

Investigating the Role of Culture and Education in University Entrepreneurship Development

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ABSTRACT

Education is one of the important aspects in development of entrepreneurship that attract special attention of countries around world. With respect to different studies, it proved that Features of entrepreneurship are often acquired, not inherited, for this, nowadays education of entrepreneurship convert to one of the important and extended activities of universities. The aim of this research is determining the relationship between indicators of entrepreneurship culture in university level with development of students' entrepreneurship of Islamic Azad University Shahindezh Branch. The statistical society of this research is students of under studied university and example of statistic involve 196 people. The data collection instrument is a questionnaire. Validity of questionnaire in content form confirmation from formal type. Reliability of questionnaire with Cronbach's Alpha test for question of entrepreneurship culture indicators in university level with development of students' entrepreneurship in questionnaire confirmed 0.950 and 0.921 respectively. In order to test the research hypotheses, Pearson and T- test independent and multi- variation regression test and analysis variance of F test were used. The results show that there is a relationship between the entrepreneurship culture indicators in university level with development of students' entrepreneurship of studied students.

KEYWORDS: Education, Culture, Entrepreneurship, Development, University.

INTRODUCTION

The purpose of education fundamentally is to give rise good individuals. This purpose is one that is universal and can be found in any civilization and culture [22]. Because of special place and role of entrepreneurship in development and economic growth and social changes, most of governments in developed and developing countries try to lead and encourage great number of societies that have entrepreneurship features to education on entrepreneurship and entrepreneur activities with at most possibilities and production of research achievements. Entrepreneurs with their skills in recognizing of opportunities and moving in developing of this are actual forerunners in change of economy and social changes [10].

Universities are the highest and the last level of educational system or the peak of educational pyramid in any country. The universities in any country follow goals and play some key roles including the training of professional manpower for the society, distribution and expansion of knowledge, expansion of research and paving the way for development and progress. [7]. The universities and the institutes for higher education are important not only for training professional manpower but also for the expansion of the frontiers of knowledge in terms of personal, national, and international development. The qualitative development of the universities in educational, research and administrative spheres would not be achieved unless all managers as well as members of the academic staff strive hard for the growth and development of the university and try to heighten the university's status to an acceptable level. Since the universities are the right places for doing research, at the present state of industrial and economic competition, doing research and development activities are one of the most effective ways for the heads of the universities and the institutes for higher education. It is noteworthy that in the developed and industrial countries, the budget for research and developmental activities is increasing every year [18]. Social entrepreneurship has become a common interest among the academicians and practitioners due to its enormous opportunities to challenge, question and rethink concepts and assumptions from different fields of management and business research [21].

Having attention to indicators of entrepreneurship culture in university level lead us toward Entrepreneur University because of fast economical, industrial and cultural changes in last decade and need of country for reinforce of learning structures and production of wealth from knowledge. We need suitable bedding for producing of science and technology. Putting attention to entrepreneurship category and learning and education of student that have essential skills and ability for creating of a favorable and suitable work is main duty of any University. The research try to investigate the relationships between indicators of entrepreneurship culture in university level that it's dimension involve: sense of mission, creativity and innovation, risk taking, Flexibility and adaptation, Ability communication, Need for achievement, Goal-oriented, Need for independence and responsibility with entrepreneurship development of student' s in that University.

LITERATURE REVIEW

Nowadays, university because of mission and commitments on society in one land must try for their effectiveness and permanence and in other hand with attention to their role in societies as example and from of other organizations must program on creating a suitable and for effectiveness of other organization until with new and effective ways can have valuable results for society [20]. The main goal and function of the university is training the needed expert manpower and preparing the grounds for the permanent growth and development of the countries [20]. Universities as dynamic systems and institutions have the leading and strategic role of involving people in planning for the management of the society [11]. Fail to fulfill their increasing responsibilities without effective management and leadership. With a growing awareness of the role of higher education in the society, people are growingly becoming sensitive to the issues related to higher education and the traditional methods are being questioned [8]. Studies show that the universities enjoy high modeling capacities in fulfilling their external social functions and creating communication between the environment and the society aimed at solving problems and overcoming deficiencies [6].

From them who have done research on investigation the features of entrepreneurship, we can refer to David McClelland, Karlson, Jan Stewart Mill, Brookhouse, David Birch, Timonz, Kalinz Moor, Mayer, Goldeshtain and Nord. The results of this research emphasis on being acquired of entrepreneur's features. So we must try on providing suitable environment and educations that reinforce features, experiences and essential skills in people. Investigations of researchers result on prediction and designing of entrepreneurship education courses, such that courses of entrepreneurship education with learning aim of people with high self-confidence knowing opportunities and people who tend on certainty of independent business, have designed. In fact, the aim was educating founder people on education ages. Such courses follow improving the motivation of trends such as having tend on independence, seeking opportunity, innovations, tend on accepting risk, commitment on work tend on solving the problems and enjoying of ambiguity and lack of certainty. With attention to essentials of entrepreneurship education, the first course on this ground start from late of 1960 in American and nowadays, entrepreneurship colleges and universities of most countries insert their entrepreneurship courses on educational programming [4].

The studies around the world showed that universities present at least lesson on entrepreneurship field, increase from 16 universities on 1970 and 400 universities on 1995 and at least on 50 universities, 4 or more lessons present on entrepreneurship field [3]. Barton Kelark believed that, dynamic universities on 21 century are universities that were entrepreneurship and could combine managerial and specialized values. In this era, the education that turned toward entrepreneurship in developed and developing universities is increasing. These progresses designed with aim of creating social experiences and suitable process of producing new things. Such program usually, helps to students and producing new ideas and programming the working of these ideas, in these programmers. They use of definite educational level, on reinforce of students skills for entering to work and foundation of commercial companies [20]. Robert Nashtata, knows entrepreneurship culture as accepting of risk, following of opportunities satisfaction of needs from technology and creating a business [2].

Entrepreneurship is a living part of economic development in today's society. Universities with recognizing the importance of this topic, apply different ways in education and intension of Entrepreneurship [23]. Fast growing of Entrepreneurship activities and striking role of knowledge in new economic, cause creating changes in Universities in culture, politic, economy and effective education of person ground. Indicators of entrepreneurship culture in University level that achieved with documental manner from papers and books are: sense of mission, Creativity, Innovation, risk taking, flexibility and adaptation, Ability communication, Need for achievement, Goal-oriented, Need for independence and responsibility that show in this research as basic component in Indicators of entrepreneurship culture.

1. Sense of mission: Any kind of entrepreneurship comes for an aim, that there is a mission on definite cause on its bedding; mission is process of entrepreneurship on its existence cause [13], 2. Creativity and Innovation: Creativity is a personal ability that can lead an innovation or virgin idea by Creative person. Technology is a process that converts idea or innovation to a displacing production on market [9]. In other words, technology is result of innovation process and services. Creativity is a force that hidden after innovation. Also, creativity defines as process that those people or small group produce useful and new ideas [12]. Either Creativity and Innovation are inseparable parts of entrepreneurship, as Peter Dreker says; existence of Innovation in entrepreneurship is so essential that we can claim entrepreneurship can't exist without it and Creativity can't meet any result without innovation [23], 3. Risk taking: Is accepting middle risks that can control with personal efforts. Accepting risk involves tending to managerial and taking the matters and allocation references to opportunities that has possibility accepting of reasonable cost of defect [13], 4. Flexibility and adaptation: Flexibility and adapt entrepreneur, seeking education feel security and being Creativity and like presenting service to people [14]. If entrepreneur will work with others and be effective must make itself flexible in that collection and hasn't refusal from conformity on group and university. 5. Ability communication: The relations of a set must create as such that any part help to other part and all of them make easy achievement of organizations aims. 6. Need for achievement: Need for achievement is basis of wishing priority, seeking competition, challenging aims, emphasis on doing work and excel on problems [16]. 7. Goal-oriented: Goal-oriented is any activity that is on basis of aim [16]. 8. Need for independence and responsibility: Seeking independence is progressive force of modern entrepreneurship. Their discomfort is from dry bureaucracy, accompanying with non-doubt commitment for creating differences lead to independent persons that try to find aims with its own way. So that, entrepreneurship must take the destination by itself [20]. And responsibility is the sense of accepting special duties that is on person's duty and that person use of it with favorable using of authority for doing that work [16].

Investigating indicators of entrepreneurship culture on university level is one of the basic essentials in recognizing and improving of entrepreneurship development. Indicators of entrepreneurship culture on university level can design on different dimension that refer to them in below:

1. Sense of mission is: Continuous effort for arriving of university mission, first priority of university is achieving on success in group, then taking serious sense of mission from managers of university and arriving in possible destination.
2. Creativity and Innovation is: Encouraging the students on creativity and innovation. Being interested on manager for improving services by student from their ideas, encouraging of students by manager of university for presenting new ideas, encouraging of people for talking on new ideas in university and having value on persons that convert ideas to action.
3. Risk taking is: Essential supports of government in accepting the risk and investment of accepting risk in university and supports of university for laboratory and small projects.
4. Flexibility and adaptation is: Existence of team working group and working with others in university, accepting easy learning in this university and existence of complete flexible in matters and programs of this university.
5. Ability communication is: Non- existence of relations from superior on subordinate. in university existence of suitable relation between different parts of university with students, fast response to new ideas in university and existence of suitable relation among different parts, managers and students.
6. Need for achievement is: Encouragement of wishing good fortune in university and doing matters of university with great standard.
7. Goal-oriented is: Existence of definite and clear aims in university, achievable aims in university and determining aims with best results and optimum using of existent recourses.
8. Need for independence and responsibility is: Education of independent seeking mood and accepting responsibility of students and extending mood of freedom and seeking success among students and workers of university.

With creating of equal opportunities for showing hidden talents of persons, we can achieve on extension of social justice in society. Nowadays, trend of world changes place entrepreneurs on frontal line of extended technology and economic development. Successful experience of developed countries and most of developing countries in passing of economic crisis by extending entrepreneurship in those countries caused other countries have special importance on entrepreneurs, entrepreneurship and forming new businesses [19]. with regard to globalization of economic phenomena, some of people believe that market of future world are from companies that give value on –risk– accepting and investment for extends of intellectual investment in big possible and are much effort able people in growth and take environmental condition for this. Because of this, development of entrepreneurship takes as various aspects of entrepreneurship.

Education is one of the important aspects in development of entrepreneurship that attract special attention of countries around world. With respect to different studies, it proved that features of entrepreneurship are often acquired, not inherited, for this, nowadays education of entrepreneurship convert to one of the important and extended activities of universities [17]. In this project the extent of entrepreneurship is: Increasing special knowledge during education period, in one field, making ability in business phase other than change in knowledge, ability of learning skills and special reduction in entrepreneurship ground, leveling suitable environment for entrepreneurs activities, emphasis on team working and at least experience the work with entrepreneur team, development and creativity of student's talents and development actual and intellectual ability of students, development and education the features and entrepreneurship manner of students, ability of taking new aims and seeking opportunities for business innovation and wishing fortune.

Mahmood Ahmadpoordaryani (1998) in his doctorate thesis, with topic of designing and determining education patterns of entrepreneur managers of industry,(Iran), studied 120 successful managers that introduce with using of related ministry views and experts, and provide distribute two questionnaire among them for measuring the rate of success and determining personal features. The analysis was done by using of statistical correlation tests of Espirman, Kaydo, Wilkaksan multi variable regression and factorial analysis in 151 variables. This correlation test confirmed much of relations with validity of 95%. Also with using of several variable regression tests and analysis of factor, many of effective factors recognized and grouped in success of organizations and finally introduce two patterns of entrepreneur and successful organizations and growing pattern of entrepreneur manager [1].

Hasan DanayiFard in 2007 in a paper with topic of the role of government in increasing entrepreneurship in managerial publication and development, results that increasing the number of entrepreneurs in a country cause effective reinforce of business group on government and countries that are able to create of stimulus for entrepreneurship in interval economy have possibility that can place themselves in a increasing trend of small businesses. Zitamel and Rice in 1987 were pioneers of entrepreneurship teaching in some of universities in American, have done investigation. They had some suggestions to the future of teaching and research in entrepreneurship field, they include: 1. There are opportunities for educational programs of entrepreneurship and must form in a manner that is in harmony with images that create about entrepreneurship, 2. Trend and process of harmony that some of programs take, when it is achievable that have done much researchers on it, 3. There are researches in educational way that used widely in entrepreneurship programs, 4. The evidence show that entrepreneurship lessons, entrepreneurship centers and programs can be as source for providing costs of university. Zitamel and Rice believed that education in entrepreneurship ground allocate all of the field in relation to executive problems in economy to itself and the view was nearest view in that time on current concept in university about education of managers with separating numerous branches from economic education that they designed believed that courses such as entrepreneurship with having intellectual and rational view that was spread on world, can open its place among people that wish activate on executive, managerial and entrepreneurship matters [13]. In other words, there is direct relation between progress of

technology and essential training of entrepreneurs [5]. Seyed Mohammad Mogimi and Mohammad Ahmadpoordaryani (2008) did a research with topic of Education of entrepreneurship in small and middle businesses of Iran : needs and ways [15].

MATERIALS AND METHODS

The population for the study was the students of university and example volume involve 196 students. A researcher made a questionnaire which was the instrument for collecting data. It consisted of two types of questions. To evaluate indicators of entrepreneurship culture in university level and for measuring the development of entrepreneurship, a five options Likert Scale was used. Face validity was the criterion for determining the validity of the questionnaire. The reliability of both questionnaires in Cronbach's alpha for the questions for indicators of question in university level and its development of entrepreneurship confirmed with 0.950 and 0.921 respectively, which is an acceptable range. In order to test the research hypotheses, Pearson and T- test independent and multi- variation regression test and analysis variance of F test were used.

The theoretical framework of the study is based on figure 1. In this study, the independent variable is indicators of entrepreneurship culture in university level and its dimensions: sense of mission, Creativity and Innovation, risk taking, flexibility and adaptation, ability communication, need for achievement, goal-oriented, need for independence and responsibility with dependent variable of development the entrepreneurship of students in university.

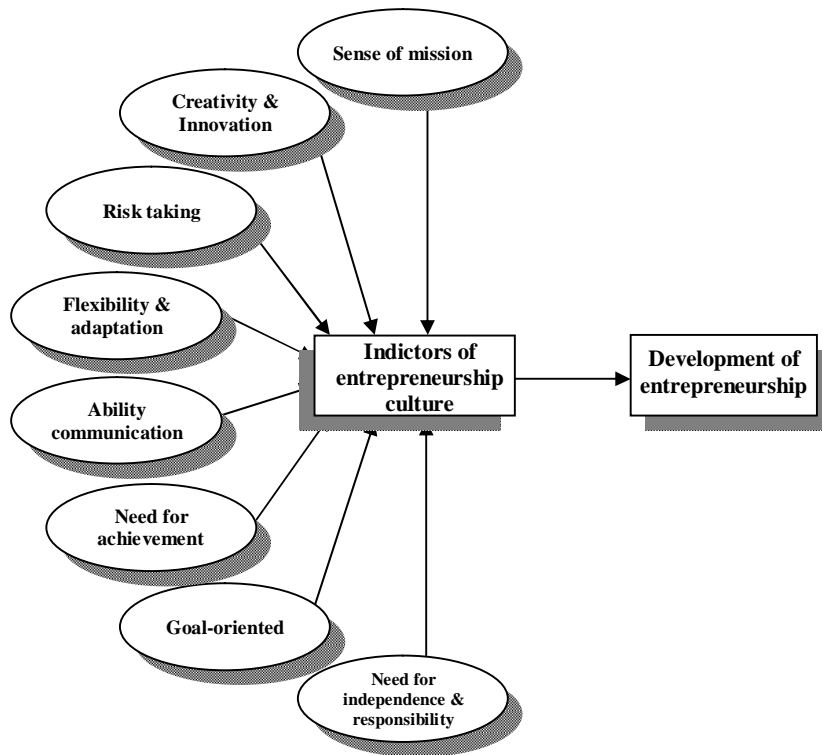


Figure1. The Theoretical Framework of the Study

In line with the research purposes, the following research questions were asked:

1. There is a correlation between indicators of entrepreneurship culture in university level with entrepreneurship development of students.
2. There is a correlation between senses of mission in university level with entrepreneurship Development of students.
3. There is a correlation between, creativity and innovation in university level with entrepreneurship Development of students.
4. There is a correlation between risks taking in university level with entrepreneurship Development of students.
5. There is a correlation between flexibility and adaptation in university level with entrepreneurship Development of students.
6. There is a correlation between ability communications in university level with entrepreneurship Development of students.
7. There is a correlation between need for achievement in university level with entrepreneurship Development of students.
8. There is a correlation between goal-oriented in university level with entrepreneurship Development of students.
9. There is a correlation between need for independence and responsibility in university level with entrepreneurship Development of students.

10. The correlation between view of Man and Woman, Married and unmarried students and age group in indicators of entrepreneurship culture is different.

Results and Discussion

RESULTS AND DISCUSSIONS

To analyze the data obtained from questionnaires, descriptive and inferential statistics was used. To describe the opinions of the statistical population about the research questions and the variables frequency tables and the percentage of responses were used. The research hypotheses are later tested through inferential statistics. For hypothesis 1 to 9 Pearson correlations and for hypothesis 10 independent T- test and F- test variance analysis test were used:

According to Table 1, 50.5 percent of the sample was male and 49.5 percent were female. According to Table 2, 53.6 percent of the participants were under 25, 22.4 percent were 25-30, 12.8 percent were from 31-35, 7.1 percent were 36-40, 2.6 percent were from 41-45 and 1.5 percent 46.50 were years old. Also according to Table 3, in the sample for the study, that 75 percent have two-year diploma in a college and 25 percent have BA degree. According to Table 4, we see that from level of course 80.6 percent of students are human science students and 4.6 percent are basic science and 14.8 percent are technology science and engineering. According to Table 5, we see that in married life, 61.7 percent of students are unmarried and 38.3 percent are married.

Table 1. The frequency and the percentage of the responses in the sample to the questions about Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	97	49.5	49.5	49.5
	Male	99	50.5	50.5	100.0
	Total	196	100.0	100.0	

Table 2. The frequency and the percentage of the responses in the sample to the questions about Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 25 old	105	53.6	53.6	53.6
	25 - 30 old	44	22.4	22.4	76.0
	31 - 35 old	25	12.8	12.8	88.8
	36 - 40 old	14	7.1	7.1	95.9
	41 - 45 old	5	2.6	2.6	98.5
	46 - 50 old	3	1.5	1.5	100.0
	Total	196	100.0	100.0	

Table 3. The frequency and the percentage of the responses in the sample to the questions about academic degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	two-year diploma	147	75.0	75.0	75.0
	BA degree	49	25.0	25.0	100.0
	Total	196	100.0	100.0	

Table 4. The frequency and the percentage of the responses in the sample to the questions about level of course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	human science students	158	80.6	80.6	80.6
	basic science students	9	4.6	4.6	85.2
	technology science and engineering students	29	14.8	14.8	100.0
	Total	196	100.0	100.0	

Table 5. The frequency and the percentage of the responses in the sample to the questions about married

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	121	61.7	61.7	61.7
	Married	75	38.3	38.3	100.0
	Total	196	100.0	100.0	

According to the statistics in Table 6, the frequency and the distribution of the responses to the questions in the questionnaire, the average of the independent variable of the indicators of entrepreneurship culture in university level of the university under study is 66.10. Moreover, the average of the different dimensions of sense of mission, creativity and innovation, risk taking, flexibility and adaptation, ability communication, need for achievement, goal-oriented, need for independence and responsibility, indicators of entrepreneurship culture were 11.81, 12.45, 4.58, 7.81, 9.60, 4.83, 7.62, and 7.41 respectively. The average of dependent variable of the performance of the members of the academic staff was 97.84. The average for the educational and research dimensions of the dependent variable of the entrepreneurship development of students was 23.97.

Table 6. The descriptive statistics for the research variables

	Sense of mission	Creativity & Innovation	Risk taking	Flexibility & Adaptation	Ability communication	Need for Achievement	Goal-oriented	Need for independence & responsibility	Indicators of Entrepreneurship Culture	Entrepreneurship Development
N	Valid	196	196	196	196	196	196	196	196	196
	Missing	0	0	0	0	0	0	0	0	0
Mean		11.81	12.45	4.58	7.81	9.60	4.83	7.62	7.41	66.10
Median		12.00	12.00	4.00	8.00	9.50	5.00	8.00	7.00	66.00
Mode		11 ^a	14	4	10	9	5	8	7	67
Std. Deviation		3.482	4.343	1.823	2.909	3.522	2.048	3.037	2.988	19.823
Variance		12.126	18.864	3.322	8.462	12.406	4.195	9.222	8.931	392.950
Range		16	20	8	12	14	8	12	12	96
Minimum		4	5	2	3	4	2	3	3	26
Maximum		20	25	10	15	18	10	15	15	122
a. Multiple modes exist. The smallest value is shown										

After defining all research hypotheses in the form of statistical hypotheses (H_1 and H_0) and testing them, the results for testing hypotheses 1-9 was obtained as shown in Table 7. To determine the correlation between the indicators of entrepreneurship culture in university level with entrepreneurship development of students, Pearson test was used.

Table 7. Statistical tests of the research

NO	Variable	N	Test Type	Sig(2-tailed)	Entrepreneurship Development
1	Indicators of Entrepreneurship Culture	196	Pearson Correlation	0.000	0.852
2	Sense of mission	196	Pearson Correlation	0.000	0.659
3	Creativity & Innovation	196	Pearson Correlation	0.000	0.634
4	Risk taking	196	Pearson Correlation	0.000	0.567
5	Flexibility & Adaptation	196	Pearson Correlation	0.000	0.754
6	Ability communication	196	Pearson Correlation	0.000	0.661
7	Need for Achievement	196	Pearson Correlation	0.000	0.774
8	Goal-oriented	196	Pearson Correlation	0.000	0.777
9	Need for independence & responsibility	196	Pearson Correlation	0.000	0.785

As shown in Table 7, for hypotheses 1, at 9-Tailed significance level, the significance level for Pearson test was 0.000 which is less than the significance level for 0.05. So for hypotheses 1 to 9, the null hypothesis (H_0) was. Also for testing hypothesis 10, and determining the difference and the sequence of the indicators of entrepreneurship culture in university level in comparison to the dimensions of the entrepreneurship development of students rejected at the university under study based on independent T- test and F- test variance analysis tests were used the statistics would be as given in Table 8, 9, and 10.

Table 8. T-Test Independent Samples Test for investigating the indicators of entrepreneurship culture in view of students (Woman and Man) of Islamic Azad university of Shahindegh

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Indicators of Entrepreneurship Culture	Woman	97	64.18	18.877	1.917
	Man	99	67.98	20.630	2.073

Table 9. Analysis variance of F-Test for comparing the average the indicators of entrepreneurship culture among different group ages

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4156.960	5	831.392	2.180	.058
Within Groups	72468.198	190	381.412		
Total	76625.158	195			

Table 10. F-Test Independent Samples Test for investigating the indicators of entrepreneurship culture in view of students in different age group of Islamic Azad university of Shahindegh

old	Mean	N	Std. Deviation
under 25 old	68.68	105	19.526
25 - 30 old	62.16	44	18.545
31 - 35 old	60.12	25	19.694
36 - 40 old	63.64	14	22.609
41 - 45 old	68.80	5	21.371
46 - 50 old	90.33	3	11.150
Total	66.10	196	19.823

As you see in 8, 9, and 10 Table, because of this that T- independent test, F analysis variance test is $P=0.000$, is greater that meaningful level that is 0.05, so H_1 hypotheses fail. So we can result that there's no difference between view of man and woman students and married and unmarried and different group of ages in indicators of entrepreneurship culture in university level.

CONCLUSION AND SUGGESTIONS

The results for the research hypotheses are as follows:

There is a correlation between indicators of entrepreneurship culture in university level and eight dimensions included the sense of mission, creativity and innovation, risk taking, flexibility and adaptation, ability communication, need for achievement, goal-oriented, need for independence and responsibility with entrepreneurship development of students. Also, the correlation between view of Man and Woman, Married and unmarried students and age group in indicators of entrepreneurship culture is different.

As the results of research show, there is meaningful the relationship between indicators of entrepreneurship culture in university level with development the entrepreneurship of student's in Islamic Azad University Shahindegh Branch, and because of that, rate of indicators in entrepreneurship culture in university is low and development of entrepreneurship of student's is low, is far so, for reinforcement and increasing the rate of indicators entrepreneurship culture in university level for managing of Islamic Azad University Shahindegh Branch and for development of entrepreneurship we suggest these ways(The suggestions in line with the research hypotheses are as follows):

1. Reinforcing sense of mission: we suggest that responsible of university for encouraging of mood and entrepreneurship culture in encouraging the knowledge of society in university, especially student's, entrepreneurs and their role in encouraging of economy and creating jobs and relict have basic pases and recognizing mission in university make familiar students with creating of new businesses in university, destination of group and cause of existence new business must be define for students,
2. Reinforcing creativity and innovation: we suggest that manager of university, encourage their students for searching, explosion and finding interesting topics and reinforce their wish and serious in doing works and duties. One of the ways in making interested the students for topic and giving valuable references that increase their information,
3. Reinforcing risk taking: we suggest that government must try with increasing of possibilities and essential facility for leading of university in accepting risk and investment for their essential supports,
4. Reinforcing flexibility and adaptation: for mach flexibility and adaptation in university and making familiar students with entrepreneurship problem then creating work-group teams and analysis of their work in entrepreneurship activities, done some moves,
5. Reinforcing ability communication: we suggest for creating correct and suitable relation among different parts of university with students and also using of entrepreneurs. And successful people are used for leading of students and try for avoiding and dry bureaucracy and non-flexibility in relation of university for learning of students and having flexibility in epigraph of their work,
6. Reinforcing need for achievement: in having need for students from university, we suggest programming in cotenat of education. Training entrepreneurship masters, presenting entrepreneurship education in form of classes, seminar and creating entrepreneurship courses in university in different parts in program of responsible. For paying attention to education and reinforcing motivation of wishing success is one of the important acquires features of entrepreneurs,
7. Reinforcing goal-oriented: for making familiar the students with new and achievable aim, we suggest that universities done essential ground for development of researches in entrepreneur, requiring execution of entrepreneurship projects in related ground with attention to conditions of region for making ready the students for arriving best results,
8. Reinforcing need for independence and responsibility: We suggest that request from student presenting projects and design process of commercial design in related lessens. Indeed needing for independence and accepting responsibility is one of the important features of entrepreneurs in students as one of the strong motivational force,
9. Reinforcing entrepreneurship culture and for development of entrepreneurship: We suggest that in education of student must give value to innovation and creativity and education and training the behavior of entrepreneurs and development of skills and actual abilities by executors can have basic role in development of entrepreneurship. Also we use of able and expert masters in presenting entrepreneurship lesson and cruelty of entrepreneurship course in B.A and complementally education in different tendencies for universities done.

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