

**INVESTIGATING EMPLOYMENT AND
ENTREPRENEURSHIP BARRIERS IN HIGHER
EDUCATION ACCORDING TO STUDENTS OF
COMPLEMENTARY PROGRAMS AT SAVEH BRANCH OF
ISLAMIC AZAD UNIVERSITY**

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Abstract

The growing course of unemployment among college and university graduates can be due to different factors including non-correspondence of academic education to demands of the labor market, knowledge-oriented approach in the content and methods used in higher education programs and the prevailing culture in the society expecting employment of university graduates in the public sector as their inevitable occupational destiny. The above situation necessitates study and exploration of the existing problems in the higher education system for adopting the right entrepreneurship strategy. Considering the importance of the issue, present research through a survey intends to “identify and analyze entrepreneurship barriers in the higher education system”. The research statistical population includes students of master programs from various disciplines currently studying at faculties of Islamic Azad University, Saveh Branch in the academic year of 2011-2012. Of a total number of 2361 students as the statistical population using

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stratified sampling with proportional allocation 300 students were selected as the sample. Data gathering tool in this research was a researcher-made questionnaire and the understudy students by responding to it supplied the major part of the research findings. The obtained data were analyzed by SPSS (version 18). Research results in the section Descriptive Findings describe individual variables and study the key factors in choice of discipline, study follow-up and prioritization of graduates employment barriers, and entrepreneurship problems and obstacles in the higher education. In the section Inferential Statistics, using correlation analysis, mean comparison tests and Kruskal-Wallis Non-Parametric Test the research hypotheses were examined.

The obtained results indicated a significant association between students' age and their attitude to impact of university on people's entrepreneurship. However, no significant relationship was found between other independent variables and the dependent variable. The obtained finding from mean comparison indicated absence of any significant difference in attitude of different groups of students in terms of gender, marital state, employment, academic discipline and place of study.

Key words: entrepreneurship, employment, higher education

Introduction

In the competitive and market-oriented economy of the present time which is accompanied with rapid and accelerating changes of international environment and transition from the industrial society to information society and change of national economy into global economy, entrepreneurship is referred to as the motor of economic development which helps countries' economic growth and development and promotes productivity, job creation and social welfare. Innovation, moderate risk taking, search for opportunities and resource equipment are among the entrepreneurship features which serve to profit from opportunities through creation of new businesses by bringing changes to the existing organizations. In fact, entrepreneurship process is accomplished by those people who strongly long for success and are characterized by extraordinary perseverance, persistence, and risk taking with an outlook as their advantages. In fact, it is individual entrepreneurship that with a new idea and initiation of a business undertakes introduction of a new product.

Various factors may be involved in the growing unemployment rate among universities graduates the most important of which are non-correspondence of academic education with demands of the labor market, knowledge-oriented approach in educational content and methods of higher education programs and the prevailing culture in the society expecting employment of university graduates in the public sector as their inevitable destiny. Hence, study and exploration of the existing problems and issues in the higher education system for adoption of an entrepreneurship strategy seems necessary.

Today entrepreneurship training has turned into one of the most crucial and wide ranging academic activities. During 80s, universities according to training groups and local, and regional and national requirements have designed numerous training programs for private and public organizations. European governments too have

provided special supports for the activities which encourage entrepreneurship among young people.

Problem statement

One way for economic growth and development is resolving unemployment problem through long term planning and investment. In view of the experts, one of the most effective ways available for this purpose is education and training, a high quality and dynamic training with updating possibility. For realization of such training, higher education plays a crucial role, since higher education usually is the last phase in the official education before entering the job market. On the other hand, the increasing unemployment rate in the country, especially among the university graduates, indicates non-correspondence of the provided programs in the higher education system with the society's current demands or inefficiency of the education so as the graduates are not able to find a suitable job for themselves. Obviously, the ultimate purpose of higher education is training of entrepreneur graduates that after finishing their study using the available resources and opportunities are able to create a job relevant to their academic field of study. Such approach to higher education is realized by an entrepreneurial mindset and sympathetic focus.

The most important issue in entrepreneurship training is entrepreneurship trainability. In the beginning, the public thought of entrepreneurship as a set of inherent characteristics which is not acquirable. However, the findings of different studies repudiated this belief and it was demonstrated that many of entrepreneurial qualities and skills are acquirable and trainable. On the other hand, in the current situation where the unemployment problem of university graduates has become a complicated issue, national states and international organizations believe that entrepreneurial approach and strategy in higher education as a kind of planned intervention can have a significant contribution to economic development of

countries and resolving unemployment problem in the society including unemployment of university graduates so as today it is talked about an entrepreneurship-based development model (AhmadpourDaryani, 2004).

Research purposes

General purpose:

- ✍ Identification of the barriers and problems in the way of entrepreneurship approach to higher education system from viewpoint of the master program student of Islamic Azad University, Saveh Branch

Particular purposes:

- ✍ Specifying individual characteristics of students at complementary educational programs
- ✍ Investigating the role of higher education in helping graduates find job in different professions from viewpoint of the students of complementary educational programs at Islamic Azad University, Saveh Branch
- ✍ Determining major barriers in the way of graduates employment from viewpoint of master program students
- ✍ Determining entrepreneurial content of the educational programs and their correspondence to demands of the labor market and other exigencies
- ✍ Determining relationship of students' individual characteristics with their attitude to the role of higher education in entrepreneurship
- ✍ Factor analysis of barriers and problems in the way of entrepreneurial approach in the higher education system
- ✍ Determining the main priorities from among the possible entrepreneurship barriers in higher education
- ✍ Providing practical suggestions to achieve an entrepreneurial mindset in higher education based on the research findings

Research significance and necessity

The current economic, social, cultural and political conditions of the society demand new and different models and solutions for the existing problems and bottlenecks. In the atmosphere of the country's economic organization plan serious and undeniable concerns are expressed and if one hesitates and lags behind in dealing with them, they will result in harmful consequences for our society. The young demographic composition of the country, creation of employment opportunities and reduction of unemployment necessitate optimum utilization of valuable human resources by the country's policy makers and decision makers enabling the trained and innovative people to bring the society's economy out of stagnation and to be the source of great developments in responding to human and social demands of the society (Ahmadpour, Daryani and Feiz, 2001). Scholars of social and educational sciences are of the view that in the current situation the most essential source of sustainable employment and the true solution for the unemployment problem is training of talented and creative workforce that by drawing a new perspective of life can achieve novel combination of limited resources. This source in the scientific terminology is called entrepreneurship. Entrepreneurship through right identification and exploitation of opportunities by providing job opportunities can help economic thriving, innovation and change in life style and environment.

Research hypotheses

Considering the literature of the present research and review of the prior research on entrepreneurship and higher education, the following hypotheses are composed:

1. There is a relationship between students' age and their attitude to the effect of university on entrepreneurship
2. There is an association between average grade at bachelor program and students' attitude to the effect of university on entrepreneurship

3. There is a difference between attitude of male and female students to the impact of university on their entrepreneurship
4. There is a difference between attitude of single and married students to the impact of university on their entrepreneurship
5. There is a difference between attitudes of students with varying course of study at high school regarding the impact of university on their entrepreneurship
6. There is difference between attitudes of students with varying specializations at bachelor program regarding the impact of university on their entrepreneurship
7. There is a difference between attitudes of students with varying specializations at master program to the effect of university on their entrepreneurship
8. There is a difference between attitudes of students with varying employment conditions to the effect of university on their entrepreneurship
9. There is a difference between attitudes of students with varying employment conditions to the effect of university on their entrepreneurship

Research scopes

To help the researcher and readers in identifying generalizability or non-generalizability of the research results, its boundaries should be specified from different aspects. In present research, these boundaries are clarified from three spatial, temporal and thematic perspectives.

Thematic scope

This research exclusively concerns the subject of entrepreneurship within the higher education system for different disciplines at Islamic Azad University, Saveh Branch. According to the stated purposes, present research's thematic scope concerns the existing barriers and problems in the higher education in adoption of an entrepreneurship approach in universities.

Temporal scope

Present research temporal scope is the year 2011-2012, since it is conducted during time period.

Spatial scope

Given the statistical population, different faculties and departments of Islamic Azad University (Saveh Branch) form the spatial domain of the present research.

Research methodology

Present research is mainly based on a survey plan through which students are asked to give their opinions on the dependent variable, i.e. their attitude to the impact of university on their entrepreneurship. In addition, considering the research hypotheses and purposes which seek to identify the relationship of the variables and demographic attributes of the students with their attitude, correlation technique is utilized in which relationship of two or more variables is simultaneously and without manipulation and control is examined. Hence the research variables can be specified as follows:

Independent variables: independent variables in this research are individual attributes of the understudy people which include their age, gender, marital state, course of study at bachelor program, average grade at bachelor program, course of study at master program, faculty of the education center, course of study at high school, occupation, education of parents, and family's economic condition

Dependent variable: dependent variable in this study is attitude of students to impact of university on their entrepreneurship

Statistical population and sample group: considering the purpose of this research (students' attitude to impact of university on their entrepreneurship), the statistical population included students of the complementary educational programs (in particular, at master program) so given their previous four-year experience in the

academic environment they are in position to give their opinion on the educational programs and university's structure and specifications. Thus, the statistical population includes all students of master programs with different specializations at Islamic Azad University, Saveh Branch and Science and Research Branch the total number of whom according to the official statistics at the time of research conduction came up to over 2361 students.

Considering the research methodology and the meant statistical analyses and based on the research documentation, it was decided to investigate 15 percent of the total population as the research sample. Therefore, considering the sampling loss which normally is the case in surveys, using stratified random sampling method 300 students were selected as the sample so as the number of students was selected based on their proportion in each discipline. In other words, the disciplines which comprised a larger number of students were allocated a larger sample size. The intended sample in each discipline was selected using simple random sampling method.

After execution and collection of the questionnaires, it was found that 35 questionnaires due to incompleteness and vagueness had to be excluded from the whole set, so the total sample amounted to 265 students.

Data collection tool in this study was a questionnaire which was completed by the understudy students. The research questionnaire was designed based on the prior research works. As was earlier said, for the questionnaire validation and determining students' attitude to entrepreneurship, exploratory factor analysis was used. Based on this method, the questionnaire's questions were exposed to analysis of the main constituents in order to 1) determine the present constituents in students' attitude to entrepreneurship and 2) to confirm the questionnaire's factor (structural) validity.

Research results in the section Descriptive Findings specifies individual variables and investigates determinants in choice of academic discipline and study follow-up by the students as well as prioritization of the graduates' employment barriers and problems and obstacles in the way entrepreneurship in the higher education. In the section Inferential Statistics, using correlation analysis, mean comparison test (t-test) and Kruskal-Wallis non-parametric test, research hypotheses were tested.

1.3 Descriptive findings

Mean age of the understudy people in this research is 28.33 years the youngest of whom was 20 and the oldest one 48 years old. The greatest frequency concerned the age group of 25 year old and the least frequency concerned the age group of 22, 39, 42 and 48 years old, meanwhile, the obtained standard deviation is equal to 3.8. Of 268 understudy students, 156 were male and 109 were female. Out of 265 students who have completed the questionnaire, 136 studied human sciences, 80 engineering and 49 agricultural disciplines. In terms of marital state, 103 students were married and 162 were single.

According to present research findings, fathers of the 143 understudy students were government employees. The greatest frequency was found for governmental employment and the least frequency for jobless people (44 persons). In addition, results of this research indicate that 78 persons were self-employed. Based on these findings, 173 persons out of 265 were housekeeper, 37 persons were public sector or government employees, and 55 ones didn't answer the question.

The obtained information regarding course of study at high school indicates that course of study of 42.6 percent of the respondents was Empirical Sciences, 30.9 percent Mathematics and Physics, 20.4 percent Human Sciences, and 6.1 percent of them studied at technical school. In the meantime, the results indicate the greatest frequency for the respondents studying Empirical Sciences. Based on the research results, the students' average mark at high school was as follows: 27.2

percent of them had an average mark between 10-14, 47.5 percent between 14-17, and 25.3 percent between 17-20 and the greatest frequency belonged to the average mark 14-17 with 126 students. In regard to the students' average grade at bachelor degree it was found that majority of them had an average grade of 14-17. In addition, 24.2 percent of them had an average grade of 10-14, and 15.1 percent had an average grade of up to 20.

Moreover, it was found that 7.5 percent of the understudy students at bachelor program studied Law, 20.8 percent Agriculture, 3 percent Educational Sciences, 10.6 percent Chemistry, 10.2 percent Psychology, 16.2 percent Management, 1.5 percent Languages, 2.6 percent Accounting, 0.4 percent Political Sciences, 6.8 percent Metallurgy, 0.4 percent History, 0.8 percent Economics, 0.8 percent Electrical Engineering, 9.4% Computer, 5.3 percent Mechanical Engineering, and 3.8 percent Industrial Engineering.

According to findings of the table, it is seen that 72.1 percent of the understudy students referred to the item "interest in course of study", 4.2 percent to "desirable labor market for the academic discipline", 6.4 percent to "recommendation of parents, friends and acquaintances", 3 percent to "low score in the University Admission Test", 7.2 percent to "choice of discipline only for entering university", 7.2 percent to other items as the key factors in their choice of academic discipline. In addition, these results indicate that from the respondents' point of view, the most crucial factor in choice of the academic discipline and getting admission for it is the "interest in the academic discipline" in the University Admission Test.

Employment state of the respondents indicates that in the interval from end of bachelor program to start of master program, 27 worked full-time and 101 worked part-time. As for other people who were not employed during this interval, it should be noted that the interval between the two educational programs has been less than one year. In addition, in terms of the current employment state, 85

students worked full-time and 47 students worked part-time and others only studied.

Relevance degree of occupation of the understudy people in present research was evaluated based on a five-option spectrum. According to the obtained results, in regard to relevance of previous job (before entering master program) with the academic discipline, 57 respondents chose the option of irrelevance, 26 respondents chose for the option very little relevance, 24 respondents for the option little relevance, 44 respondents for the option somewhat relevant, 62 respondents for much relevance, and 52 respondents for the option very much relevance. In addition, in regard to relevance of the current job (at master program) with academic discipline, 57 students chose for the option irrelevance, 24 for the option very little relevance, 24 for little relevance, 53 for somewhat relevance, 60 for much relevance, and 47 for very much relevance.

Based on the findings, it is found that in regard to the factor study follow-up, 77.7 percent of students referred to the item “interest in study follow-up” 9.8 percent to “lack of job opportunities”, 3 percent to “pressure of parents and friends”, 1.5 percent to “dissatisfaction with acquired knowledge at bachelor program”, and 7.9 percent of the respondents referred to other items as the key factor in study follow-up at master program. In addition, these results suggest that from respondents’ point of view, the most crucial factor in their study follow-up is interest in complementary education.

Based on the research findings regarding the most important barriers of the graduates’ employment, 130 students referred to the item limited job opportunities for the academic discipline, 13 students to the item graduates’ low professional skill level, 17 students to low creativity level of traditional teaching methods, 24 students to non-correspondence of the presented subject matters at faculties to demands of the labor market, and 46 respondents to the item lack of support of

bachelor graduates by the government and 17 respondents to inefficiency of university in education of entrepreneur graduates and finally 18 students referred to distrust to knowledge of bachelor graduates. Majority of the respondents (49.1 percent) has referred to limited job opportunity for the academic discipline as the most significant barrier of their employment.

Findings of present research regarding the effect of various academic factors in promotion of students' entrepreneurship indicate that 22 understudy people have chosen for the option "passing university admission test", 32 for "favorable and competitive atmosphere at university", 11 for "continuous and regular evaluation of students", and 54 for "skilled and efficient professors at university". Further, 20 respondents have considered the option "scientific seminars and field trips" an effective factor, 19 referred to "dynamic and creative dormitory environment", 24 to "planning according to students' conditions and interests at university, 21 to "proper content of academic lessons", 42 to "extracurricular training programs for acquisition of required job skills", and finally 20 referred to "creative teaching methods at university" as the most effective factors in promotion of entrepreneurship in students. Most of the students chose for the option "skilled and efficient professors at university" as the key factor in entrepreneurship of the students.

2.3 Inferential findings

From the results of factor analysis and execution of Varimax Rotation method for simplification of factors the students' opinions regarding the impact of university on entrepreneurship can be summarized into six factors which although in terms of number of factors are identical with what theoretically and based on experts' view had been composed, yet some of the obtained factors differed in terms of content. These factors and interpretation and explanation of the results based on them are as follows:

1. Shortage in educational and laboratorial facilities, plans and equipments

There is no doubt that appropriate educational space and equipments strongly influence teachers' teaching quality. Large number of students, shortage of facilities, equipments' undesirable quality, lack of sufficient light, lack of laboratorial and adequate laboratorial facilities and their inefficiency can affect education process.

2. Inattention to student's needs and interests and academic-paper-oriented mindset

Non-definition of applied and research principles and decreasing interest in laboratorial and practical activities has caused us to lag behind the train of progress and technology in the present era which is known as the information and communication era and the issue of research and experimental activities in schools and universities ought to be taken more serious as a critical factor.

3. Teachers' ability and educational condition

In study of the reasons for inefficiency of members of scientific boards, given the objectives of the higher education, the role of three factors seems to be more salient:

- A. Inability of the complementary educational programs in promotion of students' scientific level
- B. Failure of the higher education in equipping members of scientific board with psychological and educational principles and new teaching methods
- C. Excessive number of students in classrooms and non-observance of the educational standards

In general, it can be said that if members of scientific board possess a scientific spirit, prone to study, capable, and familiar with latest issues of their field of specialization and on the other hand, if they get sufficiently aware of new teaching methods, they certainly will be successful in teaching and the educational

objectives to a large extent will be achieved. Therefore, higher education should take action for identification and recruitment of elites and talented people and should formulate and implement some policies and plans in order to acquaint them with principles and philosophy of education, new teaching methods, and the teaching way of scientific principles.

Dissatisfactory student admission criteria and inattention to educational capabilities and talents

Non-specification of minimum scientific and practical qualifications for graduation: in the higher education system, obtaining the minimum qualification grade is the prerequisite for obtaining graduate diploma. On the one side, undesirable employment condition and on the other side, not distinguishing the graduates in terms of scientific and practical capabilities at the time of their recruitment has given rise to discouragement of a large number of students, especially at bachelor program, from learning theoretical subject matters and engaging in practical activities. Such situation leads to nurture of graduates who miss scientific spirit, and while unable to achieve higher scientific degrees, they lack as well the entrepreneurship spirit and the ability to start a suitable business.

Undesirable academic and educational relationships

Little attention to scientific and research issues as the first priority at university: under influence of economic, political and social conditions of society, some members of scientific board increasingly take an economic attitude to their job and are merely after earning income, and some others aiming to achieve higher power and social position take office in managements and membership of different parties, organizations and associations, and yet some others intending to reform and serve people and underprivileged members of the society engage in political and social activities and fail to perform efficiently in scientific and research activities.

Absence of entrepreneurship training course

Technical and professional training programs play a crucial role in formation of human capital through training of the skilled workforces required by the labor market worldwide. In developing countries, these trainings not only undertake education of the workforce required by different economic sectors, but also help the unemployment problem by preparing the grounds for self-employment. In addition, these trainings are considered as a short-cut on the course of workforce education, since these trainings by profiting from scientific principles separate their way from learning merely based on experience and in doing so they shorten the long and unscientific way of such learning and enable the trained people to easily adapt themselves with technological changes. On the other hand, these trainings by combining theoretical and practical teachings allow the trainee to be more aligned with demands of the labor market so they are more likely to get into service of economic-social activities.

Discussion and conclusion

This research aimed to investigate barriers and problems of entrepreneurship. Choice of this objective for the present study was due to the increasing unemployment rate among the graduates, since based on the existing theories higher education can play a vital role in education of entrepreneurs and promotion of entrepreneurial spirit in them. On the other side, given the practical capabilities and skills present in graduates of technical schools compared to other graduates, this signals a kind of poor educational policymaking and the effort for stronger presence of technical school graduates at universities will result in improvement of the employment situation of university graduates.

Thus, composition of cultural and educational programs along preparation of the ground for establishment and development of an entrepreneurship culture and for changing the existing attitude in students are the effective steps to be taken.

General study and evaluation of the academic subject matters for the understudy students in this study indicated that the taught content in the higher education in terms of relevance to requirements of the labor market is at lowest level, so as the learned materials in curriculum of the higher education has no effective contribution to entrepreneurship and career success of the graduates. Hence, more serious evaluation of the educational content and revision in teaching method of academic subject matters seems necessary to reduce the gap between the graduates' scientific knowledge and practical proficiency in meeting requirements of the labor market.

In regard to identification and analysis of entrepreneurship barriers in the higher education, based on the results of factor analysis as the most important finding of the present research, it can be stated that investigation on variables associated to and educational and supporting equipment factors will be more instrumental and in fact more essential than other factors in removing the existing barriers of entrepreneurship in the higher education. Thus such issues as shortage of facilities and equipments for practical works, shortage of educational and education supporting equipments, non-correspondence of the learned materials by the graduates to requirements of the labor market, disconformity of teaching methods with students' interests and capacities, and finally limited practical activities allocated for the taught subject matters are amongst the barriers to be resolved by right strategies and planning. The situation of policymaking regarding the human factors and barriers associated to them is not desirable and further studies are necessary to ensure their effectiveness and ineffectiveness in adoption of entrepreneurship approach.

In general, given the summary made from theoretical and prior research works referred in chapter 2, it is observed that findings of this research are confirmed by the existing theories and no inconsistent results have been found. On the other side,

considering that general purpose of this research is analysis of entrepreneurship barriers in higher education, development and progress of entrepreneurship culture in universities of the country can be considered as the research ultimate purpose. It is expected by paying adequate attention to the stated problems and barriers in this report as the research findings and by considering the obtained results in universities educational policymaking and planning to achieve a significant progress in improving current employment situation of university graduates in which case the research's ultimate purpose has been realized.

Research suggestions

Research suggestions based on the results obtained from comments of the understudy students and review of the prior studies are as follows:

1. Considering the research findings on prioritization of students' viewpoint regarding the factors associated to choice of academic discipline in the University Admission Test, a serious revision in student admission procedures seems necessary. Although change of attitude in people is something infrastructural, yet accurate planning and application of some of the solutions such as a higher scientific qualification criterion for admission in some disciplines can help solve the problem.
2. Considering that majority of students referred to the current limited job opportunities and lack of government support for the graduates as the most salient barriers of their employment, it seems, contrary to principles of entrepreneurship, the understudy students expect suitable job opportunities to be prepared in advance so as after graduation they immediately start to work. Hence, further effective steps ought to be taken to prepare the grounds for development of entrepreneurship culture in academic environments. To realize this, proper educational and practical planning is necessary for engagement of students in labor market and their acquaintance with potential job opportunities.

3. One of the most important findings in this study was the students' indication to non-correspondence of the graduates' acquired knowledge to demands of the labor market and large volume of theoretical subject matters with no practical use as the first priority out of the entrepreneurship barriers in the higher education system. Hence, in view of the students referring to non-correspondence of educational contents to demands of the labor market, it is suggested actions to be taken to correct policies regarding composition of academic subject matters. In addition, it is suggested more practical subject matters in correspondence to the real condition outside the university to be provided to acquaint students with application of the learned theoretical contents in practice.

4. Considering positive evaluation of university impact on people's entrepreneurship by the understudy students, the issue of entrepreneurship should not be only limited to particular academic disciplines such as management. Hence, for promotion of entrepreneurship culture among students, teachers and other employees of the higher education the respective authorities are suggested to prepare the necessary programs and to take the necessary actions in all scientific disciplines. Although inclusion of a subject matter or course as the entrepreneurship program amidst other subject matters is not adequate to reinforce entrepreneurial spirit in students, it can be useful to make them more acquainted with the issue of entrepreneurship next to other actions.

5. Based on the research theoretical findings, development and reinforcement of entrepreneurship characteristics such as innovation and creativity, risk taking, independence and tolerance for ambiguity should be taken into consideration through effective training programs for the students. In principle, effective training for promotion of such qualities in people will be more desirable and fruitful than direct teaching of theoretical materials.

6. Research findings in some cases indicate insufficient awareness among students and even among teachers about entrepreneurship in practice and their own career future. Hence, it is suggested by holding extracurricular programs including festivals and conferences for introduction, encouragement and appreciation of entrepreneurs a suitable context to be provided to boost and promote entrepreneurial spirit in students. Such programs, while mentally preparing the students for the existing job opportunities, allow creative thinking and proper orientation for creation of potential and eventual professional occupations.

7. It is suggested entrepreneurship centers to be established in universities, especially in Islamic Azad branches, scholars and researchers in entrepreneurship development and training issues to be invited and consulted about design of the educational and training programs. Establishment of entrepreneurship centers in several state higher educational units with diverse activities has acquainted students of these units with issues of entrepreneurship, while steps have been taken for introduction of new job opportunities. Hence, presence of such centers at Islamic Azad will be a productive movement toward this goal.

Research limitations

Undoubtedly, every research has some application and scientific limitations. Present study too is no exception.

1. One limitation in this research is that the obtained findings might have been influenced by biases in the responses. Numerous researches have shown cultural and social specific biases in response to questions. For example, it can be referred to inclination of one educational group to put each question at a similar degree of Likert Scale. Such response biases may also be involved in present research. This phenomenon is considered as a problem inherent in this type of researches. Hence, in present research, some examinees may report a low view (or for the same reason a high view). In fact, during data collection, the executors faced people who felt

the questions did not correspond to what they had experienced and were not willing to answer them.

2. Another limitation concerns the measurement tool. Despite that the used scale had been composed and developed based the theoretical principles, yet without a doubt different educational background and levels have had a major role in its construction and composition. For this reason, some of the factors and questions of the main scale were removed in present research and other factors were replaced them. Despite that the extracted factors in this study are supported by a large body of empirical and theoretical evidence, it seems there are other native and cultural factors which can reveal various aspects of the students' opinions in the understudy population and have not been considered due to application of this scale.

3. Certainly, various educational courses and different academic disciplines involve diverse psychological, cognitive and functional features which can affect the factors and constituents, and since in this research it was only focused on master program students, their perception of universities' condition might have been deeply rooted in lower educational programs.

4. Another limitation concerns the understudy statistical population which is limited to Saveh Branch of Islamic Azad University. Considering that city of Saveh has a special agricultural and industrial situation and is situated next to one of the largest industrial zones of the country which affects condition of the labor market and entrepreneurship, the results have a limited generalizability.

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- Researches on Iran’s Economy and Agricultural Development, period 2-41, No. 3 (Authors: Seiyed Mahmoud Hosseini, Seiyed Jamal FarajollaHosseini& Mohammad Reza Soleimanpour)