract faculty members who can easily take risks	0.669
4	Attract Entrepreneurship's skillful faculty members	0.613
5	Perform statewide and nationwide according to industry and company's economy needs	0.609
6	Supervising based on available chances on university's departments	0.580
7	Providing capable scientific staffs who can create learning Entrepreneurship's environment	-0.569
8	Manager freedom of work	0.544
9	Scientific staff's Capability in combining theory n environment needs	0.537
10	Sharing researches between university and companies	0.532
11	Stand the confusion	0.495
12	Detecting the insides customer's needs	0.484
13	Extend intermediate courses	0.456
14	Detecting exterior customer needs	0.454
15	forming the Entrepreneurship's acknowledged scientific committee	-0.418
16	Providing Managers and Bosses with high risky spirit	0.388

Table 4: The results of the Factor Analysis Test with respect to the 4th Element

No.	Entrepreneurship's development signifier is 4th. element	Element load
1	Offering some side courses to main units	-0.739
2	Job satisfactory reaction	-0.646
3	Presenting Entrepreneurship's understanding as the part of courses topic	0.595
4	Presenting Entrepreneurship's as an independent study course	0.586
5	Training to settle and run business skills	0.529
6	Practical training on actual skills	-0.498
7	Training individual skills (as taking risk and renovator etc.)	0.483
8	Training to be capable of solving problem	0.467
9	Supervising different university's depts. Work results.	0.458
10	Providing Strategic Plan for Entrepreneurship's development at the university	0.448
11	Training business skills	-0.443
12	University and government cooperation	0.430
13	Support employees with innovative ideas	0.387
14	Train marketing and financing management	0.369

Table 5: The results of the Factor Analysis Test with respect to the 5th Element

No.	Entrepreneurship's development signifier is 5th. element	Element load
1	Train managers with high extravagant and adaptable spirit	0.685
2	Honor individuals with new ideas	0.671
3	Train prospective and pioneer managers	0.660
4	Reward good work	0.589
5	Invention legal registration patent license	0.577
6	Protect and support of renovation actions in all depts.	0.557
7	Tolerate opposite ideas	0.513

Table 6: The results of the Factor Analysis Test with respect to the 6th Element

No	Entrepreneurship's development signifier is 6th. element	Element load
1	Encourage team work	0.694
2	Zoning long time in evaluating the results	0.655
3	Applying managers with the high skills in team working	0.630
4	Compromising training materials with market and public needs and demands.	-0.541
5	Having Managers with failure tolerances	0.488
6	Having managers with creative and renovation altitude	0.487
7	giving value and rewards to learning	0.439

Table 7: The results of the Factor Analysis Test with respect to the 7th Element

No.	Entrepreneurship's development signifier is 7th. element	Element load
1	Eye on competitor	0.697
2	Using Successful Entrepreneurs' work experiences in training	0.643
3	Applying Less formal act.	0.552
4	Evaluating Entrepreneurship's training plans	0.513
5	Support taking risks in all departments	0.318

Table 8: The results of the Factor Analysis Test with respect to the 8th Element

No.	Entrepreneurship's development signifier is 8th. element	Element load
1	Insisting on training and teaching combination methods	0.598
2	Having share university and market views	0.441
3	Interior compilation challenge for research	-0.403
4	Train how to write and listen skills	-0.379
5	Having feel free on science committee	0.352
6	Setting the university districts	0.329
7	Reducing headquarter offices personnel size	0.308

Table 9: The results of the Factor Analysis Test with respect to the 9th Element

No.	Entrepreneurship's development signifier is 9th. element	Element load
1	Rewards based on high quality work done system	-0.711
2	Flexibility in management superiority system	0.398
3	Attract employees with high spirit in taking risks	0.398
4	Commitment to improving the quality of the work	0.391

The seventh element has 5 signifiers which has the most elements' load with respect to having Eye on competitor (0.697) and the least belongs to Support taking risks in all departments (0.318) (Table 7).

The eighth element has 7 signifiers which has the most elements' load with respect to insisting on training and teaching combination methods (0.598) and the least belongs to reducing headquarter offices personnel size as (0.308) (Table 8).

The ninth element has 4 signifiers which has the most elements' load with respect to rewards based on high quality work done (0.711) and the least belongs to promising to improve the quality work as (0.391) (Table 9).

CONCLUSION

The obtained results in this study listed in 9 Entrepreneurship's development signifiers' elements as below:

1st. Element: Applying and developing new learning tech 0. 830, student constant individual learning 0. 774, share the learners in all levels 0.771, constant Distributing knowledge at the university 0.752, University's Managers learning team 0.745, Setting scientific districts Arranging constant improving processing team methods at the university 0.735, none science committee staff's constant personal learning 0.723, none science committee staff's constant personal learning 0.715, Science committee members learning team 0.712, Generating constant knowledge 0.710, Science committee Constant personal learning 0.697, Setting different types of learning organization at the university 0.694, Growing center at university (0.686), Knowledge constant saving at university 0.676, Employee's learning team 0.670, Using organization's maximum learning skills for maximum result 0.664, Constant Collecting data from other institutes and university 0.644, Finding private sector's supporter to extend the Entrepreneurship 0.640, Provide and expand technology's info's. And relate it to university 0.617, University's manager constant individual learning 0.616, University financial independent 0.602, Students learning team 0.588, Employees with Entrepreneurship's knowledge 0.461, Detect and evaluate marketing environment 0.432.

2nd Element: University's services and goods pricing system.0.801, Prepare, operate and control University's marketing0.778, Furnish university merchandise distribution and service networks systems 0.749, Provide scientific technical centers - 0.654, Extending university budgets findings channels -0.642, New plans finance support -0.621, Make effective university's goods and service ads. 0.606, Make efficient university's researches results 0.569, Easy pay budgets for new mind process -0.561, Analyze Entrepreneurship's activities situation 0.527, Commercialize inventors and creators ideas 0.527, Search and marketing the university's production and services 0.502, Form a share company between university and the investment co's. 0.744- Invite and attract creative university's scientific members - 0.424, Run/apply with low bureaucracy 0.387.

3rd Element: Insisting on Group training method 0.772, University independency 0.674, Attract riskable scientific members 0.669, Attract Entrepreneurship's skilful scientific members -0.613, Perform statewide and nationwide prompt to industry and company's economy needs 0.609, Supervising based on available chances on university's departments 0.580, providing learning Entrepreneurship's environments for capable scientific staffs. 0.569, Manager freedom of work 0.544, Scientific staff's Capability in combining theory n environment needs 0.537, Sharing researches between university and companies 0.532, Stand the confusion 0.495, Detecting the insides customer's needs 0.484, Extend intermediate courses 0.456, Detecting exterior customer needs 0.454, forming the entrepreneurship' acknowledged scientific committee 0. 418 Find riskable bosses 0.388

4th. Element: Offering some side courses to main units -0.739, Job satisfactory reaction -0.646, Presenting Entrepreneurship understands as the part of courses topic 0. 595, presenting Entrepreneurship's as an independent's study course - 0.586, Train to settle and run business skills 0.529, Practical training on actual skills - 0.498, Train individual skills (as taking risk and renovator etc.) 0.483, Train to be capable of solving problem 0.467, Supervising different university's depts. Work results. 0.458, Entrepreneurship's development at the university strategical plans 0.448, Training business skills -0.443 University and government cooperation 0.430, Support employees with renovation ideas 0.387.Train marketing and financing to manager 0.369.

5th. Element: Train manager with outdoor and adaptable altitude 0.685, honor individual with new idea 0.671, train advance and lead managers 0.660, reward for good work 0.589, invention legal registration pad license 0.577, protect and support of renovation actions in all depts. 0.557, tolerate opposite ideas 0.513.

6th. Element: Encourage team fork 0.604, zoning long time in evaluation results 0.655, applying team work manager's skills 0.630, compromising training materials with market and public needs and demands. -0.541, having Managers with failure tolerances 0.488, having managers with creative and renovation altitude 0.487, giving value and rewards to learning. 0.439.

7th. Element: Eye on competitor 0.697, using Entrepreneurship's successful work experience in training 0.643, applying less formal act. 0.552, evaluating training plans 0.513, support riskable all depts. 0.315.

8th. Element: Insisting on training and teaching combination methods 0.598, having share university and market views 0.441, interior compilation challenge for research - 0. 403, train how to write and hearing skills - 0.379, having feel free on science committee 0. 352, setting the university districts 0.329, reducing headquarter offices personnel size 0.308.

9th. Element: Rewards based on high quality work done system -0711, Flexibility in management superiority system 0.398, Attract special employees with the spirit of risk taking 0.398; promise to improve the quality work 0.391.

Comparing the present results in this study echoes the previous results obtained by other researchers such as Sabbagian *et al.* [7], Kordnaich *et al.* [8], Hosseini Lorgani *et al.* [9], Can *et al.* [11], Leitch *et al.* [16], Wang *et al.* [17], Yuan *et al.* [19], Yaakub *et al.* [20], Yaghoubi *et al.* [10] and Ghiasy *et al.* [15].

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