

## Designing a Model for Nurturing Hybrid Entrepreneurs among University Faculty Members

Fataneh. Baharvand<sup>1</sup>, Bijan. Rezaee<sup>2\*</sup>, Nader. Naderi<sup>2</sup>, Yousef. Mohamadifar<sup>2</sup>

<sup>1</sup> PhD. Student, Entrepreneurship Department, Social Sciences Faculty, Razi University, Kermanshah, Iran

<sup>2</sup> Associate Professor, Entrepreneurship Department, Social Sciences Faculty, Razi University, Kermanshah, Iran

\* Corresponding author email address: rezaee61@yahoo.com

### Article Info

#### Article type:

Original Research

#### How to cite this article:

Baharvand, F., Rezaee, B., Naderi, N., & Mohamadifar, Y. (2026). Designing a Model for Nurturing Hybrid Entrepreneurs among University Faculty Members. *Quarterly Journal of Research and Planning in Higher Education*, 32(1), 195-214.



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### ABSTRACT

The main goal of this research is designing a model for nurturing hybrid entrepreneur among faculty members. This research was conducted with a qualitative approach and Grounded Theory strategy. Semi-structured interview was used as data collection tool. In order to collect data and by using the purposive sampling method, interviews were conducted with 16 faculty members who are entrepreneurs and business owners. The validity of the research was checked using the criteria introduced by Lincoln and Guba. Data analysis was done in three stages of open, axial, and selective coding. The findings indicated the emergence of 200 codes and 40 concepts. Based on these concepts, the causal conditions include "economic motivations", "psychological needs", "global changes", "change in upstream policies", "high failure rate of start-ups", and "success stories of hybrid entrepreneurs". Contextual conditions include "norms and values governing society and university", "basic education", "locations", "business environment confusion", "non-entrepreneurial public culture", "unhealthy competitions", "being anti-value", "cumbersome rules of the business environment", and "weakness in the education system". Furthermore, "people's personality traits", "entrepreneurial competencies", "demographic characteristics", "occupational interactions", "one-dimensionality of people's expertise", "supporting rules and regulations", "financing and exploitation of occupational relations", "weakness of university regulations", "non-entrepreneurial university system", "law enforcers", "business costs", and "weak entrepreneurial culture of faculty members" were identified as intervening conditions. In addition, serious strategies for nurturing hybrid entrepreneurs among faculty members consist of "development of business skills", "knowledge enhancement and entrepreneurship education", "motivation of people", "development of internal and external university communication", "development of infrastructures", "entrepreneurial leadership development", "discourse and culture creation", "financial support", "legal and policymaking reforms", and "using shared workspaces". Finally, nurturing hybrid entrepreneurs will result in consequences such as "educational consequences", "objective and subjective welfare of faculty members", "development of entrepreneurial university", and "social-economic development". According to the findings, it is possible to help the development of hybrid entrepreneurship among faculty members by creating a suitable condition and removing the obstacles. It is also possible to facilitate productivity and development of the society by optimally using the talent, expertise and abilities of knowledgeable people.

**Keywords:** Nurturing Entrepreneurs, Hybrid Entrepreneurship, Faculty Members.

## Introduction

Today, entrepreneurship development is recognized as the most strategic and important tool for economic development in advanced societies and a solution to the socio-economic problems facing developing countries. Recent empirical studies also show that more than 50 percent of new entrepreneurs start their businesses while receiving a salary in a public or private job. This combination of salary employment and entrepreneurship has attracted the attention of policymakers and researchers who have called it "hybrid entrepreneurship". In order to benefit from the advantages of hybrid entrepreneurship -the most important of which is a higher chance of success and survival- and increase entrepreneurial activities, special attention is needed to hybrid entrepreneurs and design a model for nurturing them in the country. University faculty members are not legally prohibited from having a second job or starting a business. Meanwhile, due to the increased attention of higher education system on knowledge-based businesses and entrepreneurial universities as well as the orientation of universities towards becoming entrepreneurs in recent years, also the evidence of research results on hybrid entrepreneurs' tendency towards knowledge-based industries based on advanced technologies, it seems that university faculty members have more potential to become hybrid entrepreneurs than other individuals. Therefore, we aim in this study to design a model for nurturing hybrid entrepreneurs among faculty members and seek to answer this question: "What is the model for nurturing hybrid entrepreneurs among faculty members?"

## Methodology

This research was conducted with a qualitative approach and Grounded Theory strategy. Semi-structured interviews were used as data collection tool. In order to collect data and by using purposive sampling method, interviews were conducted with 16 faculty members who are entrepreneurs and business owners. The validity of the research was examined using the criteria introduced by Lincoln and Guba. Data analysis was carried out in three stages: open, axial and selective coding.

## Findings

The findings indicated the emergence of 200 codes and 40 concepts. Based on these concepts, the causal conditions include "economic motivations", "psychological needs", "global changes", "change in upstream policies", "high failure rate of start-ups", and "success stories of hybrid entrepreneurs". Contextual conditions include "norms and values governing society and university", "basic education", "locations", "business environment confusion", "non-entrepreneurial public culture", "unhealthy competitions", "being anti-value", "cumbersome rules of the business environment", and "weakness in the education system". Furthermore, "people's personality traits", "entrepreneurial competencies", "demographic characteristics", "occupational interactions", "one-dimensionality of people's expertise", "supporting rules and regulations", "financing and exploitation of occupational relations", "weakness of university regulations", "non-entrepreneurial university system", "law enforcers", "business costs", and "weak entrepreneurial culture of faculty members" were identified as intervening conditions. In addition, serious strategies for nurturing hybrid entrepreneurs among faculty members consist of "development of business skills", "knowledge enhancement and entrepreneurship education", "motivation of people", "development of internal and external university communication", "development of infrastructures", "entrepreneurial leadership development", "discourse and culture creation", "financial support", "legal and policymaking reforms", and "using shared workspaces". Finally, nurturing hybrid entrepreneurs will result in consequences such as "educational consequences", "objective and subjective welfare of faculty members", "development of entrepreneurial university", and "social-economic development".

## Conclusion

According to the research findings, it can be concluded that in the model of nurturing hybrid entrepreneurs, causal conditions such as "economic and psychological incentives" as well as "environmental changes" lead to the emergence of "nurturing hybrid entrepreneurs" as central phenomenon. In order to develop hybrid entrepreneurs among faculty members, we need to adopt "motivational-educational", and "legal-political" strategies and focus on developmental factors- such as infrastructure development, entrepreneurial leadership development, and networking. Among the contextual conditions as the governing context, the role of institutions such as family, school, and university in implementing entrepreneurial development strategies

is evident, because they play the greatest role in the education and training of the individual. Intervening conditions such as "weaknesses in university laws and regulations" and "law enforcers" play a deterrent role, and "entrepreneurial profile" and "entrepreneurial competence and competencies" play a facilitating role in implementing strategies. Ultimately, implementing strategies and nurturing hybrid entrepreneurs among faculty members will lead to several consequences. In order to achieve desired results and outcomes, it is suggested that government and the higher education system focus on removing obstacles and barriers, making the right policy, expanding a collective entrepreneurial culture, and providing specialized training to faculty members.

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