Social Entrepreneurship Development Model in the Higher Education System

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Abstract

Purpose of this study is to provide a structured model for the development of social entrepreneurship in the higher education system of humanities post-graduate. According to the research purpose, theoretical framework was established with three main dimensions including needs and incentives, features and measures and the consequences of social entrepreneurship development. This model has been led to interview protocol. Then researcher done 10 interviews with experts by telephone, Skype and face-to-face methods. These interviews were then coding and recoding and the concepts and categories were extracted. Then, the relationships between the categories were adjusted based on the model derived from the literature. Then with using the confirmatory factor analysis and ISM and SEM techniques, the dimensions and components of the designed model were confirmed and structured.

Keywords   *National Higher Education, Social Entrepreneurship Development, Consequences of Social Entrepreneurship Development*

Introduction

Nowadays, the development of social entrepreneurship is considered as a social and humanitarian mission and one of the solutions for solving some

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problems and social damages. Entrepreneurship has had a positive and direct influence on many different countries' activities; on one hand, can cause economic development and creating job opportunities, and on the other hand, can improve the social and cultural status of the society. In the current situation, our country is involved in many social issues such as addiction, begging, poverty, prostitution, marginalization, divorce, homeless and abused families, working children, street children, mass conflicts, running away from home, etc. (Marjani and Sadri, 2014). The application of the principles, activities and terminology of entrepreneurship has been widely applied across non-profit higher education. The social thinkers have designed innovative and creative approaches to solve a broad range of social issues. This form of entrepreneurship is focused on the needs of society under social entrepreneurship. Although some theorists believe that entrepreneurship does not achieved by direct education and entrepreneurs must be trained in a methodical way, nobody can deny that the use of new technologies and new business creation without education and research is unattainable in practice (Rahimian et al., 2017). Accordingly, in order to develop social entrepreneurship, the platform for the development and increase of awareness in this field should be increased, and this platform can be considered a university. In fact, the country's higher education system must have a coherent and dynamic model for the development of social entrepreneurship in order to be able to develop social entrepreneurship. Without understanding and following a coherent model for the development of social entrepreneurship, the higher education system cannot expect positive and effective results because the dispersal of decisions and the disintegration of activities lead to the waste of resources and the efforts of managers and activists in universities. On the other hand, in the postgraduate education related to the humanities, the development of social entrepreneurship can be very beneficial because the education related to the humanities in this field is more than other fields and

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the proximity of social entrepreneurship activities with the humanities can strengthen the grounds for the emergence of social entrepreneurship in this field (Shahsavari & Haghighat-Monfared, 2017). Entrepreneurial training drives entrepreneurs to risk, responsibility, empathy, cooperation and other fields associated with entrepreneurship by analyzing the entrepreneurial process components; so that by changing the spirit, goals, values, and beliefs, the great issue of entrepreneurship in their work behavior is institutionalized and the culture of entrepreneurship is enhanced (Jafari Sangari et al., 2019). The country that started to promote entrepreneurship culture from high school and offered trainings was the country of Japan. The issue of entrepreneurship in japan was extended to the university level. Between 1970 and 1992, more than 96 percent of the industrial innovations that made Japan a prominent player in the global economy were made by entrepreneurs. The University of Southern California held an entrepreneurial training course for the first time in 1972, and 300 universities in 1980, 1,050 universities in 1990, and 1600 universities in 2003 worked on entrepreneurship education. Today, most universities and countries hold entrepreneurship training courses (Hang 2007). In Iran, the first course of entrepreneurial training was held in 2004 at the faculty of management of Tehran University under the title of business management (entrepreneurial orientation). In 2006, the Faculty of Entrepreneurship at Tehran University was created in collaboration with the Ministry of Science, the Ministry of Labor and Tehran University. Of course, before these, academic entrepreneurial centers, entrepreneurship department of the Ministry of Labor, municipality and … were formed and they were operated on the education of entrepreneurship. Entrepreneurship education is a policy that directly affects the quantity and quality of the entrepreneur's offering in a society. For this reason, in many countries, especially developed countries, where barriers and problems have been overcome, the government has begun to flourish the potential of the people. For this purpose, education

is very important to small manufacturers. By implementing this policy, different purposes such as the recognition of opportunity and how to utilize them, the introduction of new technical knowledge and technologies, and how they use, new scientific and managerial approaches can be realized. It can be long term or short term training. Becoming an entrepreneur is no longer a particular way of thinking about the progress of the business; it is a job that one can plan for and a policy that is accessible to many people who have envisioned it (Karlidag-Dennis et al., 2020). Entrepreneurship training activities can be studied in three time periods in 1985 and 1990. The first educational effort was made in 1980 with the aim of motivating success among Indian businessmen. By the early 1980s, only 130 colleges had designed limited courses in entrepreneurship. Whereas in the early 1990s this number reached more than 500 colleges and now more than 20 universities teach entrepreneurship as an independent discipline and orientation (Aquino et al., 2018). Canada and some Asian countries, such as the Philippines, India and Malaysia, have also taken major steps to support entrepreneurial activities. These sponsorships include practical guidance, consulting, financial facilities, and special courses on entrepreneurship within and outside universities. Entrepreneurship training courses have not only found their place in the context of university courses and in various fields, but have also been considered in various study courses from elementary to high school. Although today the diversity of these courses covers existing companies and several courses designed to grow, survive and entrepreneurship of large organizations, the primary purpose of entrepreneurship development is to train self-reliant people and those aware of opportunities and people in general who are more willing to start independent businesses (Galvão et al., 2020). The study shows that there have been few studies on the development of social entrepreneurship in the country's higher education system and the outcome of the researcher's search did not lead to any model identification. Hence, there is a study gap in

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this field for designing the model of social entrepreneurship development in the higher education system of human sciences, which the present study addressed this issue and considered a model to reduce this study gap. Therefore, the main question of this study is that the development of social entrepreneurship in the higher education system of human sciences is achieved through what model?

Literature Review

Social entrepreneurship also includes social goals, in addition to innovative and non-profit businesses. The establishment of non-profit social banks and the establishment of hybrid organizations, which are composed of non-profit and for-profit elements, can be defined as this type of entrepreneurship. Also, centres that are set up for homeless people, where businesses are offered to train and recruit them, are also classified into those entities (Roska et.al). Social entrepreneurs intend to respond to the deprived and the homeless people needs by defining and implementing new business models and connect between charitable efforts and economic activities. The most important objective of social entrepreneurship is to address a social motivation, such as improving social cohesion, fighting poverty, defending human rights and promoting health care (Canestrino et al., 2020). For social entrepreneurship, the following three situations can be identified (Martin and Azberg, 2007) To identify a stable but unfair balance that causes deprivation, marginalization or discomfort in part of the provinces, as a result those provinces are unable to meet their needs at the appropriate level. Recognition of an opportunity to develop social value in this unfair equilibrium and cause the inspiration, creativity, direct action, courage and tolerance So that the existing stable but unfair conditions can be challenged. Creating a balance that eliminates potential shortcomings or deficiencies that a particular group faces, or creates a natural, stable, stable, new, and reassuring order that leads

to a better future for the target group and even society as a whole. In theoretical foundations and social entrepreneurial definitions, the fact is that the underlying motivation of social entrepreneurship is the creation of social value rather than increasing shareholder wealth and personal benefits. The main driver of social entrepreneurship is the social issue that must be addressed and resolved. Therefore, the organizational form of this type of entrepreneurship should also mobilize resources efficiently to resolve that issue. Indeed, examples of social entrepreneurship can be observed in non-profit, governmental and business sectors (Sahasranam and Nandakomar, 2018; Rosca et al., 2020). Due to the importance of social entrepreneurship and its effectiveness in this area, more discussions of social entrepreneurship issues are addressed, so in the following table, in terms of historical order, a brief overview of the studies conducted in the field of social entrepreneurship has been discussed. Each of the studies based on the basics of analysis, the purpose of the study, key dimensions and how to conceptualize, has examined social entrepreneurship and has defined the study of social entrepreneurship based on the time period (Madadandar, 2018). Social entrepreneurs are the ones who recognize social issues and use the basics of entrepreneurship to organize and manage activities that cause social changes. While economic entrepreneurs evaluate their performance with the components of interest and return of capital, social entrepreneurs measure their success with the element of influence and the degree of influence in the society (Lee, 2017). The model derived from the present research literature, citing Păunescu et al. (2013), has three main categories of incentives, characteristics and consequences, and these three main sections are the basis of the initial model of the present study. Based on these three main categories, the other concepts in the models of other researchers, which are specified in Table 1, are categorized to determine which of the main concepts in the other researchers' models are situated in which main category of the Păunescu et al. (2013) model.

Table 1.

Classification of Concepts

References	Prerequisites and Incentives	Features	Consequences
Galvão et al. (2020)	- Strong background in the humanities	-Appropriate curriculum content and specialized topics -Management actions -Provide valuable experiences throughout the course	----
Karlidag-Dennis et al. (2020)	- Management governing the higher education system and its hierarchy	-Using traditional teaching methods and obsolete materials -Failure to use incentive methods to attract students to entrepreneurship -The failure of the courses offered	-The gap between industry and academia
Aquino et al. (2018)	----	----	-Preparing students to participate in the market and work environment -Creating growth centers and science and technology parks -Maximum interaction with society and industry to solve real problems -Development of firm culture and investment in the university -Encourage the use of lifelong learning -Applying knowledge and theory
Păunescuet.al (2013)	-Access to training -Training quality	-Having special social goals	-Changes and social exchanges

References	Prerequisites and Incentives	Features	Consequences
	-Special features -Reputable and responsible professors	-Focus on social missions -Focus on creating and developing social values	-Formation of social values
Sharif et.al (2012)	----	-Curriculum goals -Curriculum content -Learning and learning strategies -Management and leadership styles -Supervision styles -Evaluation methods	----

Given the need for the development of social entrepreneurship in the country, it seems that the task of teaching this kind of entrepreneurship is also the responsibility of the universities to develop social entrepreneurship by proper planning. Given the importance of universities' position for entrepreneurial development, its role cannot be neglected in the development of entrepreneurship. Hence, entrepreneurial development is tied with a higher education system. Although some scholars believe that entrepreneurship is an innate talent, but education can enhance many aspects of it and eliminate barriers to researchers. Today, the development of social entrepreneurship is considered as a social and humanitarian mission and one of the solutions for solving some problems and social damages (Shahsavari & Haghighat-Monfared, 2017). Entrepreneurship has had a positive and direct influence on many different countries 'activities; on one hand, cause economic development and creating job opportunities, and on the other hand, can improve the social and cultural status of society. Our country is involved in numerous social issues such as addiction, begging, poverty, depravity, divorce, child labor, street children, and collective conflict, running away from home and … (Marjani and Sadri, 2014). Despite the efforts of the

authorities to reduce these issues and social problems, the situation of these problems is more complicated than ever. One way out of the crisis, such as overcoming economic crises, is to develop entrepreneurship and use the general capacity of entrepreneurs to develop entrepreneurship. Just as economic entrepreneurs can overcome economic crises and relieve economic pressures from the government, so can social entrepreneurs fulfill some of their social responsibilities and reduce their destructive effects on society. In fact, social entrepreneurs have a social and humanitarian mission, and through various business activities, they solve some social problems and harms. The investigations show that there have been few studies on the development of social entrepreneurship in the country's higher education system and the outcome of the researcher's search did not lead to any model identification. Hence, there is a study gap in this field for designing the model of social entrepreneurship development in the country's higher education system, which the present study addressed to it and considers a model to reduce this study gap. In this way, this study has thematic and applied innovation. The model of social entrepreneurship in the higher education system of the country in the humanities is a new model with new dimensions and components that have not been identified, explained and designed by another researcher and its design and development can lead to the expansion of social entrepreneurship among humanities students in the country's higher education system. According to the identified categories, it can be realized that the concepts and categories extracted from the interviews were consistent and complementary with the literature and in general, it follows the model of Păunescu et al. (2013), but there are major differences in the components of each variable. In the model arose from the literature, there were three variables or three main dimensions of social entrepreneurship development, features and measures of social entrepreneurship development, and the outcomes of social entrepreneurship formation and development that these three categories are at

the end of the interview coding and analysis according to the questions raised in the interview protocol, and no other dimension was added to it. Therefore, the main categories of the model can be designed as the model derived from literature as follows. Based on the classification, the model derived from the literature is designed as figure 1.
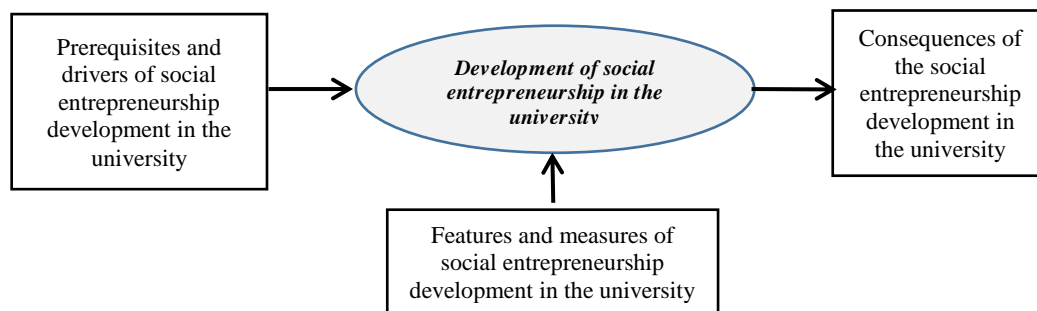

Figure 1.

Model of Relationship between Social Entrepreneurship Development Categories in the Higher Education System
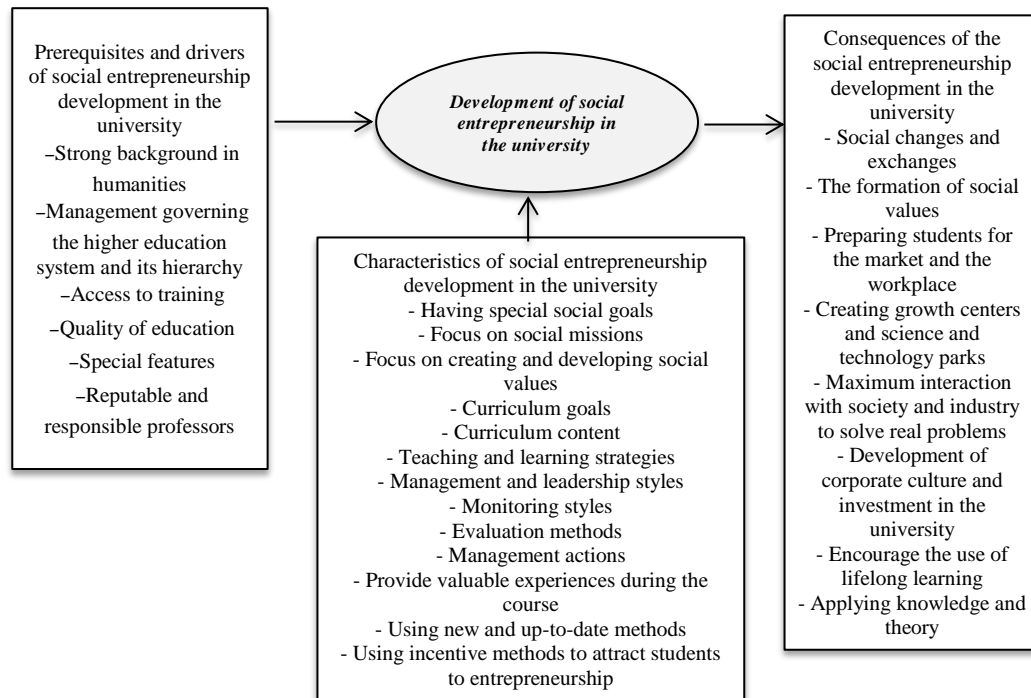
Prerequisites and drivers of social entrepreneurship development in the university
–Strong background in humanities
–Management governing the higher education system and its hierarchy
–Access to training
–Quality of education
–Special features
–Reputable and responsible professors

Development of social entrepreneurship in the university

Characteristics of social entrepreneurship development in the university
- Having special social goals
- Focus on social missions
- Focus on creating and developing social values
- Curriculum goals
- Curriculum content
- Teaching and learning strategies
- Management and leadership styles
- Monitoring styles
- Evaluation methods
- Management actions
- Provide valuable experiences during the course
- Using new and up-to-date methods
- Using incentive methods to attract students to entrepreneurship

Consequences of the social entrepreneurship development in the university
- Social changes and exchanges
- The formation of social values
- Preparing students for the market and the workplace
- Creating growth centers and science and technology parks
- Maximum interaction with society and industry to solve real problems
- Development of corporate culture and investment in the university
- Encourage the use of lifelong learning
- Applying knowledge and theory

Figure 2.
A Model Arising from the Literature

As outlined in the figure, the model arose literature has four basic categories that prerequisites and drivers of social entrepreneurship development in universities, in the right - hand side, constitute the formation of prerequisites and drivers of the middle category of the model, which is the development of social entrepreneurship in country's universities and the higher education system. On the other hand, the features and measures at the bottom of the model include the activities and features of social entrepreneurship development in universities, leading to the development of

social entrepreneurship formation in the higher education system. This development leads to the formation of outcomes that have been determined on the left side of the model. These outcomes can be explained as the consequences of social entrepreneurship development in the higher education system that can solve the problems and issues of the society. Thus, based on the model arose from literature, in the next chapter, the research methodology and the planning of the interview protocol has been discussed. This protocol is the basis for collecting data from interviews.

Method

The present study is developmental and applied in terms of purpose and descriptive and survey in terms of method. In this study, the semi-structured interview was used to collect the point views of the interviewees on the model of social entrepreneurship development in the higher education system. For this purpose, based on the model derived from literature, interview protocol and questions were determined. Society in qualitative research is choose by the goal-based approach (Siahkali Moradi et al., 2019). After identifying or choosing the first sampling unit, it was used to identify and select the second sampling unit. Sampling method was snowball sampling and the experts were selected by introducing the professors and then others were added step-by-step, and this process continued until the saturation point of the data. Finally, 10 interviews were conducted. These interviews were conducted by telephone, Skype and one case was conducted as face to face because of an epidemic of Covid19. In order to validate the designed model, all experts' point of views in the field of social entrepreneurship were used in Tehran universities, which showed that about 80 experts were estimated. Then the Cochran formula was used to calculate the proper number of samples. The number was estimated at 67. In order to consider the 10% probability of inappropriate and non-analyzable questionnaires, 73 questionnaires were distributed.

Findings

In this study, 10 interviews were conducted, and in total, about 373 phrases were extracted from interviews that the researcher removed 88 phrases during the re-examination and 285 initial codes were extracted. He then enumerated the new codes extracted from each interview, which included a total of 87 non-repetitive codes. In the following tables, the concepts and categories extracted from the initial codes are presented. In Table 2, the extracted line by line codes are categorized and the basic concepts and categories are extracted from the original codes.

Table 2.

Focused Coding of Prerequisites and Incentives Category

Open codes	Concepts
Strong background in the humanities The need for youth to risk taking	Student Prerequisites
The culture of social entrepreneurship in the country A culture of respect for the values of social entrepreneurship	Culture building in society
Promoting the doctrinal and religious roots of social entrepreneurship Developing ethical and human approaches to social entrepreneurship	Valuable infrastructure in society
Management of higher education system and university entrepreneurship group Strengthening standard resources for developing the foundations of social entrepreneurship Use experienced and specialized professors in colleges Take advantage of strong and efficient managers in universities	Human capital of universities
Participatory management and leadership Entrepreneurial attitude of university officials and administrators and professors of humanities Effective management and leadership Evolutionary management and leadership The existence of an inspiring leader at the top of the university	Management requirements

Accelerate the Entrepreneurship Event in Graduates and Undergraduate Students at Universities Developed and dynamic academic environment International gatherings Holding social entrepreneurship startups Holding social entrepreneurial events	Academic activities and actions
Feeling the mission of the university to solve economic and social crises Increasing the quality and quantity of social entrepreneurship in universities Development of entrepreneurial colleges in the country Identify the goals and missions of the Entrepreneurial University	Policy making and setting goals for the University of Social Entrepreneurship
Establishment of an appropriate academic structure to facilitate entrepreneurial activities Flexible academic structure	The structure of social entrepreneurial universities
Formation of a communication network between the university and the community Sustainable international communications International scientific and research collaborations	Academic Communication
Strengthen the university's place in society as a place to solve society's problems Familiarity with the effects of social entrepreneurship in solving social crises Formation of entrepreneurial fields and opportunities in different sectors	Strengthening the position of the University of Social Entrepreneurship in society
Comprehensive government support Reducing bureaucratic barriers to the development of social entrepreneurship Attention to the need to develop social entrepreneurship in society	Government requirements
Establishment of Student Associations of Social Entrepreneurship Research activities of entrepreneurial associations Educational activities of social entrepreneurship associations	Student actions
Sustainable interaction with industry Interaction with the country's welfare organization Interact with prison administration Interact with addiction treatment centers and associations	Institutional interaction

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In Table 3, the extracted codes are categorized and the basic concepts and categories are extracted from the original codes.

Table 3.

Focused Coding of Features and Actions Category

Line by Line Codes	Concepts
Financial Independence of Entrepreneurial University	Independence in
Decisions independent of other faculties	decision making
Being decentralized	
Proper management and organization structure	
Decentralization of university policies and policy-making with a social entrepreneurship approach	Proper organizational structure
Elimination of administrative formalities and traditional structure	
Participatory and continuous learning	
Forming entrepreneurial teams	group learning
Open access and share information	
Design and produce appropriate educational content in the humanities	
Implementation of social entrepreneurship training courses	Appropriate educational content
Creative and Innovative Approaches to Textbooks	
Combining courses related to entrepreneurship and business	
Creative and forthcoming teaching methods	
Training with practical courses	Appropriate teaching methods
Student internships in social entrepreneurial environments	
Variety of teaching patterns	
Socialization through educational classes	
Socialization through the entry of students into social networks	
Cooperation and membership in entrepreneurial networks and forums	Student socialization
Continuous communication between universities and social entrepreneurs in the humanities	

Line by Line Codes	Concepts
Empowering students' knowledge and skills Creating enthusiasm and motivation in students	Enhancement skills
Utilizing successful social entrepreneurs as invited instructors for lecturing, teaching and transferring knowledge, skills and experience Entrepreneurship Exhibitions Entrepreneurship tours and camps	Field Familiarity with Social Entrepreneurship
Carrying out research projects and dissertations and targeted theses of social entrepreneurship Social Entrepreneurial Research Objectives	Goal setting in research

In Table 4, the extracted codes are categorized and the main concepts and categories are extracted from the original codes.

Table 4.

Focused Coding of the Consequences Category

| Line by Line Codes	Concepts
Creating social and personal skills Increase students' scientific and practical skills Increase learning	Increase social and personal skills and learning
Improving the position of the university and students in society Expanding student participation in the cultural and economic life of the community	Improving the position of the university and students in society
Expanding the culture of social entrepreneurship in the country Expanding the culture of knowledge and research of social entrepreneurship in society	Cultural expansion
Reducing the volume of economic and social activities of the government and reducing the dependence of universities on the government Development of industry liaison offices and its dynamism	Solve economic and social problems

Line by Line Codes	Concepts
Strengthening communication networks between society, industry and universities	
Increased self-employment and entrepreneurship in the country Employment of graduates and reduction of unemployment rate Strengthening the position of knowledge-based companies and start-ups in the country	Increase job creation
Creating and expanding the values of social entrepreneurship in society Paying attention to the values of social entrepreneurship	Developing the values of social entrepreneurship

According to the identified categories, it is possible to find that the concepts and categories extracted from the interviews are aligned and complementary of the model derived from literature and in general, follows the Păunescu et al. (2013) model, but there are major differences in the elements of each variable. In the model arose from the literature, there were three variables or three main dimensions of social entrepreneurship development, features and measures and the consequences of social entrepreneurship formation and development. These three categories exist at the end of coding and analysis of interviews, according to the questions raised in the interview protocol and no other dimensions were added. As indicated in the explanations, according to the model rationale, prerequisites and entrepreneurial development drivers will cause the development of social entrepreneurship, taking into account the appropriate features and measures, which leading to the formation of outcomes and impacts that based on the relationships described in Figure 1, the model based on research interviews is derived. The basis of design model is the relationship between the three main categories of prerequisites and incentives, features and measures, as well as the effects and consequences of social entrepreneurship development in the system of higher education in the country's human sciences. In fact, first, there

must be policy-related Incentives and prerequisites and targeting in the educational system of social entrepreneurship at the ministry level and university level. It should also provide the prerequisites for students in terms of scientific and practical strengthening, managers and teachers, and university staff in a flexible and appropriate structure. On the other hand, without building culture and creating the value of social entrepreneurship in society, one cannot expect such an approach to be accepted. Therefore, universities, and especially those studied in this research, which have been the fields of humanities, should carry out activities and actions that motivate and encourage students by universities, and this development can be a source of attraction for students. Without strengthening the position of the entrepreneurial university in society, it is not possible to expect that students who graduate from the university can be the source of transformation in society and social entrepreneurs. That is to say, people who can be able to generate revenue can also get a burden on society's problems and social problems. Also, the interaction between institutions including between the Ministry of Science and Industry, welfare, treatment centers and addiction can provide adequate operational space for students to become prominent and competent social entrepreneurs.

Figure 3.

Social Entrepreneurship Development Model
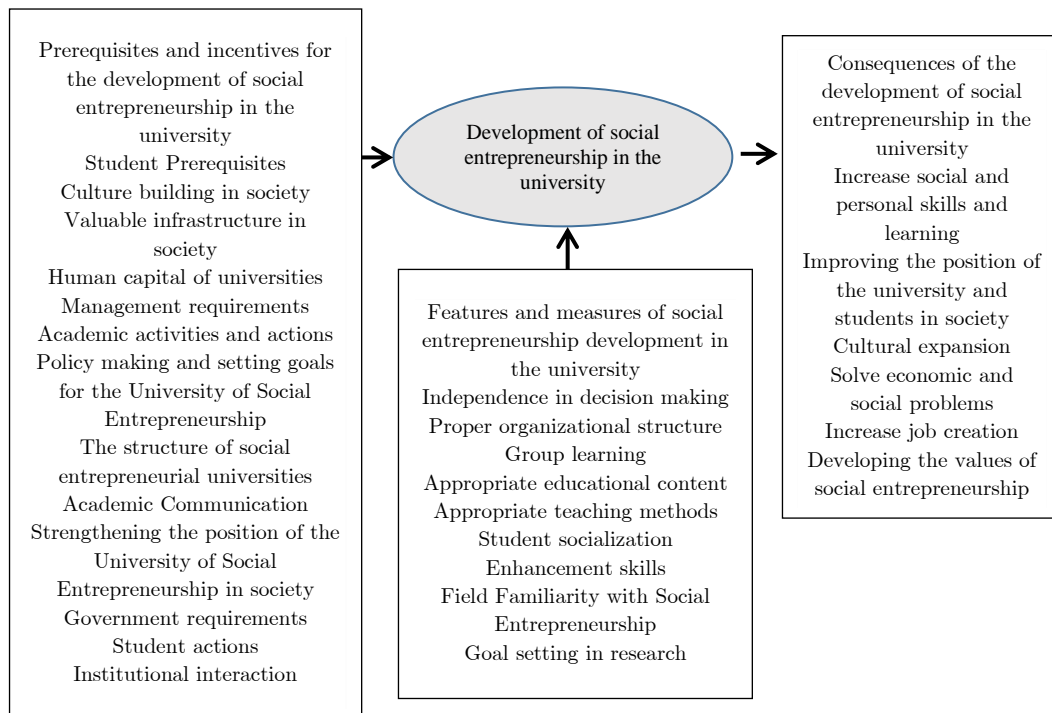
Given these prerequisites, steps must be taken to create the characteristics of the universities so that the prerequisites provided can achieve the desired results and outcomes. According to interviews, these characteristics and actions require universities to be independent in their decision-making. They must also be able to create financial independence for themselves through the actions taken so that they can produce content and make a difference in their performance. This content production can be in textbooks, educational content and teaching methods. Inviting top social entrepreneurs, participating in exhibitions, social entrepreneurship tours and using the experiences of top

social entrepreneurs by attending in their companies or inviting them to lectures and teach and hold workshops are some of the measures that can increase the success rate of the university and students. All of these require a flexible structure and co-operation along with collaborative learning and access to data and information by faculty, students and staff. On the other hand, students need to be held accountable and socialized so that they can fully realize their business opportunities and generate new income by solving social problems. In this way, students can be empowered and given sufficient skills until their study time. After designing the model from interviews and the content analysis, the dimensions and components identified were investigated.

Figure 4 evaluates the results of the corrected confirmatory factor analysis and the standardized factor loads for the structure of the prerequisites and incentives, features and measures and consequences for the development of social entrepreneurship.
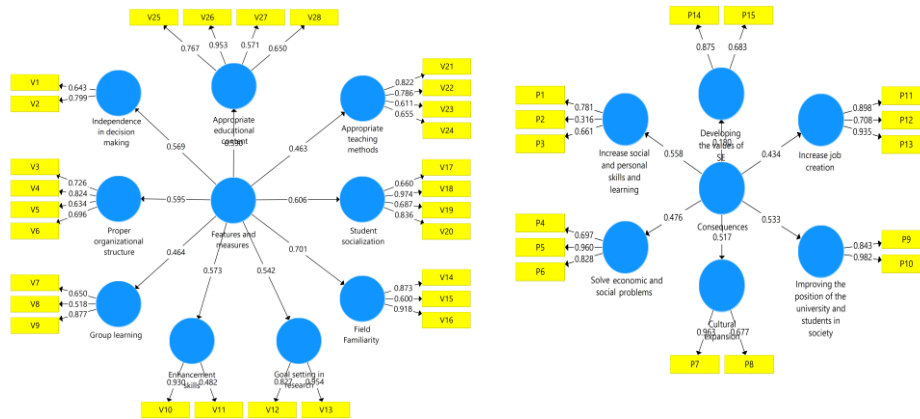
Figure 4.

Determined Factor Loads of the Structure of Prerequisites and Incentives (above), Features and Measures (Left) and Consequences (Right)

The results of the study show that the social entrepreneurship prerequisites and incentives structure are properly composed of extracted components. The calculated P-value was less than 0.05 and the df was calculated 1.529, which is lower than the average and therefore, the goodness of fit of the model was confirmed. Also the results show that the structure of social entrepreneurship development features and measures are properly composed of extracted components. The calculated P-value was less than 0.05 and the df was calculated 1.056, which is lower than the average and therefore, the goodness of fit of the model was confirmed. And finally, the results show that in the structure of social entrepreneurship development consequences are properly composed of extracted components. The calculated P-value was less than 0.05 and the df was calculated 1.209, which is lower than the average and therefore, the goodness of fit of the model was confirmed.

Conclusions

Today, the development of social entrepreneurship is considered as a social and humanitarian mission and one of the solutions for solving some problems and social damages. Entrepreneurship has had a positive and direct influence on many different countries ' activities; on one hand, cause economic development and creating job opportunities, and on the other hand, can improve the social and cultural status of society. Social entrepreneurship is one of the important and under-development aspect in the entrepreneurial activities of the industrialized countries of the world and it also has a long history. however, in our country, given the increasing tendency of institutions, academic institutions and non-governmental organizations to entrepreneurship and entrepreneurial activities, as well as government support for individuals and groups of entrepreneurs to solve some old problems such as unemployment and its devastating consequences in the country, unfortunately we are witnessing their excessive attention to the economic category of entrepreneurship and ignorance of its social dimension. Social entrepreneurship is the creation of innovative solutions to address social problems and mobilize ideas, capacities, resources and social norms required for social change. Given the challenges faced by social entrepreneurs, it needs to develop appropriate support policies. Based on the aims and questions of the research, theoretical foundations and previous articles were reviewed and using previous models and studies, a model arising from the literature with three main dimensions including prerequisites and drivers of social entrepreneurship development, features and measures of the social entrepreneurship development and the consequences of social entrepreneurship development were designed. This model led the researcher to formulate interview questions according to the identified dimensions and components and to collect the necessary data for analysis through the interview. For this purpose, professors with authorship and theory in the field

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of social entrepreneurship were identified and 10 interviews with experts were conducted by telephone, Skype and in person. These interviews were then coded and the extracted codes were categorized and concepts and categories were designed. Then, the relationships between the categories were adjusted and completed based on the model derived from the literature, and the final model of the research resulting from the content analysis was designed. The final model of the research is based on the expression of the relationships between the approved and structured categories of entrepreneurial development. According to the model, based on the Ponsku et al. (2013) model, the logical process of relations between categories approaches from prerequisites and drivers to the features and measures and then to the consequences of social entrepreneurship development. Thus, the main question of research was answered and found out that the model of the social entrepreneurship development in the higher education system of postgraduate humanities has what process and the dimensions and how the managers of higher education and graduate education as well as policy makers in the entrepreneurship field in the country, can make decisions on the issue of social entrepreneurship development and lead to its development and enhancement.

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