



THE EFFECT OF UNIVERSITY ESTABLISHMENT ON ECONOMIC, CULTURAL, AND SOCIAL DEVELOPMENT IN IRANIAN CITIES

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ABSTRACT

Universities influence development by providing efficient manpower and expanding the frontiers of knowledge and technical skill as well as advancing technology. This paper examines the effects of universities on economic, cultural, and social development in Hamadan province of Iran. It aims to determine the economic, social, and cultural consequences of establishing universities; to explain the relation between the university founding and city development; and to compare the attitudes of men and women toward the effects of university establishment in urban development. The research method was both qualitative and survey-based, with all cities being selected as its statistical base. Citizens of the cities examined in this study formed the unit of analysis. Using random cluster sampling and a multi-stage method, data was gathered from interviews and questionnaires with 88% reliability. The results indicated that the university impact on urban development included cultural development (55.97%), social development (54.84%), and economic development (43.6%). Regression showed a significant relation between the establishment of a university and urban development. Furthermore, there were no differences in attitude between the two sexes.

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1. INTRODUCTION

Previously, sociologists such as Jacobs (1961) and Hall (1988) asserted that the cities grow through widespread economic development (Savage and Warde, 1993). Development scholars currently believe that among the set of investments (physical, technical, and labor), labor productivity is the most important variable (Pishgahi-Fard and Qodsi, 2009). Considering higher education as a linchpin for fostering experts and academic productivity (Merton, 1938) in societies, a skilled and trained workforce is valued in the labor market. The term “academic productivity”

was introduced into higher education research in Japan, in 1973. From Arimoto's perspective, this concept is adaptable not only to research but also to all functions of knowledge. Hence, academic productivity is thought to apply to research, teaching, and service productivity (Arimoto, 2006; Rabbani Khorasgani and Moazzeni, 2011). The concept of academic productivity may be understood as a creative, original activity, academic vitality and other higher education activities in the scientific community (Savage and Warde, 1993). In summary, the university holds a basic role in academic productivity.

Universities have other consequences on cities apart from academic productivity- Their most important functions are providing efficient manpower and expanding the frontiers of knowledge and technical skill while advancing technology. Both the aim and the means of academic services are necessary and interdependent. Academic service also plays an underlying role (Foyoozat, 2003). Meanwhile, development in the communication and information age and globalization (Giddens, 1990) along with the emergence of the knowledge-based economy, have led to a more decisive role for higher education in a nation's wealth and capital. This results more competitive conditions for community development. The growth of higher education, together with the limitation of public resources, enhance stakeholder sensitivity towards higher education quality as well as its value. (Brennan and Shah, 2000). Intuitively, the demand for higher education increases the importance of quality and outputs. On the other hand, decentralization is likely to result in heightened expectations among authorities for universities to align their needs with their community obligations and powers (Massey, 2005). Therefore, external stakeholders (the labor market, government, society, and public culture) as well as internal ones intend to recruit faculty members; on the other hand, students have coordinated and have continuously demanded to improve the quality (CHEA, 2003). This article aims to study the impact of universities such as Payame Noor, Islamic Azad, Applied Science and Technology, and state universities in light of the economic, social, cultural development of Hamadan province in Iran. It also seeks to answer the question of whether the establishment of such universities has had a positive impact on cities from a citizen's perspective. What solutions can be offered to responsible authorities in this case?

The research objectives are both qualitative and quantitative. The first objective is qualitative, and the others are quantitative.

1. Determine the economic, social, and cultural impacts of university establishment in Hamadan province in Iran (qualitative)
2. Explain the relation between economic, social, and cultural impacts of university establishment with regard to Hamadan province development in Iran (quantitative)
3. Compare the attitudes of men and women on the consequences of establishing the university in Hamadan province and its development (quantitative)

2. BACKGROUND

Although several studies have been conducted on the effect of university and higher education institutes in urban development, they only consider the impact of Azad universities. In other words,

the effects on other universities have not been studied. It is noteworthy that further research may have been conducted, but the scholars have not been informed of it.

Motevali and Charmzade (2009) have researched the impact of the establishment of Azad University of Babol on city development. Their results indicate that most respondents positively evaluated the impact of university on Babol's development and its education, welfare, economy and culture. Movahedi *et al.* (2009) studied the impact of the establishment of Azad University on cultural, social, and economic affairs. The results show that the university has an effective role on female employment and participation. Mansoori and Javanbakht (2009) studied, using attributive and survey methods, the impact of the Islamic Azad University of Boroujen on increasing public participation. The establishment of the university and ensuing student activity changed and promoted popular culture and subcultures in the city. They also led to greater participation among women in social, cultural, economic, and political activities. Moreover, the university's functions are in line with development plans. Fayazbakhsh and Qltash (2009) in their research titled "The study of Islamic Azad university's role in sustainable development of Kohgiluyeh and Booyer-Ahmad province" obtained the following results, taken from the perspective of university professors and senior managers: They reported that the university has a significant role in cultural development (approximately 80%), boosting the employment (65%), increasing income and improving citizen welfare (70%), and bringing a highly competitive presence of women in higher education (80%). This study also found the existence of significant difference in attitude between women and men. Khajegir *et al.* (2009), in their study "A study of the establishment of Islamic Azad University of Mobarake on social and economic development," definitively proved the role of neighboring industries and subsequent issues and that the impacts of the university were fundamental stimuli for the city's development and growth. The local culture of the city changed through the establishment of the university and the influx of students from different parts of country. Cultural and social changes contributed to the growth of social and economic indicators in the city. Selahvarzi (2011) studied the economic effects of the establishment of Islamic Azad University in Khoramabad. The descriptive and inferential statistics of university establishment confirm 73% of the results. There was a significant difference in responses between single and married women with regard to the positive effects of the Islamic Azad university's establishment. The study also found that a significant percentage of women are employed in governmental organizations. A study on the impact of the establishment of Islamic Azad University on economic development of women from the perspective of Kazeroon women was conducted by Darvish and Khormaei and Ziaee (Congress of Female and goals of millennium development, 2013), The economic impacts of the Islamic Azad university indicate that the university has a significant role in increasing women's demands for public administration, encouraging job diversity, creating job opportunities, contributing to the family economy, having access to the job market, employment,

and earning money. [Ranjbarzade and Akbarian \(2006\)](#) studied the effects of establishment of Islamic Azad University on women's educational, economic, social and cultural affairs in Bam. The results indicate that while the university's minimal impact on women income was 77%; it had a great influence on the types of job held by women (88%). The university's effect on women's cultural and social development was also significant (64.2%). Improving women's awareness of current issues was its most significant effect (94%). Heller (2002, citing [Ahanchian \(2005\)](#)) shows that higher education prepares individuals to enter the job market and helps them to achieve professional growth and full status. It also has a significant effect on economic development. On the other hand, higher education prevents negative social consequences such as unemployment, crime, and morality issues ([Tadayon et al., 2006](#)).

Since the research aims to study the impacts of university establishment on the economic, social, and cultural development of cities, a set of theories provide a theoretical framework of development. Therefore, the concept of development and its dimensions should come first; then, sustainable development will be briefly described. This type of development is in line with research objectives.

Michael Toodarow believed that development is a multi-dimensional process that requires fundamental changes in social structures, public attitudes, and national institutions; it also helps accelerate economic growth and reduce inequality as well as eradicate absolute poverty ([Toodarow, 1987](#)). Peter Donaldson says; "Development refers to creating fundamental changes in social structures, attitudes, and institutions to fully realize the goals of a community. All people need to be aware of development and comply with its changes; otherwise, it is impossible to continue development." ([Dini, 1991](#)). Brogfild states that "development is a movement in terms of making progress towards welfare system such as reducing poverty, unemployment, and inequality" ([Azkia and Ghafari, 2002](#)). Development means the harmonious interplay of all aspects of a social system in accordance with possibilities, needs, and internal conditions ([Rafipoor, 1998](#); [Seyfollahi, 2002](#)), and it improves the whole society continuously ([Naraghi, 1994](#)). Economists label development as "economic growth" or "economic development." Some of them evaluate development according to stages of economic growth and consider the variables for development to be access to infrastructure, industrial development, and new technology [Rostow \(1971\)](#), cited in ([Kalantari and Abdollahzadeh, 2012](#)). Scholars define development in terms of social and cultural development. Social development through instructional planning may result in favorable changes resulting from changes made in other components of the social structure.

Culture and the level of its promotion should be considered criteria for development. In this context, the role of higher education could play an important factor in culture. Since early 1980s, cultural development has been promoted by [UNESCO \(1997\)](#). Cultural development means creating appropriate changes and values, ethical standards, and norms necessary to satisfy human needs in the community. Cultural development focuses primarily on non-material needs, while nutrition and housing, hygiene and education, transportation, etc. are considered as social development variables ([Kalantari and Abdollahzadeh, 2012](#)). According to initial discussions, development has economic, social cultural, political and environmental dimensions involved in all

aspects of human life. This knowledge underlies the concept of sustainable development, a development model integrating all aspects of a society including economic, social, cultural, political, technical, environmental.

To achieve sustainable development, four main variables and three steps should be considered: 1. assessing the natural ability of the society, 2. determining the existing infrastructure, 3. identifying human resources for development, 4. assessing the amount of financial resources in the country (Lahsaeizade, 2008).

The first step in sustainable development is to design national strategies addressing economic social, cultural, political, environmental, and technical contexts in accordance with the principles of sustainable development. The second step is education. Education means providing intellectual and cultural contexts to accelerate sustainable development. Finally, the third step is increasing community participation in sustainable development. Two techniques lead to the success of sustainable development: 1. it must be people-oriented, and 2. it must involve participatory techniques (Batie, 1989). In this model, people themselves will determine the evolution of development programs; a government is viewed as a participant in the planning process rather than people being viewed as participants in government programs (Lahsaeizade, 2008). The goal for people is to enjoy long lives with good health and access to knowledge as well as the ability to acquire the appropriate resources needed in life. If these three possibilities are unachievable, the development will not happen (Lahsaeizade, 2008).

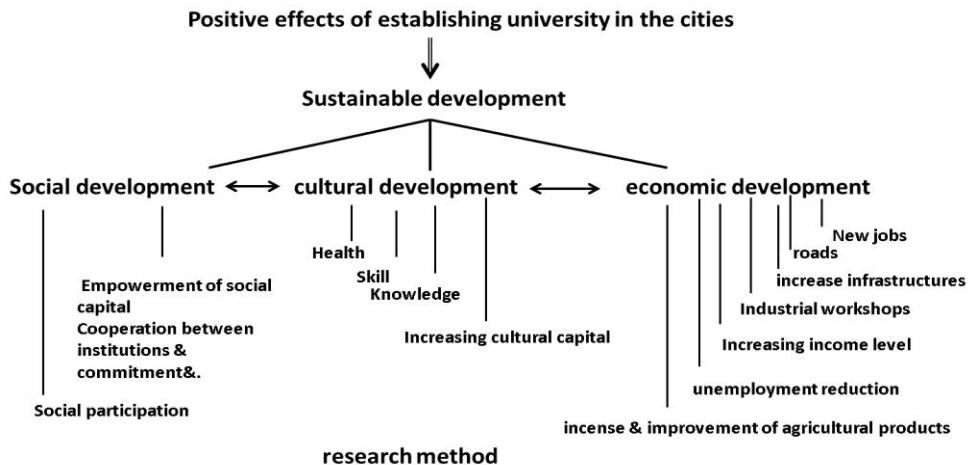
Thus, the initial investment in development is the management of powerful human resources, and universities are responsible for making such decisions. If manpower training and university and collage expansion have taken priority, in the later stages of development, agricultural, industrial and mining activities, and the protection of environment along with renewable and nonrenewable resources will be required to perform an appropriate manner. Keith and Terry (2008). To investigate the role of education in human development and economic growth, it is noteworthy that countries are able to invest in human and national capital 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 and about 6% and in developing countries such as Iran (Ostadhossein and Kuhnaby, 2003).

Although the development of higher education centers in a specific region accelerates to meet the needs of the workforce, it has other effects including the creation of urban attractions, the prevention of brain drain, library services that impact growth and intellectual development among the public, the implementation of economic development projects such as roads, and added public transportation. Additional benefits could include economic and social cooperative institutions that ensure greater cooperation between universities, research centers, and local offices to solve problems and provide better services and offer technical service to different institutions, better relations between industry and the university, gradual reduction in training costs, a significant reduction in travel time to university, and preserving the fabric of the family by providing local opportunities for higher education.. Therefore, universities are recognized as critical scientific and research centers responsible for scientific progress in different areas. In addition, universities' roles in gradual training, cultural planning, and applied provide policymakers with knowledge and

resources they can use to minimize social and economic imbalances (Ostadhossein and Kuhnaby, 2003).

2.1. Theoretical Model for This Research

The design of the theoretical model for this research is described in the following:



3. MATERIALS AND METHODS

3.1. Participants and Procedure

A survey method was chosen to meet the goals of this research, since it is the best applicable method for describing a large population and evaluating attitudes (Babbie, 2001). It is also the commonest method of social research (Baker, 2007). The research approach is sociological and cross sectional in nature.

3.2. Data Collection

Simple random and multi-stage sampling were performed, and data were collected via questionnaire. In the first phase, 60 people were interviewed over a one-month period and given an open-ended question on the positive effects of establishing universities in their city. Their responses were collected, and then a questionnaire was used to gather data to follow up on their responses and our research needs. The research population consisted of citizens of Hamadan province. First, 4 cities were chosen randomly, and each city was divided into four zones. According to random sampling, 120 people were selected from each city, then 30 persons from every zone were chosen and studied.

3.3. Sample size

The total sample size was 480 participants. Ten questionnaires were incomplete, so were excluded from the study. A Lickert scale was employed to apply arranged choice variables as follows,

1= Completely agree, 2= agree, 3= no opinion, 4= disagree, 5= completely disagree

3.4. Data Analysis

Factor analysis was used to create indices and limit variables as well as to determine factor scores. Using the Kaiser-Meyer-Olkin formula, factor reliability was used to measure the consistency of the questionnaire. Explaining and predicting the relation between two variables, a variable and multivariate regression had been entered in the final model (statistics processed by version 16 SPSS Software).

4. RESULTS

4.1. Descriptive Findings

Details on the respondents are summarized in Table 1.

Table-1. Statistical distribution of respondent personal characteristics

row	variables	maximum%	Minimum%	row	variables	maximum%	Minimum%
1	Sex	(56) male	44) female	4	Marital Status	(53.6) Married (44.3) Single	(0.6) Divorced
2	age	(47.3) 20-29	(15.1) More than 40	5	occupation	(55.1) Employed	(8.9) seasonal workers
3	Education level	(37) M.S. (24.9)B.S.	(8.1)Less than Diploma	6	Monthly income	36.6%= 162-645\$	% 14.5< 162\$ 7% ≥ 654\$

Statistical distributions of the original variables from the survey are 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 increase roads, highways & underpass & overpass bridges	57.9	13.6	28.5
2	to increase industrial workshops & entrepreneurship	44.5	25.1	30.4
3	to increase new jobs (cafe net, duplicating, E-stores & academic products	83.8	7.7	8.5
4	to reduce unemployment	37.9	10.4	42.1
5	to increase & industrialize the agricultural products	51.7	26.3	21.9
6	to improve the agricultural products	46.4	27.9	25.8
7	to increase technical skills	55.6	24	20.5
8	to increase per capita income through tourism, home rentals & sales of handicrafts & local products	57.4	19.4	23.2
9	to increase infrastructures	38.3	31.1	30.6
10	to increase individual's healthcare awareness	59.3	22.1	18.9
11	to increase individual's knowledge on solving different problems	71	13.4	15.5
12	entrepreneurship & entrepreneurs have become a value	43.4	32.6	24.1
13	to increase job opportunities for all	35.1	22.8	42.1
				<i>Continue</i>

14	to increase the quality of local & domestic goods & having ability to compete with foreign counterparts	38.9	25.1	35.9
15	to increase local & domestic goods & prevent the entry of similar foreign products	33	29.4	37.7
16	to increase the income of urban & inter-urban drivers	75.5	13.4	11.1
17	Super specials deli & supermarket	66.8	20.6	12.6
18	to increase public participation on solving social problems	44.3	35.7	20
19	to increase communication between social institutions such as family, education, etc. & universities	61.9	21.3	16/8
20	to increase contribution of academics on solving social cultural & economic problems	43.2	29.1	27.6
21	to increase public commitment to each other	34.9	34.3	30.9
22	to boost libraries	45.3	22.3	32.3
23	to increase books & new publications	52.6	23	24.4
24	to increase the number of book readers	53.2	22.6	24 /2
25	to increase conferences & festival	54.7	24.3	21.1
26	to enhance the possibility of the education of their children in the city & having no concern	68.5	14	17.4
27	to increase city budget through receiving registration fee	43.2	30.6	26.2
28	to boost municipality of city	58.1	21.2	19.8
29	to enter new words into the native language & making cultural variations	50.6	28.9	20.4
30	to increase indigenous graduates	76.4	13.7	10
31	to increase in hiring local graduates	45.2	25.3	29.6
32	to increase scientific discoveries	37.9	33	29.1
33	to increase research centers	44.7	28.5	26.8
34	to establish study parks	37.2	28.3	34.4
35	to increase the exchange of ideas between literature & thought	48.1	26/8	25/1
36	to increase scientific solutions to solve regional problems	41.5	31.3	27.2
37	to increase the number of universities in their city (cultural capital)	57.5	23.6	18.9
38	to grow understanding of two generations (parents & children)	52.8	20.9	26.4
39	to reduce the rate of migration to urban areas for studying	39.8	24	18.9
40	to rise health care & public-health	59.7	24.9	15.3
41	to grow public awareness of the morning exercise & human healthy body	37.6	34.9	27.5
42	to foster public awareness of food & nutrition care	46.6	28.9	24.5
43	to increase circulation of newspaper & media in the city	46.6	28.5	24.7
44	to increase luxury malls & passages	48.1	25.2	26.2
45	to improve health care centers	47	25.7	47
46	to develop academic literacy level of citizens	69.6	14	16.2
47	the impact of university establishment on city expansion	28.1	33.8	38.1
Total	economic development	43.6	47.51	49.28
				<i>Continue</i>

	Cultural development	55.97	55.94	24.69
	Social development	54.84	23.33	24.52
	Total	51.47	26.65	32.83

Table 2 reveals that respondents felt the greatest impact of the establishment of a university on a city were cultural (55.97%), social (54.84%), economic and (43.6%), economic. Lower-ranked factors included social (24.52%), social,(24.69%) cultural and (49.28%) economic. Furthermore, 28.1% of individuals reported that the establishment of a university in their city resulted in development, while 38.1% believed that the impact of establishing university is likely to result in development.

4.2. Findings from Inferential Statistics

4.2.1. Factor Analysis of Variables

A type of factor analysis was used to measure the indicators and calculate the significance level of chosen components of the positive effects of university establishment on urban development; clustering was used to group the correlation matrix among variables. Thus, respondents were classified according to the closest responses (Kalantari, 2003). This test was conducted using SPSS version 16; the results are presented in Table 3.

Table-3. (KMO and Bartlett's Test)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	Approx. Chi-Square	6295.465
	df	1081
	Sig.	.000

A KMO table indicates the correlation among the data is over 70%. This variable indicates the suitability of factor analysis. (KMO=88%>70%). Complying with varimax commands and determining the total numbers of sub-factors related to the 3 factors (based on theoretical framework) and suppressing absolute value, which is considered less than 40% for the load factor, the results are summarized in Table 4. Varimax seeks to maximize the total variance of factor loading matrix. Therefore, it clearly indicates the separation of factors.

Table-4. Varimax of components

Row	indexes	Factors		
		1	2	3
1	Roads, highways, underpass & overpass bridges	.504		
2	Workshops & entrepreneurship	.545		
3	new jobs, cafe net, duplicating & E-stores			.437
4	Unemployment reduction	.591		
5	Increasing & industrialization of agricultural products	.578		
6	Improving the agricultural products	.586		
7	Increasing technical skills	.437		
				<i>Continue</i>

8	Increasing per capita income through tourism, home & villa rentals & sales of handcrafts			
9	Developing of water supply, gas & electricity, underground ducts & roof drains (infrastructures)	.592		
10	Increasing individual's healthcare awareness			.407
11	Increasing individual knowledge on solving different problems			.506
12	Entrepreneurship & creating value for entrepreneurs		.431	
13	Increasing job opportunities for all	.524		
14	Increasing the quality of local & domestic goods & having ability to compete with foreign counterparts	.514		
15	Increasing the income of urban & inter-urban drivers regarding students & their families	.462		
16	Super specials deli, supermarkets & fast food			.586
17	Increasing public participation on solving social problems			.604
18	Increasing communication between social institutions & universities			.448
19	Increasing contribution of academics on solving social, cultural & economic problems in commissions & workshops		.460	
20	Increasing public commitment to each other with regard to the scientific awareness of them		.563	
21	Boosting libraries around the city		.490	
22	Increasing new & update publications		.514	
23	Increasing the number of book readers		.511	
24	Holding conferences & scientific, artistic, literary festivals in the city.			
25	Reducing concerns of staying children in other cities.			
26	Increasing city budget & income through receiving registration fees			.448
27	Boosting municipality of city			
28	Entering new words into the native language & making cultural variations			
29	Increasing the number of local graduates			
30	Increasing the number of local employees with university degrees			.511
31	Attracting scientific discoveries			
32	Increasing the establishment of research centers in the city	.459		
33	Developing software products, cultural & academic product shop		.441	
34	Establishing study parks		.548	
35	Exchanging ideas between science, literature, art & thought		.594	
36	Increasing the scientific approach to solve regional problems		.584	
37	Increasing cultural capital			
38	Growing two generations understanding (parents & children)			
39	Reducing the rate of migration to other cities			
40	Growing public awareness & health care			.421
				<i>Continue</i>

41	Growing public awareness of the morning exercise benefits			.568
42	Growing public awareness of the food diet & care			
43	Increasing circulation of newspapers & media in the city			
44	Rising luxury malls & passages			
45	Rising health care centers	.452		
46	Being a university city (by increasing the number of students in the family)	.408		

As Table 4 indicates, among 46 variables, the numbers of variables considering the amount of more than 40% are quite significant and can be summarized into 3 factors.

These factors, along with variance and significant amount of each component, are summarized in Table 5

Table-5. Component Transformation Matrix

Factors	Index	1	2	3	Variance explained by factors
1	Economic development	.640	.576	.508	20.792
2	Social development	-.454	-.49	.856	5.432
3	Cultural development	-.619	-.778	.102	3.662

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

Table-6. Economic, cultural & social consequences (factors) of university establishment regression regarding urban development

Factor	R	R Square	F	df	sig	b	Beta	**t ¹	Average Variance residual
1	0.431	0.186	106.0944	669	0.000	3.484	0.431	13.839	53.236
2	0.597	0.357	259.678	469	0.000	12.315	0.579	16.115	285.128
3	0.539	0.290	191.512	669	0.000	11.109	0.539	15.200	273.512
Total	0.989	.978	6830.383	469	0.000	106.283	-	747.143	302.222

The total variance explained by the 3 factors is equal to 21.5902%

4.2.2. Regression Analysis

Multiple regression analysis is used to predict the impact of university establishment on urban development. The hypothesis and results are presented in Table 6.

Hypothesis 1: University establishment has a significant relation with economic development in Hamadan province $(H_1 \neq H_0)^2$

1 - P ** < 0/01

2- H₀ Hypothesis (H₀) = having no significant relationship

Research hypothesis (H₁) = having a significant relationship

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Hypothesis 2: University establishment has a significant relation with cultural development in Hamadan province $H_1 \neq H_0$

Hypothesis 3: University establishment has a significant relation with social development in Hamadan province $H_1 \neq H_0$

Hypothesis 4: University establishment has a significant relation with urban development in Hamadan province (factor combinations) $H_1 \neq H_0$

As the regression table indicates, there is a significant relation between economic, cultural, and 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; the null hypothesis (H_0) is thus rejected. Regarding these consequences, one can predict the rate of development of the cities in which the university has been established. It is noteworthy that the regression coefficient is calculated as statistically “significant.”

The structural equation to predict the development of the province (positive effects) on the basis of university establishment is formulated as follows:

Structural equation to predict urban development (positive effects) on the basis of university establishment in the cities:

$$\text{Development effects} = 106.283 (\text{university establishment}) + 3.484(\text{first factor}) + 12.315(\text{second factor}) + 11.109 (\text{third factor})$$

(33 components)
(10 components)
(13 components)
(10 components)

Hypothesis 5: There is a significant difference between the attitudes of the two sexes regarding the impact of universities on 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 and the level of variables is ordinal. The results are presented in table 7.

Table-7. Test Statistics*

	X1	x2	x3	x4
Mann-Whitney U	26782.500	26135.500	26605.000	23984.500
Wilcoxon W	48310.500	47663.500	61321.000	45512.500
Z	-.300	-.743	-.422	-2.218
Asymp. Sig. (2-tailed)	.764	.458	.673	.027

a. Grouping Variable: sex

As the Mann-Whitney U table shows, there is no significant difference between the attitudes of two sexes regarding the impact of universities on economic, cultural, and social development and generally speaking, sustainable development.

5. CONCLUSION AND IMPLICATIONS

5.1. Conclusion, Discussion, and Recommendations

Out of 470 respondents, 263 (56%) were male and 207 (44%) were female.

According to findings, the impact of university establishment on cities were reported as high or very high, regarding the amount of (55.97%) cultural, (54.84%) social and (43.6%) economic and very low and low, respectively. Including (24.52%) social, (24.69%), cultural and (49.28%) economic. A significant positive relation was also seen between university establishment and sustainable development. Moreover, there is no significant difference between the attitudes of two sexes regarding the impact of university establishment on economic, cultural and social development.

5.2. Discussion

These research findings confirm those of [Motevali and Charmzade \(2009\)](#) with regard to the positive effects of universities on welfare, the economy, and culture. With regard to women's social participation, entrepreneurs, and diversity in employment, this research confirms findings by [Movahedi et al. \(2009\)](#), [Darvish et al. \(2010\)](#), [Selahvarzi \(2011\)](#), [Mansoori and Javanbakht \(2009\)](#), [Ranjbarzade and Akbarian \(2006\)](#), and [Ostadossein and Kuhnaby \(2003\)](#). It also confirms the contribution to urban development noted by [Fayazbakhsh and Qltash \(2009\)](#), and the findings of its impact on sustainable and cultural development as well as entrepreneurs and economic development shown by [Ostadossein and Kuhnaby \(2003\)](#). It is noteworthy that these research findings are consistent with theories such as Gall theory on social, economic, cultural, and human development (1990) and Bati's theory of sustainable development, which are presented in this paper ([Lahsaeizade, 2008](#)). University establishment thus has a positive impact on society in the economic dimension. It helps increase domestic production through training specialists in different sectors including the agricultural industry and mining. Also, with appropriate planning, it can prevent the loss of human and non-human capital. University establishment is an important factor for the development of self-reliance. It also helps increase cultural capital and human health, so can be discussed in terms of human development. The establishment of a university also helps increase social capital and boost interactions among different institutions of that society. As a result, social problems of a region will be solved scientifically.

5.3. Final Result

A significant relation was found between university establishment and economic, cultural, and social development. Therefore, establishing universities in small cities results in sustainable development. Access to scientific information is an important factor for developing societies. Accordingly, actual development will be promoted through research centers. Establishing universities results in prosperity. The establishing of laboratories and small industrial centers, cost reduction from reduced migration to metropolitan areas, the development and of transportation, services and promotion of culture and tourism can also be considered university services. Therefore, the role of universities in social economic and cultural development should be noted. The presence of universities in small towns is not only a key factor in urban management but

removes such cities from social isolation. It also makes the city in an interactive network and contributes to the socialization process.

5.4. Recommendations

Universities are being established to reduce unemployment and prevent the migration of the young. Fair distribution of educational facilities is highly recommended for the advancement of education in various cities across the country and motivating youth to strive for a brighter future. It is suggested that the relation between universities and social damages is considered to clearly present the consequences of establishing universities.

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