

## **Role of universities to nurturing entrepreneurial students**

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**Abstract:** The goal of this study was investigation and explanation of educational programs performance of university of Mazandaran to nurturing entrepreneurial students. The methodology of research was survey-descriptive. Based on, the statistical population was 2601 last term students of Mazandaran University and the sample was 335, data collection instruments were documents and questionnaire specially, with reliability of 0.80. It showed that, first; educational programs performance of university of Mazandaran did not nurturing entrepreneurial students. Second; five variables of establishment and administration of a business, risk taking, creativity and innovation, cognition of opportunities and exploitation of them, and internal control in form of structural equation model is explainer of educational programs performance to nurturing entrepreneurial students, and everyone were affected on performance directly, indirectly and interactionally. Based on direct influence, internal control with coefficient of (0.80) affected on performance more than others. At this point, risk taking (0.79), establishment of a business (0.70), creativity and innovation (0.70) and opportunity recognition (0.68) had in next rating of affecting, respectively.

**Keywords:** University, Nurturing, Entrepreneurial, Student, Mazandaran, Internal Control, Risk Taking, Establishment of a Business, Creativity and Innovation, Opportunity recognition.

### **1- Introduction**

In the past few years, for many reasons, but mainly given the growing and prolonged unemployment rate, society has started to recognize the existence of entrepreneurs. Men and women who create their own enterprises, generating employment and wealth in differ ways from the capitalist. These individuals gather skills that are less common than the ones needed to follow faithfully the orders given by others. Men and women that have been recognized for their important social and economic role, their initiative and creativity, their entrepreneurial and risk taking spirit, their courage and valuable contribution to society; and who at the same time are being encouraged and supported by governments, political parties and managers of all levels (Tamborini, 2002).

It is also found that, the support from family, friends and close network among 425 Turkish university students were positively influenced their decision to become an entrepreneur (Yurtkoru et al., 2014). Similarly, Altinay et al. (2012) in a study of university hospitality students in the UK found that, family entrepreneurial background positively related to entrepreneurial intention. Supporting these, Zapkau et al. (2015) also found that the parental role models positively influence entrepreneurial intention.

Entrepreneurship plays the crucial and indispensable role of providing the “social glue” that binds together both high-tech and “main street” activities (Small Business Administration, 1998). Similar study has been conducted in Malaysia found that appropriate entrepreneurship education exposure will

influence the students to be an entrepreneur (Mumtaz et al., 2012). It is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion.” (Kuratko & Hodgetts, 2004, p. 30).

In past, it was believed that entrepreneur is a personal characteristic; therefore, learning and teaching in this scope cannot be effective (Levie, 1999). However; recent research findings reveal that it can be developed using the educational programs (Salarzad, et al, 1383). Today entrepreneur has become the one of most important targets of academic education programs (Ahmadpor, 2000). In entrepreneur development, education alongside other factors is gaining a special role (Salehi and Baradaran, 2005). Most academic courses in Iran are based on theoretical method. So, their output is not in line with needs of jobs the market require. Here; an important question will be: "why some universities such as Harvard; MIT and etc can educate students whose research results can cause new job opportunities; however, Iranian universities, though successful in educating experts, philosophers, and geniuses in personal scope, are unable to equip them with the knowledge and ability of establishing international business organizations?" While Google and yahoo search engines are the results of some student is activities, why our own university students are not capable of such abilities (Ahmadpor, 2002).

Looking at the above mentioned problem that focused on the role and importance of universities in developing entrepreneur characteristics of students, the present study will investigate the role of Mazandaran University on nurturing entrepreneurial students. In this sense, the purpose of the study is to investigate and explain the performance of educational programs of Mazandaran University for nurturing and developing students' entrepreneurial specifications using an appropriate model and variables.

Innovation and entrepreneurial activity in the conditions of education, science and manufacture integration is a system of measures for effective commercial activity implementation on the basis of available scientific, scientific-technical potential of the enterprise in order to create a competitive product (Shaidullina et al., 2014; Masalimova, 2013).

Entrepreneur is considered as the moving engine of economic development and creates job opportunities and society improvement (Gurol & Atsan, 2006). Entrepreneurs are the people or groups who establish a new job opportunity and manage it in a way that they create employment for at least more than one person (Kirikwood, 2007). Willing to success, and performance improvement (in growth, benefits and etc) under competitive and challenging situation, an entrepreneur establishes and administrates a business (Hansemark, 1998; Mcdelland, 1961, 1987; Utsch and Rauch, 2000). This is a unique characteristic that motivate entrepreneurs to their activities in such a challenging environment (Atkinson and Raynor, 1974; Grote and James, 1991; Mcdelland, 1961). Innovative entrepreneurship is a special creating process of something new, the process of management, based on the constant search for new opportunities, which is focused on innovation. It is concerned to entrepreneur's willingness to take on all the risk for new project implementation or existing one's improvement and as well as to be responsible for financial, moral and social factors emergency (Ivanov & Bikbulatov, 2013). Entrepreneurship is closely related to new business ideas that may cause some changes in the nature of market. Entrepreneurship involves exploration of opportunities and being able to recognize the market gaps. Entrepreneurial approach focuses on market and production innovation and risking projects. It tends to pioneer in innovation and looks for the victory among competitors (Miller, 1983). In recent years, innovation is an unavoidable necessity in all organizations. So, achieving to success performance and having access to the benefits of sustainable competition, all organizations should utilize innovation to find new opportunities (Tajeddini, 2006). Entrepreneur is the moving strength which role is to

explore unused opportunities in market and is looking for creating new balance in the market (Elenurm et al, 2007). Risk is certainly an important component in the entrepreneurial process. Risk has many permutations for an entrepreneur. It may be financial, career, family, social, or psychic (Kuratko & Hodgetts, 2004). Risk taker is the one who tends to work in uncertain situations (Koh, 1992). In terms of entrepreneur perspective, entrepreneurs are always looking for risks (Agarwal and Prasad; 1998). It is true that entrepreneurs are calculated risk takers who prepare themselves to delve into moderate risks rather than the mythical high risk “gambler” approach. However, it is rare to find risk as part of any curriculum (Kuratko, 1996). Mccelland believes that entrepreneurs are recognized by the following characteristics: high self confidence, the ability of taking calculated risks, the need to investigate the environment, tend to have feedback of their performance (McClelland, 1965). Looking for success of an entrepreneur can affect on his/her understanding of risk and risk management (Kliem and Ludin, 2000: 28).

Entrepreneur has been studied and discussed by different sciences such as economy, management, sociology, and psychology. There are a variety of views and angles on entrepreneurship. Like other discussions of humanities, many different studies have been developed on entrepreneur; some believe that it is an inherent characteristic (Kuratko, 1998). But, Peter Drucker has said, “The entrepreneurial mystique? It’s not magic, it’s not mysterious, and is has nothing to do with the genes. It’s a discipline. And, like any discipline, it can be learned” (Drucker 1985).

However, entrepreneurship education has grown in many universities and colleges of USA from the early 1980's (Katz, 2003). Based on Rasmussen (2006), universities can nurture students by increasing motivation and competency of typical people in entrepreneurship education. It can be improved among students through nurturing entrepreneurship activities (Rasmussen, 2006). Entrepreneurship education can be improved among students through nurturing entrepreneurship characteristics like willing to success, risk taking, internal control, ambiguous tolerance, self-esteem, innovation and creativity (Rol & Atsan, 2006). Modern universities should create entrepreneur like Stanford University and its link with Cilickon valley; in the sense that their output should be acceptable in society (Lenoir et al, 2003). Universities should nurture entrepreneurial characteristics such as knowledge commercialization, earning income, and nurturing entrepreneur students (Trachtenberg, 1999). Considering the important role of universities graduate students in taking managerial jobs in society and industry, entrepreneur educating in order to achieve success in their carriers is necessary (Papayannakisa et al, 2008).

Yaraie in an investigation and comparison between universities education system and performance system of industry section has indicated that industry managers are more motivated to achieve success and in contrast students are more willing to take risks. Among students, it should be mentioned that technology and engineering students are more risk takers humanism students, while the second group are more willing to achieve success in contrast with the first group. Among the students of technology and engineering, freshmen are more motivated to compete than others. His study also revealed that some factors such as birth place, sex, education level of students' parents do not affect the above-mentioned motivation generally; the general level of entrepreneurship moral is low among the students (Yaraie, 2004). Bodry in a study to explain the entrepreneur potentialities of the Students Isfahan university has concluded that academic educational activities was not effective in nurturing entrepreneur characteristics among Students (Badry, 2005). Azizi has indicated that the field for revealing and nurturing entrepreneur was not ready for Students in Shahid Beheshti University (Azizi, 2003). Ahmadi has mentioned that the courses of electricity engineering of Tehran University could not nurture the required knowledge and expertise for Students and Students even those having high mood in terms of entrepreneur cannot create a job opportunity for themselves after graduating (Ahmadi, 2006). Rasheed has concluded that the people who receive entrepreneur education gain better marks in terms of motivation, internal control, self- esteem and creativity in contrast with others (Rasheed, 2000). Hezarjaribi has pointed to the relationship between entrepreneur and educating progress of motivation

courses, creativity, risk taking and independent seeking (Hezarjaribi, 2003). Zali in evaluation of entrepreneur characteristics of Mazandaran University students has concluded that non of Student posses entrepreneur characteristic and it is necessary to create such characteristic within them (Zali, 2006). Postigu believes one of the most important courses of entrepreneur is teaching creativity and innovation (Postigu, 2002). Kaushik states that entrepreneur can be developed using education. Education in this sense is the most necessary requirement in order to be aware of their potential talents in the scope of entrepreneur (Kaushik et al, 2006).

With an overview of the above literature, in the present study the following hypothesises will be investigated and tested.

## **2- Research hypothesis**

- 1- Educational programs of Mazandaran University could not nurture entrepreneur characteristics of establishing and administrating a business activity of the students.
- 2- Educational programs of Mazandaran University could not nurture entrepreneur characteristics of risk taking of students.
- 3- Educational programs of Mazandaran University could not nurture entrepreneur characteristics of creativity and innovation of the students.
- 4- Educational programs of Mazandaran University could not nurture entrepreneur characteristics of looking for opportunities of the students.
- 5- Education programs of Mazandaran University could not nurture entrepreneur characteristics of internal control of the students.

## **3- Materials and Methods**

Five variables of entrepreneurship characteristics of the present study were measured by a questionnaire with nine sociology questions, one open-question, and 30 questions of five choices. This study is conducted a standard questionnaire-based survey. After designing questionnaire, it was distributed among 335 students of the last year undergraduate of Mazandaran University in different majors out of 2,601. The sample is selected randomly with the same probability from classified groups.

Each question was related to the variables that all together measured the role of university in nurturing entrepreneurial students' characteristics in five different dimensions.

The tests in the present study were including:

- A. Binomial test in order to determine whether university educational programs based on each questions of the questionnaire had a role in nurturing entrepreneur characteristics of the students or no.
- B. Feridman test for classification of the factors and also five variables.
- C. Structural equations model to explain the generality of educational programs performance in Mazandaran University to nurture entrepreneurship characteristic of students using of interaction regression of path analysis.

For the validity of the questionnaire, extraction method of measured variable of the related literature and then localizing using of experts' ideas and pilot study were used (Hult & Ferrel, 1997) (Bazargan and others, 1998: 166-71) (Saro khani, 2004:139). For this reason, the first draft of the questionnaire was given to 10 professors and experts. After the improvement based on their ideas again it was delivered to 32 people of the sample group as the pilot study and according to the ideas of this group we were sure that the questions were related to the subject of study. Finally, the final draft of the questionnaire was designed and was used to collect the data. GFI is one of the validity indexes (Hair et al, 1998). For the present study GFI is 0.99.

One tests of this study was for measuring reliability. There are various methods to determine the reliability of the tools of measurement one of which is the assessment of internal conformity (Conca et al, 2004). The internal conformity of measurement tools can be measured by the coefficient of Chronbach Alpha (Chronbach, 1951) and it was equal 0.88 by using SPSS software for the all of items. The other tests of this study were T-value test, estimate model, standard solution, structural equation modeling (SEM), and focuses on important indexes of Lisrel software similar to Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), as appropriate indexes in statistical analysis (Joreskog and Sorbom, 1989), As fit indices, the  $\chi^2$  statistics (and associated P-values) and other fit indices are recommended by numerous researchers from a number of different disciplines. These selected fit indices the normed-fit index (NFI), the non-normed-fit index (NNFI), and the critical N statistic. Values of GFI, AGFI, NFI and NNFI range from zero to 1.00 with a value close to 1.00 indicating good fit (Byrne, 1989).

#### **4- Findings**

##### **Descriptive Data**

The following table shows the descriptive data of 335 participants of the study based on the questionnaire (table 1).

##### **Hypothesis testing**

What follows is the discussion and explanation of Binomial, Feridman, correlation and also structural equation that were related to the role of Mazandaran University educational system in nurturing entrepreneurship characteristics of students one by one and based on the study.

According to the literature reviewed, it was revealed that generally educational programs of universities were not successful in nurturing entrepreneurship characteristic of the students. Therefore, considering the direction of the hypotheses in Binomial tests, the minimum acceptable observed ratio for accepting the null hypothesis is 0.70. Though for this case 0.60 and even 0.55 are acceptable (Van de Ven & Ferry, 1979) (Nunnally, 1978). So, in the Binomial tests of the following tables, the probability of observing more than 0.70 indicates that the null hypothesis will be accepted. If the observed probability would be less than 0.70, meaningful level would be more than 0.05; it indicates that the null hypothesis is acceptable.

##### **Testing the hypothesis of the success of Mazandaran University educational program to Nurturing Entrepreneurial STUDENTS**

It is observable that Mazandaran University's educational programs were not successful to nurturing entrepreneurial characteristic of establishment and administrating of a business. Whereas Mazandaran University's educational programs were successful to nurturing entrepreneurial characteristics of risk taking, creativity and innovation, opportunity recognition and internal control (table 2).

In addition, based on Fridman test importance rank of five variables of establishment of a business, risk taking, creativity and innovation, opportunity recognition and internal control are obtained 2.61, 3.06, 2.94, 3..25 and 3.15, respectively.

In table 3 you can see the correlation, statistics and reliability of questionnaire.

**Table 1- Descriptive Data from Sample**

Gender (year)	Category	Male	Female							Total
	Redundancy	180	55	Frequency is correct						335
	Percentage	54	46							100
Several Child of Family	Category	First	Second	Third	Fourth					Total
	Redundancy	72	83	76	98					335
	Percentage	22	25	23	30					100
Age (Year)	Range	20	21	22	23	24	25	26	27	Total
	Redundancy	12	99	90	46	29	9	6	5	335
	Percentage	4	33	30	16	10	3	2	2	100
voucher Level of Father	Category	illiterate	Elementary	Middle School	High School	Associate	Graduate	MA/MS and Senior		Total
	Redundancy	27	37	37	97	50	67	20		335
	Percentage	8	11	11	29	15	20	6		100
voucher Level of Mother	Category	Illiterate	Elementary	Middle School	High School	Associate	Graduate	MA/MS and Senior		Total
	Redundancy	44	64	54	116	23	27	7		335
	Percentage	13	19	16	35	7	8	2		100

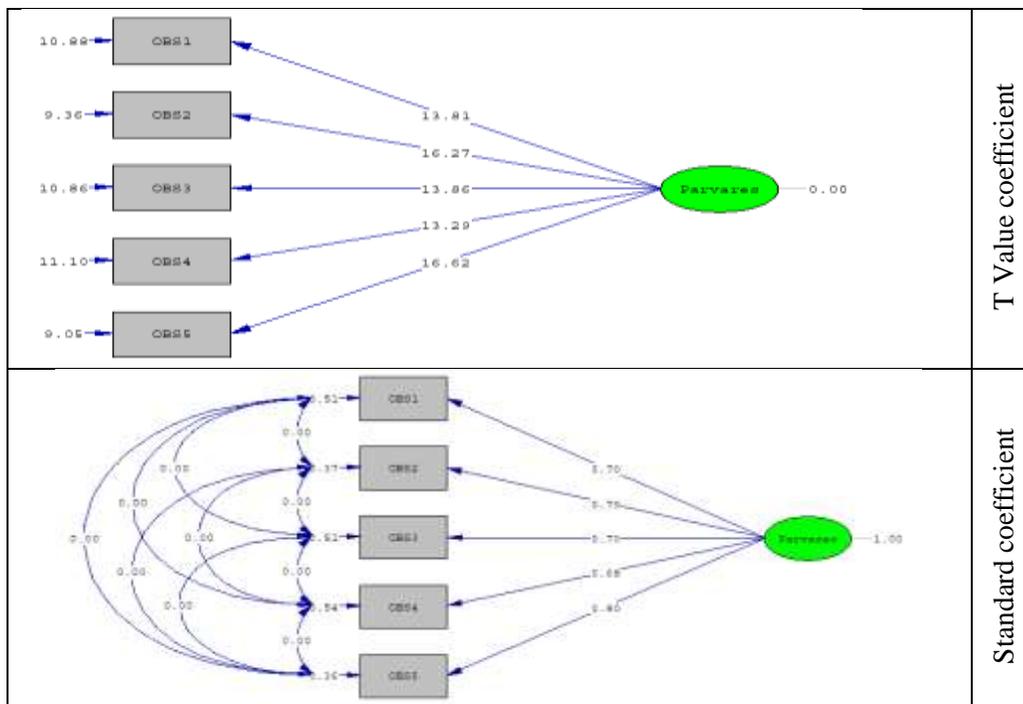
**Table 2- Results of Binomial test, fifth hypothesis**

Question\Hypothesis	Hypothesis (H0\ H1)	Category	Number (Frequency)	Observed Prop.	Test Prop.	Sig.	Accept\Reject of H0
establishment of a business	H0- Unsuccessful	$\leq 3$	230	0.69	0.70	0.33	Accept
		$> 3$	104	0.31		4	
risk taking	H1- success of	$\leq 3$	213	0.64	0.70	0.01	Reject
		$> 3$	120	0.36		0	
creativity and innovation	Mazandaran University	$\leq 3$	207	0.62	0.70	0.00	Reject
		$> 3$	127	0.38		1	

opportunity recognition	educational program to Nurturing Entrepreneurial STUDENTS	$\leq 3$	195	0.58	0.70	0.00	Reject
		$> 3$	138	0.42			
internal control		$\leq 3$	188	0.56	0.70	0.00	Reject
		$> 3$	145	0.44			

**Table 3- Correlation, statistics and reliability of the five research variables**

Variables	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	Mean	Std. Deviation	Cronbach's Alpha
establishment of a business=X <sub>1</sub>	1					2.70	0.85	0.86
risk taking=X <sub>2</sub>	0.54	1				2.86	0.85	0.85
creativity and innovation=X <sub>3</sub>	0.53	0.64	1			2.83	0.91	0.86
opportunity recognition=X <sub>4</sub>	0.63	0.61	0.53	1		3	0.91	0.86
internal control=X <sub>5</sub>	0.58	0.65	0.64	0.61	1	2.89	0.85	0.85



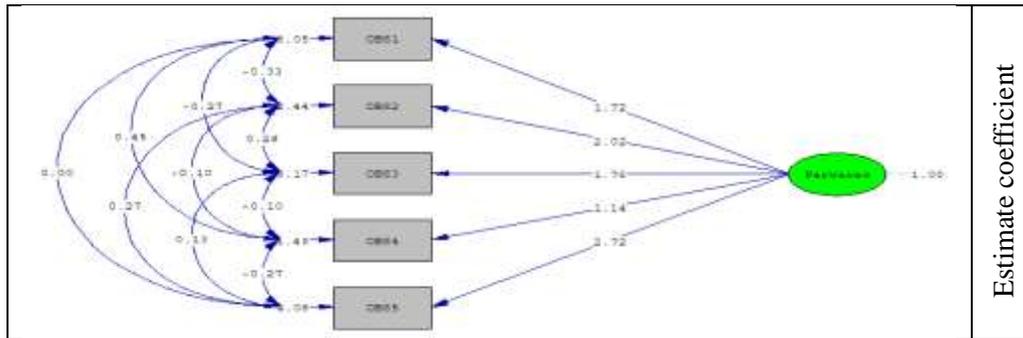


Figure1- structural equation model of relation between five observed variables and latent variable

Table 4- Variables and direct coefficient of Structural Equation Model (SEM)

Latent Variables	Observed Variables (OV)	Summer y Signs of Variables	T Value	Standard Coefficient	Estimate Coefficient	Accept\ Reject of Model	Accept \ Reject of relations	Rank of Effectively
Role of Universities to Nurturing Entrepreneurial STUDENTS	establishment of a business	Obs1=X <sub>1</sub>	13.81	0.70	1.72	The generality of the proposed model are confirmed, because RMSEA=0.05, GFI = 0.99, AGFI=0.96, NFI=0.98 and NNFI=0.93.	Accept	4
	risk taking	Obs2=X <sub>2</sub>	16.27	0.79	2.02		Accept	2
	creativity and innovation	Obs3=X <sub>3</sub>	13.86	0.70	1.76		Accept	3
	opportunity recognition	Obs4=X <sub>4</sub>	13.29	0.68	1.14		Accept	5
	internal control	Obs5=X <sub>5</sub>	16.62	0.80	2.72		Accept	1

### Structural equation model for explaining the role of educational programs of Mazandaran University in order to NES

In this section, structural equation model of five variables for explaining the role of educational programs of Mazandaran University in order to NES will be delivered based on the output of Lisrel software, considering the conceptual model of research.

It should be noted that NFI, GFI, RMSEA indexes are the best and the most famous indexes for identifying the suitability of a structural equation model. Based on the output of Lisrel in the present research, NNFI=0.93, NFI=0.98, AGFI=0.96, GFI=0.99, RMSEA=0.058. Therefore the model have a best-fitting with data of real world and its generality is confirmed, since, RMSEA is less than 10% and NFI are more than 90% and them five variables of establishment and administration of a business, risk taking, creativity and innovation, cognition of opportunities and utilization of them can explain 96% of the main latent variable of the case under study. In the figure (1), structural equation model of the relationship between the five observed variables and the latent variable of the role of educational programs were shown. It is considered that in the T value charts in the two sections of direct and indirect relations all relations were confirmed since none of them were red. In the other charts direct and indirect standard and estimating coefficient regression coefficient of structural equation model are shown and in figure 3. In addition, more explanation about the observed variables, direct standard, estimate coefficients and T value are indicated.

As indicated in the above table and in figure (1) all direct and indirect relationships between observed variables in Mazandaran University were confirmed. Because according to the Lisrel outputs none of related coefficient was red. The general structural equation model of the interaction relations among variables (direct and indirect effects) is:

Structural equation model= (direct effects) + (indirect effect)

In figure (1), standard coefficient showed that the coefficients of indirect relation of each observed variables with each other are equal to zero. Therefore, the structural equation model explaining the role of educational programs of the university in terms of standard coefficients is:

$$NES=(0.70x_1+0.79x_2+0.70x_3+0.68x_4+ 0.80x_5) + (0)$$

And structural equation model explaining the role of educational programs of Mazandaran University in terms of nonstandard coefficient is:

$$\text{Direct effect of five variables}= NES = (1.72X_1+2.02X_2 +1.76X_3+1.14 X_4+2.72X_5)$$

$$\text{Indirect effect of five variables}= NES_{X_1} + NES_{X_2} + NES_{X_3} + NES_{X_4} + NES_{X_5}$$

$$\text{Indirect effect of establishment and administrating a business}= NES_{X_1} =(-0.33X_1 \times 2.02X_2) +(-0.27 X_1 \times 1.76X_3) + (0.45 X_1 \times 1.14X_4) + (0.00X_1 \times 2.72X_5)$$

$$\text{Indirect effect of risk taking}= NES_{X_2} =(-0.33 X_2 \times 1.72X_1)+(0.28X_2 \times 1.76X_3)+(-0.10X_2 \times 1.14X_4) +(0.27 X_2 \times 2.72X_5)$$

$$\text{Indirect effect of creativity and innovation}= NES_{X_3} =(-0.27X_3 \times 1.72 X_1)+(0.28X_3 \times 2.02X_2)+ (-0.10X_3 \times 1.14 X_4)+(0.13X_3 \times 2.72X_5)$$

Indirect effect of opportunity recognition=  $NES_{X_4} = (0.45X_4 \times 1.72X_1) + (-0.10X_4 \times 2.02X_2) + (-0.10X_4 \times 1.76X_3) + (-0.27X_4 \times 2.72X_5)$

Indirect effect of internal control=  $NES_{X_5} = (0.00X_5 \times 1.72X_1) + (0.27X_5 \times 2.02X_2) + (0.13X_5 \times 1.76X_3) + (-0.27X_5 \times 1.14X_4)$

## 5- Conclusion and Implication

Most researches emphasize on the importance role of the education through fighting against the culture of focusing on certificates, the relation between educational centers and job markets, estimating the required human resources, news of the government, increasing motivation and competence of graduates, nurturing entrepreneurial specifications like willing to success, risk taking, internal control, ambiguity tolerance, self-confidence, creativity and innovation, having entrepreneurial university, commercial of knowledge, making income, being aware of potential talents of entrepreneurial people (Jordaan, 2000) (Rasmussen, 2006) (Rol & Atsan, 2006) (Lenoir et al, 2003) (Papayannakisa, et al, 2008) (Trachtenbery , 1999) (Kaushik et al, 2006). Furthermore, Rasheed has focused on the role of entrepreneur education on success motivation, internal control center, self-reliance and creativity (Rasheed, 2000). From this point of view, the findings of the present researches, is harmonic and similar with the findings of other studies.

Revenue of educational programs of Mazandaran University, do not nurture the entrepreneurial students, and therefore, the results of the present study is in accordance with the results of the studies done by Azizi (2003), Badry (2005), Ahmadi 2006). Azizi in Esfahan University has concluded that though there is the entrepreneur potentiality in students in terms of independency, internal control, the motivation of success and creativity, and the educational programs of the university were not successful in nurturing the entrepreneurial students. Ahmadi has concluded that the courses of B.A electricity engineering could not nurture the knowledge and skills required for entrepreneur in students.

There is a question here; what is the structural equation model to explain the influences of the educational programs of Mazandaran University to nurture the entrepreneurial students? Considering the mentioned results the test have shown that each of the five variables of the study had somehow acceptable and meaningful explanatory effects in introducing the education programs of Mazandaran University nurture the entrepreneurial students. In other words the result of the present research has indicated that the educational programs of Mazandaran University can explain the possibility of nurturing the entrepreneurial students up to 96 percent. This is one of the most important complementary results of the present time and tries to reinforce the entrepreneur characteristic in all university levels and in all educational programs.

Considering the importance and role of entrepreneur and outstanding history of entrepreneurs in the development of many countries, and considering the economic problems of the country (both in private and governmental sections), it is necessary to promote the concept of entrepreneurship, and to making ready for the culture of supporting entrepreneurship especially in universities and among academics.

By paying attention to the mentioned results, as a general conclusion of the output of the present study and also the results of the other similar studies that were reviewed in the previous section, it can be stated that the educational programs of universities can provide the opportunity to nurture the entrepreneurial students.

The present academic educational programs are based on convergent thought and rely on memorization and theoretical courses and not considering nurturing entrepreneurial skills. Therefore, they would result in the nurturing the moral of getting certificate and weakening the moral of research and practical in graduate students. This is so while today it is expected that university students be able

to turn their knowledge into a business in order to create a value for themselves as well as developing the society. Looking at the output Iran's universities, we understand that they do not pay much attention to the society's problems and they do not plan based on the requirements of the society. The reasons are the following: science ministry absorbs many students in the universities without considering the needs of job market, most courses are theoretical in nature and there is no serious effort to make the courses practical. And since the courses are not practical, the graduates are not ready to work. On the other hand, the existing job opportunities in society do not have the capacity of absorbing the numerous academic graduates. And lack of balance between jobs and humanity source created a serious problem for the society of Iran. Therefore, the vital role of entrepreneurs and its power in creating economic changes in the structure of society is an important issue that requires more attention by the theorists and experts of academic education. One of the most important ways to develop entrepreneurship among students is to nurture and develop entrepreneurial specifications and behaviors through promulgate, education, support and recognition those who are talented in terms of entrepreneurship.

The educational programs of universities should increase the students' responsibility and effort to reach goals in order to nurture the moral of entrepreneurship in students to achieve challenging purposes for the students. Considering the importance of the indexes promotion motivation and internal control center in the discussion of entrepreneurship, we should think of changing teaching methods and evaluation techniques and also we should pay attention to practical and entrepreneurial activities of students in accordance with their academic major. Establishment and supporting the centers of entrepreneurship in colleges, presenting courses, promotion and workshops for teachers and students regularly, introducing the successful entrepreneurs in different majors are the factors that can change the thought structure of a college and finally a university towards entrepreneurship. The best people who can play an important role in educational and promotion activities are teachers. Therefore they should try to nurture entrepreneurial students.

One of the lateral results of the present study is that there are the potential entrepreneurial characteristics in students but the required skills and abilities are not thought to them. This is so while it is know that to become an entrepreneur alongside the potential characteristics. Our academic education should be directed to the way that graduates students' process entrepreneurial specifications look for success, accept sensible risks, and creating a business should be part of their future plans. At present, there are numerous unemployed graduates in Iran that can be directed to entrepreneurship activities by some short-time specialized educational courses. Therefore, it can be concluded that academic education seriously needs systematized programs in order to improve its performance in promoting the entrepreneurial moral of students.

Considering the points mentioned above, the following suggestions for further research are made:

- Evaluation of NES of other Universities
- Analysis the contents of educational courses of different majors of academic education terms to nurture entrepreneurial students.

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