

The effect of universities establishment on social development in Iran cities

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Abstract

This paper examines the effect of universities on social development in Hamadan province of Iran. It aims to determine social consequences of establishing universities; explain the relationship between the university founding & city social development, compare the men & women attitudes with regard to the effect of university establishment in urban development.

The research method is survey, while all the cities selected as the statistical universe. Using cluster random sampling & multi-stage method, data were gathered on the basis of questionnaires with 88% reliability.

The results indicate that was social development (54.84). Regression showed a significant relationship exists between the university establishment & urban social development. Also, there was no difference regarding the attitude of two sexes.

Keywords: University, establishment, development, social development, Social capital

1- Introduction

1-1. Statement of the problem

University is a place where new ideas, new knowledge, advanced technology & creative culture grow. Thus, the need for academic services with regard to national ideals is independent & ultimate & at the same time dependent & intermediate. The aim & the means, both are necessary & interdependent. Academic service is known an essential tool for social development. It also has an underlying role (Look at Foyoozat, 2003). The growth of higher education together with the limitation of public costs enhance stakeholder sensitivity towards higher education quality as well as its value – added (Brennan & Shah 2000:20-22). In this respect, it is necessary to consider university establishment in cities. This article aims to study the effect of universities such as Payame Noor, Islamic Azad, Applied science & technology & state university in accordance with social development of Hamadan province in Iran & It is also seeking a way to answer the question arose as to whether the establishment of such universities have had a social effect on the cities from citizen points of view. What solutions can be offered to responsible authorities in this case?

1-2. Research objectives

- Determining the social effects of university establishment in Hamadan province
- Explaining the relationship between social effects of university establishment with regard to Hamadan province development
- Comparing the attitudes of men & women about the consequences of establishing the university in Hamadan province & its development

1-3. Research hypotheses

- 1- There is a relationship between university establishment social development in cities of Hamadan province.
- 2- There is no difference between women & men attitudes regarding the university effect on social development of province cities.

2. Research literature

Although several studies have been done with regard to the effect of university & higher education institutes in urban development (Motevali & Charmzade, 2011 & Movahedi & Moetamedi, 2009 & Mansoori Boroujen & Javanbakht, 2009 & Fayazbakhsh & Qltash, 2009 & Khajegiri, Aghajani & Madani, 2009 & Ranjbarzade &

Akbarian, 2006) but they only consider the effect of Azad universities. In other words, the effects have not been studied at other universities. The results indicate that: 1- the most respondents evaluate positively the effect of university on cities development & the education, welfare, economy & culture variables. 2- The university has an effective role on women employment & participation. 3- The university establishment results in changing & promoting popular culture & subculture of the cities due to student communication. It also led to greater participation of women in social, cultural, economic & political activities. 4- The university has created economic employment & job opportunities in sectors of society. 5- Moreover, the university functions are in line with development plans the native culture of the city has changed through establishment of Islamic Azad University & the entrance of students from different parts of country. Cultural & social changes have provided the growth of the cities with regard to social & economic indicators (Islamic Azad University, Shahrekord, 2009, proceedings of the Eighth conference of IRI in outlook 1404). Heller (2002 quoted Ahanchian, 2005) shows that higher education prepares individuals to enter the job market & it helps them to achieve professional growth & full status. Also, it has a significant effect on economic development. On the other hand, higher education prevents negative social consequences such as unemployment, crime & immoral issues (Tadayon et al. 2006:140).

2-1. Theoretical basis & concept definitions

Since the research aimed to study the effects of university establishment on social development of cities, a set of theories provide a theoretical framework of development.

2-2. Development & its dimensions

Michael Toodarow believed that development is known as multi-dimensional process which requires fundamental changes in the social structures, public attitudes & national institutions & also, it helps to accelerate economic growth & reduce inequality as well as eradicate absolute poverty (Toodarow, 1987:135). Peter Donaldson says; "Development refers to creating fundamental changes in social structures, attitudes & institutions to fully realize the goals of community. All people need to be aware of development & comply with its changes; otherwise it is impossible to continue development. (Dini, 1991: 85). Brogfield states that "development is a movement in terms of making progress towards welfare system such as reducing poverty, unemployment & inequality (Azkia, 2002:9 & 1988:183). Development means the harmonious of all aspects in social system in accordance with possibilities, needs & internal conditions (Rafeepour, 1998:541; Seifollahi, 2002:38-39) & it improves the whole society continuously (Naraghi; 1991:31).

Scholars define development in terms of " Social & cultural development". Social development through instructional planning may result in favorable changes in line with making changes in other components of social structure. Culture & the level of its promotion should be considered as a criterion for development. In this context, higher education role could be an important factor of culture. Since early 1980 s, cultural development has been presented by UNESCO. Cultural development means to create appropriate changes & values, matters of ethics & norms which are necessary to satisfy human needs in the community. It is noteworthy that cultural development focuses primarily on the non- material needs, nutrition & housing, hygiene & education, transportation, etc. are considered as social development variables (Kalantari & Abdollahzade, 2012:8). In order to become successful in development, formal & informal educational systems have been used. Two techniques lead to success of development; 1. People – oriented, 2. Participatory techniques (Bati, 1989:1083 – 1101).

All social groups should participate in different stages of development that is, designing, administration & assessment; otherwise, they feel alienated from the current development. In this model, people themselves will determine the direction of evolution & development programs. Government participates in the planning process rather than people in government programs (Lahsaeizade, 2008:90). The basic plan for people is to enjoy a long life with good health & access to knowledge & also, the ability to achieve the appropriate level of resources that are needed in life. If these three possibilities are unachievable in life, many other situations will be elusive (Gall, 1990: 5-12). In this regard, people should be at the center & focus of the development process. Humans should have a long lifetime, high knowledge & decent salary level.

Through these three criteria, many aspects related to a better quality of life will be provided (Lahsaeizade, 2008:91). Thus, the initial development investment is the management of powerful human resources. Universities are responsible for such decisions taken.

To investigate the role of education in human development & economic growth, it is note-worthy that the

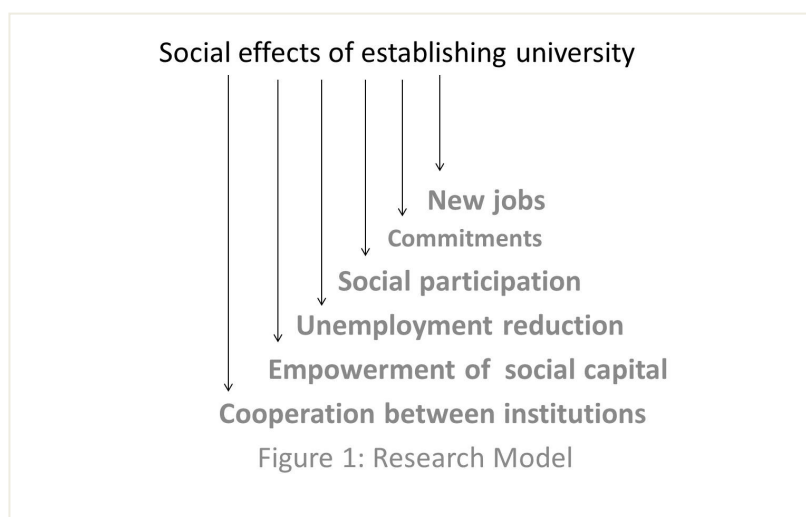
countries are able to invest in human & national capitals as the cost of education has risen sharply all over the world. Now, on average, about 6% of the world GDP is spent on formal education. This figure is about 7% in developed countries & in developing countries such as Iran, stands at 6% (Ostad Hossein Kuhnaby, 2003: 52, 53). Although the development of higher education centers in a specific region accelerates to fulfill further needs of workforce but it has other effects as some of the most notably include: creation of urban attractions and preventing brain drain & also, providing library services to the local universities and its effect on the growth & flourishing mind of the people, the implementation of economic development projects such as roads, public transportation for the massive urban infrastructure development, economic & social cooperation institutions, ensuring greater cooperation between universities, research centers & local offices in order to solve problems & give better services & also, offering technical service to different institutions, maintaining close relationship between industry & university through continuous connection & cooperation between higher education centers & production line, organizing empirical & needed researches, transferring university knowledge & culture to the points away from urban centers, & extending it across all people, other benefits such as gradual reduction in training costs & decreasing the relative cost of student dormitory, a significant reduction in traveling time to university, preserving the fabric of family & so on. Therefore, universities are recognized as the most important scientific & research centers. Also, they are responsible for scientific progress in different areas. In this case, universities with regard to gradual training & cultural planning & also, applied researching & giving the results to policymakers can minimize social & economic imbalance (Ostad Hossein & Koohnabi 2003:52,53). So, city life & urban development need to several approaches such as cultural –social development.

2-3. Research framework & model

Although many aspects of development are not separated but in this paper, social effects is listed. Also research model is designed on the base of this aspect.

2-4. Research theoretical model

Research theoretical model is designed according to theoretical bases & records as follows ;(Figure 1: Research Model)



3. Materials & methods

The research approach is sociological & its type called cross sectional. This research was carried out by using descriptive & survey method. In the first phase, 60 people have been interviewed through an open-ended question, that is, what are the positive effects of establishing universities in your city. Their viewpoints have been collected for one month & then, finding structure questionnaire is used to gather data in accordance with appropriate responses & research background. The research population consisted of Hamadan province citizens. Firstly, 4 cities had been chosen randomly & then, each city divided to four zones. According to random sampling, 120 people were selected from each city & then 30 persons from every zone had been chosen & studied. Total sample size was 480 people of which 10 questionnaire were incomplete so they have been deliberately omitted from the study.

A Lickert scale was employed to apply arranged choice variables as follows,

1= Complete agreed, 2= agreed, 3= so-so, 4= disagreed, 5= completely disagreed

Factor analysis was used to make indexes & limit variables as well as determining factor scores. Using Kaiser-Meyer-Olkin formula, factor reliability was measured consistency of questionnaire.

4. Findings

1-4. Descriptive findings

1-1-4. Respondent condition with regard to descriptive findings summarized in table 1.

Table1. Statistical distribution of respondent personal characteristics

row	variables	maximum%	Minimum%	row	variables	maximum%	Minimum%
1	Sex	(56) male	(44) female	5	Marital Status	(53.6) Married (44.3) Single	(0.6) Divorced
2	age	(47.3) 20-29	(15.1) More than 40	6	occupation	(55.1) Employed	(8.9) seasonal workers
3	Education level	(37) M.S. (24.9)B.S.	(8.1)Less than Diploma	7	Residency	(37.2)Downtown (21.7) Slum	(18.7)Town (19.4)Lords
4	Majors	(33.2) Humanities (25.5) Sciences	(3.8) Languages	8	Monthly income	36.6%= 162-645\$	%14.5< 162\$ 7% ≥ 654\$

2-1-4. Statistical distribution of the original variables results from the polls summarized in table 2:

Table 2: Statistical distribution of the poll percent to indicate positive effects of establishing universities in cities of Hamadan province

row	variable	More & very more	Moderate	Less & very less
1	to reduce unemployment	37.9	10.4	42.1
2	to increase individual's healthcare awareness	59.3	22.1	18.9
3	to increase individual's knowledge on solving different problems	71	13.4	15.5
4	to increase public participation on solving social problems	44.3	35.7	20
5	to increase communication between social institutions such as family, education, etc & universities	61.9	21.3	16/8
6	to increase contribution of academics on solving social cultural & economic problems	43.2	29.1	27.6
7	to increase public commitment to each other	34.9	34.3	30.9
8	to boost libraries	45.3	22.3	32.3
9	to increase books & new publications	52.6	23	24.4
10	to increase conferences & festival	54.7	24.3	21.1
11	to enhance the possibility of the education of their children in the city & having no concern	68.5	14	17.4
12	to increase city budget through receiving registration fee	43.2	30.6	26.2
13	to boost municipality of city	58.1	21.2	19.8
14	to enter new words into the native language & making cultural variations	50.6	28.9	20.4
15	to increase indigenious graduates	76.4	13.7	10
16	to increase in hiring local graduates	45.2	25.3	29.6
17	to increase research centers	44.7	28.5	26.8
18	to increase scientific solutions to solve regional problems	41.5	31.3	27.2
19	to grow understanding of two generations (parents & children)	52.8	20.9	26.4
20	to reduce the rate of migration to urban areas for studying	39.8	24	18.9
21	to increase the social participation level of citizens	69.6	14	16.2
22	theeffect of university establishment on city expansion	28.1	33.8	38.1
Total	Social development	54.84	23.33	24.52

As the table (2) reveals according to citizen views , the greatest effect of university establishment on cities were reported high & very high , respectively regarding the amount of (76.4%) to increase indigenous graduates, (71%) to increase individual's knowledge on solving different problems & (69.6%) to increase the social participation level of citizens & (68.5%) to enhance the possibility of the education of their children in the city & having no concern & (61.9%) to increase communication between social institutions such as family, education, etc & universities,(24.69%). Also, 54.84% of individuals have reported that establishment of university in their city easily results in development while 24.52% believe that the effect of establishing university is likely result in development.

2-4. Findings resulting from inferential statistics

2-4-1. Factor analysis of variables

To measure the indicators and calculate the significance level of chosen components regarding social effects of university establishment on urban development, are type of factor analysis, that is, the correlation matrix among variables was used .this grouping type is clustering. It means people have been classified according to the closest responses (Kalantari, 2003:293) .This test has been made through SPSS version 16.

The results are presented in table 3.

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.873
Bartlett's Test of Sphericity	Approx. Chi-Square	2821.606
	df	325
	Sig.	.000

As KMO table (3) indicates correlation between the data is more than 70%.This variable indicates the suitability of factor analysis. (KMO=.873>.70%). Complying with the varimax commands & determining the total numbers of factors with regard to 3 factors (based on theoretical framework) & suppress absolute value which is considered less than 40% for load factors, the results are summarized in table 4. Varimax seeks to maximize the total variance of factor loading matrix. Therefore, it indicates clearly the separation of factors.

Table 4: Rotated Component Matrixa

indexes	Row	Component		
		1	2	3
to reduce unemployment		.568		
to increase individual's healthcare awareness			.513	
to increase individual's knowledge on solving different problems			.597	.464
to increase public participation on solving social problems		.441		
to increase communication between social institutions such as family, education, etc & universities			.412	
to increase contribution of academics on solving social cultural & economic problems		.630		
to increase public commitment to each other		.695		
to boost libraries		.645		
to increase books & new publications		.525		
to increase conferences & festival				
to enhance the possibility of the education of their children in the city & having no concern			.408	
to increase city budget through receiving registration fee			.657	.626
to boost municipality of city				.420
to enter new words into the native language & making cultural variations				.626
to increase indigenous graduates				
to increase in hiring local graduates			.580	.444
to increase research centers				
to increase scientific solutions to solve regional problems		.408		
to grow understanding of two generations (parents & children)				
to reduce the rate of migration to urban areas for studying				
to develop academic literacy level of citizens				
theeffect of university establishment on city expansion			.491	

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

As a table (4) indicates among 22 variables, the numbers of variables considering the amount of more than 40% are quite significant & summarized in 3 factors.

These factors along with variance & significant amount of each component have been summarized in table 5.

Table 5: Component Transformation Matrix

	Index	1	2	3	Variance explained by factors	Total Variance explained by factors
1	Services of scientific and social development	.660	.593	.462	13.918	36.500
2	to increase communication & contribution & commitment(social capital)	-.572	.795	-.202	13.075	
3	to increase awareness & knowledge & to reduce the rate of migration	-.487	-.131	.864	9.506	

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

Then, using the 3 main storage command as predictor variables in the original data table, these factors entered in the regression analysis & the results are presented in table 6.

Total variance explained by 3 factors is equal to 36.500%.

2-4-2- regression analysis:

Multiple regression analysis is used to predict the effect of university establishment on urban development. First the hypothesis & then, the results are presented in table 6.

Hypothesis 1: university establishment has a significant relationship with Services of scientific and social development in Hamadan province

$$H_1 \neq H_0$$

H_0 Hypothesis (H_0) = having no significant relationship

Research hypothesis (H_1) = having significant relationship

Hypothesis 2: university establishment has a significant relationship with social capital in Hamadan province

$$H_1 \neq H_0$$

Hypothesis 3: university establishment has a significant relationship with to increase awareness & knowledge & to reduce the rate of migration in Hamadan province

$$H_1 \neq H_0$$

Hypothesis 4: university establishment has a significant relationship with social urban development in Hamadan province (factor combinations)

$$H_1 \neq H_0$$

Table 6: economic, social consequences (factors) of university establishment regression regarding urban development

Factor	R	R Square	F	df	sig	b	Beta	**t1	Mean Square Regression
1	.785	.616	741.222	469	0.000	3.172	.785	27.225	4669.388
2	.759	.577	632.279	469	0.000	12.315	.759	25.145	3909.856
3	.390	.152	82.985	469	0.000	11.109	.390	9.110	1028.480
Total	.866	.750	460.388	469	0.000	4.199	.866	29.763	1693.789

As regression table 6 indicates there is a significant relationship between social development in cities and university establishment (the combination of 3 factors, sig=0.000<0.05). The research hypothesis (H_1) are confirmed with 99% confidence null hypothesis (H_0) is rejected. Regarding these consequences, one can predict the rate of development of the cities in which the university has been established.

Hypothesis 5: There is a significant difference between the attitudes of two sexes regarding the effect of universities on social urban development. $H_1 \neq H_0$

To test this hypothesis the statistical mann-whitney U was used since the sample size is more than 9 & also the level of variables is ordinal.

The results have been presented in table 7.

Table 7: Test Statistics a

	Y
Mann-Whitney U	25333.000
Wilcoxon W	46861.000
Z	-1.296
Asymp. Sig. (2-tailed)	.195

a. Grouping Variable:sex

As mann-whitney U table (7) shows there is no significant difference between the attitudes of two sexes regarding the effect of universities on social development sustainable development.

5. Conclusion, discussion & recommendations

From 470 respondents 263 people equal to 56% were male & 207 people equals 44% were female.

According to findings the greatest effect of university establishment on cities were reported high & very high, respectively regarding the amount of (76.4%) to increase indigenous graduates, (71%) to increase individual's knowledge on solving different problems & (69.6%) to increase the social participation level of citizens & (68.5%) to enhance the possibility of the education of their children in the city & having no concern & (61.9%) to increase communication between social institutions such as family, education, etc & universities. Also, there is a significant positive relationship between university establishment & social development. Moreover, there is no significant difference between the attitudes of two sexes regarding the effect of university establishment on social development.

1-5. - Discussion

Research findings are in accordance with Motavali & Charmzade (2009) achievements with regard to the

¹ P ** < 0/01

positive effects of university on welfare, economy & culture & confirmed them. With regard to women social participation, entrepreneurs & diversity in employment, research confirms Movahedi et al, Mansoori Boroojeni & Javanbakht (2009), Ranjbarzade & Akbarian (2006) & Ostad Hossein & Koohnabi findings (2003) & consistent with them. It is noteworthy that research findings are in accordance with theories such as Gal's social, economic, cultural & human development (1990) & Bati's sustainable development which are presented in this paper. University establishment has a positive effect on society regarding the economic dimension. It certainly helps to increase domestic production through training specialists in different sectors including agricultural industry & mining. Also, with appropriate planning makes it possible for people to prevent loss of human & non human capital. University establishment is an important factor for the development of self-reliance. It also helps to increase cultural capital & human health so this is discussed in terms of human development. The main objective of human development is to create an enabling environment for people to live longer & healthier & become creative (Lahsaezade, 2008:87). The other objective is using technical equipment & appropriate structures to meet continually the needs of present & future generation so that they feel well satisfied. (Manoon, 1995 : 5-7; Lahsaezade, 2008:88). Establishing university, it helps to increase social capital & boost interactions among different institutions of such society. As a result, social problems of a region will be solved scientifically.

2-5. Final result & recommendation

Establishing university in small cities results in sustainable development. Having scientific information is an important factor to develop societies. Accordingly, the actual development will be promoted with regard to research centers. Establishing universities result in prosperity. The graduates of such societies are indigenous associated with the environment. Establishing laboratories & small industrial centers, cost reduction due to reduced migration to metropolitan areas can be considered as university services. Existence of university in small towns is not only a key factor in urban management but it brings such cities out of social isolation. It also makes a city in an interactive network & adds the socialization process. As regards, universities are being established to reduce unemployment & prevent the migration of the young. Fair distribution of educational facilities is highly recommended to the authorities for the advancement of education in various cities across the country & in addition to motivating youth to strive for a brighter future. It is suggested that the relationship between universities & social damages considered to present the consequences of establishing universities clearly.

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